

The
**Technical
Bulletins**
of
Dianetics and Scientology

by
L. Ron Hubbard
Founder of Dianetics and Scientology

VOLUME XIII
1985–1991

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TECHNICAL BULLETINS

1985–1991

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1985 to 24 January 1986

Living at his ranch near San Luis Obispo, California, Ron continued to develop new technology at the lower ends of the Bridge while carrying forth his research into the highest levels of OT.

In August, he completed and released the Allergy or Asthma Rundown—a new series of auditing steps designed to help relieve mental and spiritual troubles associated with allergies and asthma.

The new Clear Certainty Rundown was completed in December, providing a complete and streamlined procedure for verifying and validating a person's achievement of the state of Clear. This advanced rundown includes steps to detect a person who went Clear in Dianetics or Scientology processing earlier than the current lifetime.

For Clears, a completely new first step toward Operating Thetan was released: New OT I. This level not only gives the Clear terrific case gains, but also builds his certainty and competence as a Solo auditor.

While pushing forward technical research, Ron also found time to compose and write lyrics for a complete album of Scientology songs. Musical statements of many of the basic principles of Scientology, some of the titles on this album are "The ARC Song," "The Evil Purpose," "The Way to Happiness" and "Make it Go Right." The album, entitled The Road to Freedom, was recorded and produced by Golden Era Productions with musical performances by Scientologists and Scientology celebrities in 1986. The album provided an aesthetic way to introduce family and friends to the truths of Scientology.

No matter what other activities he involved himself with, Ron never ceased his research into the upper reaches of spiritual freedom and ability. By the end of 1985 he had completed and codified new OT levels all the way through New OT XV. And on the final night of the year he announced the release of a new gift to his friends—the first of these new OT levels, New OT VIII: Truth Revealed.

On 24 January 1986, having completed all he set out to do, Ron departed his body. He left us with a legacy: the only technology capable of freeing man, and the responsibility of getting his technology applied standardly across the planet.

1985

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 JANUARY 1985

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

Remimeo
All Auditors
All C/Ses
Tech/Qual
HCO
MAAs/Eth Offs
Execs
HSSC Course
Checksheet
SHSBC Checksheet

HCO CONFESSIONALS

<i>Refs:</i>			
HCOB	13 Oct.	82	C/S Series 116 ETHICS AND THE C/S
HCO PL	17 June	65	STAFF AUDITOR ADVICES
HCO PL	22 July	82	KNOWLEDGE REPORTS
HCO PL	2 Apr.	65	FALSE REPORTS
HCO PL	10 Mar.	82	CONFESSIONALS—ETHICS REPORTS REQUIRED
HCO PL	19 Apr.	65	TRAINING AND PROCESSING REGULATIONS
HCOB	30 Nov.	78R	CONFESSIONAL PROCEDURE
	Rev. 10.11.87		
HCOB	10 Nov.	87	Auditor Admin Series 20RA MISCELLANEOUS REPORTS

There has evidently been some confusion among a few auditors, Sec Checkers and C/Ses as to the proper administrative handling of overts and withholds gotten off during sessions.

Overts disclosed in the course of Confessionals done for investigatory or justice purposes (generally called "HCO Confessionals") are always the subject of Knowledge Reports to HCO and are actionable on the person.

Overts and withholds divulged during routine auditing may not be used as grounds for ethics actions on a preclear. This is a part of the Auditor's Code and has been well known to auditors for many years.

ABUSE

One does not send someone to HCO for an overt or crime gotten off in routine auditing. **HOWEVER, EVIDENCE OF A CRIME KNOWINGLY WITHHELD BY A PC UNTIL HE IS IN SESSION IS ACTIONABLE BY HCO.** In other words, the purpose of auditing is not to provide a means for an out-ethics person to "avoid the Ethics Officer."

Actually, the end result of "waiting until one is in session" to reveal a crime is often far far worse than any ethics or justice action one might receive at the hands of HCO! I recall a person who knowingly withheld a serious crime he'd committed until he got an auditing session. No ethics action was taken by HCO. He was not brought to justice for it in any way. And he went straight ahead and



tried to punish himself most severely. He wound up in the hospital for an operation that he need never have undergone. He promptly started administering his *own* punishment.

This can also be abused in the other direction. I have actually seen a pc become ill after his auditor (quite incorrectly and in gross violation of the Auditor's Code) tried to make him guilty for overts revealed in session. I've seen a pc fold up after being charged for overt acts he'd gotten off in the confidence of a session. This is why the Auditor's Code is written as it is. It is a question of case gain.

But where one knowingly withholds a crime until he gets into session, it IS a matter for HCO. If it is revealed, whether in session or not, that the person knowingly withheld a crime until session so as to escape the Ethics Officer, a Knowledge Report is written and sent to Dept 3 for action (assignment of a lower condition, court, Committee of Evidence, etc.). This applies to ANY auditing.

CIRCUMSTANCES

The usual circumstances under which an HCO Confessional is done are that the person is already undergoing a Comm Ev or other ethics investigatory action or is working through lower ethics conditions, and the Ethics Officer has requested that the C/S order an HCO Confessional done. Overts and out-ethics disclosed in such a Confessional are reported to HCO in Knowledge Reports and can be acted on by the Ethics Officer.

HCO Confessional actions can include running a False Purpose Rundown form or other related rundowns that address O/Ws and nonsurvival intentions.

It is a basic rule that one does not attempt to audit someone that is under Comm Ev or in lower ethics conditions, as the person is under stress and his attention is on getting his ethics straightened out. The exception to this is when one is doing an HCO Confessional action or Danger Assessment or "3 May PL" (HCO PL 3 May 72R, Rev. 18.12.77, Exec Series 12, ETHICS AND EXECUTIVES), as these actions are aimed directly at helping him sort out the ethics trouble he is in.

HCO CONFESSIONAL PROCEDURE

The fact that a Sec Check or False Purpose RD form is being done as an HCO Confessional does not mean that the procedure is changed. The auditor's procedure is the same. But the overts are reported to Ethics for handling and are actionable. It should be clearly marked on the Knowledge Report that it is from an HCO Confessional action.

At the beginning of the first session of an HCO Confessional or any auditing action to be done as an HCO Confessional, the auditor gives the pc the R-factor, "I am not auditing you." The session is then begun as usual with "This is the Session" (Tone 40). Ruds are flown and the C/Sed for actions done. It is not necessary to begin every such session that follows with the "not auditing you" R-factor. This applies as long as that action is being done, and this fact should be made known to the person.

JUSTICE

Where a person is refusing to answer an auditing question, whether in HCO Confessional or other auditing, he or she can be brought before a Court of Ethics on a charge of a "No Report." (Ref: HCO PL 19 Apr. 65, TRAINING AND



PROCESSING REGULATIONS and HCOB 4 Apr. 65, ARC BREAKS AND MISSED WITHHOLDS)

SUMMARY

Auditing is a technical action, meant to give case gain. Case gain does not occur, and tech does not go in, where ethics are out.

Honesty and in-ethics are the keys to one's own case gain and future. I depend on auditors, C/Ses and HCOs to intelligently and effectively apply the data in this HCO PL to assist the pc in keeping his hands clean and his case advancing.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 MARCH 1985

Remimeo
Estos
MAAs/Ethics
Officers
Dir I&Rs
HCO
Execs
Tech/Qual
C/Ses
Hubbard E/O Hat
Course

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

Establishment Officer Series 51

FULL DANGER CONDITION HANDLING

Refs:

HCO PL	16 Jan.	66R	DANGER CONDITION
	Rev. 29.11.79		
HCO PL	19 Jan.	66 III	DANGER CONDITION
			RESPONSIBILITIES OF DECLARING
HCOB	2 Mar.	84	O/W WRITE-UPS
HCO PL	9 Apr.	72R	CORRECT DANGER CONDITION
			HANDLING
HCO PL	3 May	72R	Executive Series 12
	Rev. 18.12.77		ETHICS AND EXECUTIVES
HCO PL	3 Apr.	72	Esto Series 13
			DOING WORK
HCO PL	13 Oct.	80	ETHICS CHANGE
HCOB	22 Mar.	72RA	DISAGREEMENT CHECK
	Rev. 24.3.85		
HCO PL	24 Mar.	85	RESPONSIBILITY, CONTROL AND
			DANGER CONDITIONS
HCO PL	2 Nov.	82	CONDITIONS HANDLINGS
HCOB	19 Jan.	66	DANGER CONDITIONS
			TECHNICAL DATA FOR REVIEW
			AUDITORS
HCOB	28 Sept.	82	C/S Series 115
			MIXING RUNDOWNS AND REPAIRS
HCOB	20 Apr.	72 II	C/S Series 78
			PRODUCT PURPOSE AND WHY AND
			W/C ERROR CORRECTION
HCOB	28 Oct.	76	C/S Series 98
			AUDITING FOLDERS
			OMISSIONS IN COMPLETENESS

It was recently discovered that not all of the tech for handling a Danger condition was broadly known and used. This policy letter is being issued to amplify and further codify the theory of the Danger condition and its formulas.

FORMULAS

There are three Danger Formulas which have been described in earlier policy letters:



1. *Senior Danger Formula*

This is the formula a senior, himself, applies when he assigns a post or area under him a condition of Danger. It has also been called the “First Danger Formula” or the “Original Danger Formula.” Its steps are bypass (ignore the junior or juniors normally in charge of the activity and handle it personally); handle the situation and any danger in it; assign the area where it had to be handled a Danger condition; assign each individual connected with the Danger condition a First Dynamic Danger condition and enforce and ensure that they follow the formula completely, and if they do not do so, do a full ethics investigation and take all actions indicated; reorganize the activity so that the situation does not repeat; recommend any firm policy that will hereafter detect and/or prevent the condition from recurring.

2. *Junior Danger Formula*

Originally issued in HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING, this is the formula applied by a junior or staff member of an area assigned Danger. It consists of writing up one’s overts and withholds, then doing the First Dynamic Formula. It has also been called the “Second Danger Formula.”

3. *First Dynamic Formula*

The First Dynamic Formula was developed to enable an individual to get his own ethics in. Though it is generally used administratively as part of the Junior Danger Formula, it, as itself, is totally applicable to any individual. It is sometimes referred to as the “Junior Danger Formula.” Its steps are bypass habits or normal routines; handle the situation and any danger in it; assign self a Danger condition; get in your own personal ethics by finding out what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight; reorganize your life so that the dangerous situation is not continually happening to you; formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.

NOT DOING BOTH FORMULAS

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

This could explain the situation of an area or activity continually below Emergency. It’s right in the condition formulas. Because there was a First Dynamic Formula, someone took this to mean that the First Dynamic Formula was all that was applied and stopped applying the original (Senior) formula. And that put them into a semi-heavy ethics period continuously.

The Senior Danger Formula means exactly what it says. If as an executive you bypass an area, any area, you **MUST** assign a Danger condition which includes your own full application of the Senior Danger condition and all personnel



connected with it doing the Junior Danger Formula (if an area is in trouble, all of its staff are in danger, so they're really in a Danger condition). If this isn't done, you will continue to inherit the full load of that area and it won't revert.

HCO PL 3 MAY 72

When an executive spots an out-ethics junior, he may sometimes choose to do a 3 May PL (HCO PL 3 May 72R, Exec Series 12, ETHICS AND EXECUTIVES) on the junior (but not always). When he does such, this is a very effective rundown and will most often bring the scene right. However, if the junior doesn't come around, the senior must act further, per HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING, and the program outlined below.

PROGRAM

The following steps give a full program which can be applied to a junior who has been assigned a Danger condition.

A. *O/W Write-up*

The first step for those in an area assigned a Danger condition is to write up their overts and withholds and any known out-ethics situations, and turn them in at a certain stated time on a basis that the penalty for them will be lessened, but if discovered later after the deadline, it will be doubled.

Such write-ups are done per HCOB 2 Mar. 84, O/W WRITE-UPS.

B. *End Rud's Check*

Once the person has completed his O/W write-up, he is given a check on the end rudiments. (Ref: HCOB 30 Nov. 78, CONFESSIOAL PROCEDURE, step #24) This is done in session by an auditor who can read a meter and who can effectively pull withholds—optimumly a graduate of the Hubbard Senior Security Checker Course. This action is done both to ensure that the person has come clean and to pick up and handle any restimulation of overt/withhold chains or missed withholds which were beneath the person's awareness when writing up his O/Ws. The check serves to fully end the cycle on the O/W write-up step.

C. *Assessment*

The First Dynamic Danger Formula contains a step, to get in your own personal ethics by finding out what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight.

Well, it can be pretty rough, sometimes, for a person to detect what his actual out-ethics situation is, all on his own. The truth of the matter is, if you do the appropriate assessment given in HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING, on somebody, it will suddenly spot up whatever it spots up. So assessing either the Trouble Area Questionnaire or Trouble Area Short Form per their instructions is the next step in handling.



The assessment can be done by anyone qualified to operate an E-Meter.

On some people the assessment will show ethics to be out, on some ethics will be in. These little assessments will show this up. You can even do both assessments on the person, if needed. And based on what is found and in doing the next step (finding the person's Why), you tell him to apply or not apply the First Dynamic Formula.

D. *Finding the Why*

The next step is to locate the individual person's ethics Why. The assessments just done will find the area of the Why. It is now up to the Esto or Ethics Officer to get in comm with the individual and get him to spot what the actual Why is. This is done **ONLY** by someone who has studied HCO PL 3 Apr. 72, Esto Series 13, DOING WORK, and HCO PL 13 Oct. 80, ETHICS CHANGE.

The assessment done in step C guides the person's attention so you don't get a "Why" like, "I was tired when I listened to the Study Tapes and, therefore, my study tech is now out." The assessment will direct the person's attention into the area where it is, but the Why requires its own phrasing.

As an example of a correct Why found, I recall an instance of an exec on Flag who'd gotten into trouble that simply wasn't resolving. He ended up being assigned a condition of Danger. It was found that he was sitting on a crashing withhold and this had him doing nothing but stop. In cleaning up his desk, it was found that the orders that had been issued him—and messages and things sent to him for approval and so on—he just stopped all of them. He was operating as a total block. His withhold made him afraid to communicate, so he couldn't communicate. And that was his Why.

Another time there was an entire bureau on Flag which was assigned a Danger condition but couldn't get out of it. They were applying the formula incorrectly—it was actually the wrong formula that they were using, so of course they could not get out of the condition—and that was their Why. You can't make pancakes by cutting up steak.

When the Why is found, the person should be sent to the Examiner.

Though this Why-finding step is not necessarily done on a meter, it is **ESSENTIAL** that very complete worksheets be kept and that they are turned into the C/S in the pc's folder immediately, accompanied by the exam form. (Ref: HCOB 28 Oct. 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)

If during this step or within a few days after it the person becomes ill, upset or shows other bad indicators, it **MUST** be suspected that a wrong item was found. It is absolutely imperative that this be checked into and handled immediately, on a 24-hour repair priority.

The possibility that a wrong Why may be found is the chief potential liability of this step. However, the potential good that can result from finding and handling a person's ethics Why far outweighs the bad. The MAA/Ethics Officer, Esto and C/S must simply ensure that no *wrong* Why is allowed to go undetected



E. *First Dynamic Danger Formula*

After you've found the Why, the First Dynamic Formula is the formula the person follows.

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

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

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

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

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

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

And there might be some other "Uncle Georges." Though you have to handle Uncle George and the blonde named Floozie, there may be more situations that haven't been mentioned, and this must be watched for by the Ethics Officer. If missed, such unhandled situations can effectively block your handling.

With these steps done, you can sometimes get a sort of a "Christian resurgence." These are quite wild. They've got a lot of phrases for it. They felt "the touch of Christ" and "Christ is now in their heart" and all of that sort of thing. Actually, they usually proceed by just starting to be a decent citizen or something.

“I was a sinner,” they usually start out. “I was a dog.” They start out with self-abasement. But very often those things are quite spectacular. The early Christian church was using this rather consistently—these fantastic resurgences. The guy was practically dying and a thief and a bum and nobody’d ever talk to him and he was no good to anybody and he was sick and drunk—and all of a sudden he “saw the light” (the most common English cliché used to describe this). But that wasn’t really what he did. He came alive. In other words, *he was able now to face the world and get back into communication*. The formula is quite interesting from that point of view.

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

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

F. *Disagreement Check*

While the person is doing the First Dynamic Danger Formula (or after it is completed), and with C/S okay, the person may be given a Disagreement Check per HCOB 22 Mar. 72RA, Rev. 24 Mar. 85, DISAGREEMENT CHECK, and HCO PL 19 Jan. 66, DANGER CONDITION, RESPONSIBILITIES OF DECLARING. Danger conditions only occur when there are fundamental disagreements on a command channel, thus this is an important step in the program.

ADDITIONAL ACTIONS

The A–F steps above will thoroughly handle most any Danger condition. However, if a person assigned Danger continues to be bypassed even after these steps have been done, there are additional technical actions the C/S can order done to fully resolve the situation and raise the condition. If the situation is simply that the person is refusing to follow the First Dynamic Formula, then HCO moves in with a full investigation and takes action per what it finds.

Sec Checking

Security Checking is an invaluable tool for getting a person cleaned up. (In fact, it is policy that MAAs and E/Os must be trained as qualified Sec Checkers or be subject to post removal!) It may be necessary for the person to be sec checked in order to fully clean up the out-ethics situation. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS; HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S; and HCOB 30 Nov. 78R, Rev. 10 Nov. 87, CONFESSONAL PROCEDURE)



Remedies for Misunderstoods

Remedies A and B (see *The Book of Case Remedies*) and Method One Word Clearing are actions which clear up misunderstands in current and earlier-similar subjects. These are highly effective in proofing up a person against future Danger conditions.

Compulsive Bypasser

In handling a Danger condition in an area, you may occasionally encounter a person who compulsively *bypasses others*. As he is constantly bypassing, he will effectively perpetuate a Danger condition until handled. Handlings for such a person are:

1. Disagreement Check (HCOB 22 Mar. 72RA, Rev. 24.3.85, DISAGREEMENT CHECK).
2. Remedies A and B as per *The Book of Case Remedies*.
3. Method One Word Clearing.
4. L&N “In your past, who or what was similar to (name of person being bypassed)?” to the BD F/N item.
5. Run the command “Who shouldn’t be ignored?” repetitively to F/N, cognition, VGIs and release.

RESULT

With the full Danger handling done, one can expect that that staff member will now be much more stable and productive on post, and that he will move on up the conditions under his own steam and do well.

One could err in the direction of ending off this handling too soon—such as ending after step E because the person was apparently now doing better, and thus never getting the underlying disagreements (and then finding the person assigned Danger again the next week!).

One could also err in the direction of carrying on with these steps past the point where the situation had been fully handled. One does not carry on with ethics actions past the point where the result has been achieved. Ethics is not an end unto itself; it is a MEANS to the end of getting tech IN. (Ref: HCO PL 16 May 65, INDICATORS OF ORGS and HCOB 26 Aug. 70, C/S Series 17, INCOMPLETE CASES)

FULL STUDY

Study of this HCO PL is NO substitute for a full study of the many policies and bulletins on the subject. In fact, there is even a new addition to the list of vital checksheets on ethics technology which deals directly with the detection and handling of Danger conditions: the DANGER HANDLING MINI COURSE, HCO PL 25 Mar. 85.



SUMMARY

Man is in a continual condition of being human. A human being is in Danger all the time—catastrophe, the elements, being eaten, car wrecks and so on. The actual truth of the matter is a thetan is in somewhat of a dangerous environment. His body dies every sixty or seventy years, and that is not a healthy condition. If the full tech of Danger handling were *totally* applied, it could move one up the line *out* of the condition of being human!

But one can apply this tech in life and must apply it to succeed organizationally and that is why this policy letter has been written: To assist you in getting the show on the road and production soaring!

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 MAY 1985

Remimeo
BPI
C/Ses
Ethics Courses
Hubbard Senior
Sec Checker Course

C/S Series 120

HONESTY AND CASE GAIN

Refs:

HCOB	5 Oct.	61	CLEAN HANDS MAKE A HAPPY LIFE
HCOB	8 Feb.	60	HONEST PEOPLE HAVE RIGHTS, TOO
HCOB	15 Nov.	72 II	STUDENTS WHO SUCCEED
HCOB	13 Oct.	82	C/S Series 116
			ETHICS AND THE C/S

Booklet: *The Way To Happiness*

Booklet: *Axioms and Logics*

DISHONESTY CAN PREVENT CASE GAIN.

Case gain depends entirely upon the person's ability to view the truth of something in order to bring about an as-isness. (Ref: *The Axioms of Scientology*, Booklet: *Axioms and Logics*)

This ability is gained or regained on a gradient scale. The Grade Chart is designed to assist one to view gradiently larger areas of truth at each level. As one progresses up the Chart his ability to view the truth of things improves and expands. The accumulated masses and burdens and problems and falsities of a lifetime or lifetimes are dissolved and vanished, leaving the being free and clean and in control of his life and environment.

But to receive help as a pc or pre-OT, one has to be honest with his auditor.

Dishonest people have withholds, and withholds stack up mass and bring about stupidity. They cut the person's reach and his ability to perceive. They hold in place the masses that imprison and pin the being at the level of *Homo sapiens*—and a miserable *Homo sapiens*, at that! Who is such a person really fooling?

Thus, one can bar his own way up the Bridge by dishonesty.

I always feel a bit sad when I see somebody doing himself in this way. It is so pointless.

One sees this in those who, for whatever irrational reason, cling knowingly to withholds and wind up critical, nattery and generating hostility. If one finds himself feeling hounded or persecuted, he should ask himself what his condition is on the first dynamic instead of going around persuading others to do him in.



How precious, after all, are one's dishonesties, withholds and falsities in the face of the real freedom there is to be gained?

One CAN be honest. He will find it a happier, more comfortable existence when he is.

And more important—he'll find the route to stable case gain is now open to him.

HONESTY OPENS THE DOOR TO CASE GAIN.

That is the route to sanity. It is the route up the Bridge to OT and real freedom. With honesty, one can make it and make it all the way!

Why settle for anything less?

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MAY 1985

Remimeo

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

RESPONSIBILITY, DEFINITION OF

RESPONSIBILITY: THE NONRECOGNITION AND DENIAL OF THE RIGHT OF INTERVENTION BETWEEN ONESELF AND ANY BEING, IDEA, MATTER, ENERGY, SPACE, TIME OR FORM, AND THE ASSUMPTION OF FULL RIGHT OF DETERMINATION OVER IT.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 MAY 1985

Remimeo
False Purpose RD
Auditors and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-C

EXEC AND STAFF MEMBER FORM

Refs:

HCOB 5 June 84R	FPRD Series 1R
Rev. 11.1.90	FALSE PURPOSE RUNDOWN
HCOB 9 June 84R	FPRD Series 5R
Rev. 3.5.85	AUDITING THE FALSE PURPOSE RUNDOWN
HCOB 11 June 84	FPRD Series 7
	C/Sing THE FALSE PURPOSE RUNDOWN
HCOB 1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB 1 Mar. 77 II	CONFESSIONAL FORMS

This form is for use in auditing the False Purpose Rundown on Scientology org or mission staff members and execs. It would only be used on a pc who has already received the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

This list may have questions added to it by the C/S. For example, the C/S may add questions to Section I pertaining specifically to the person's post and duties. (Ref: HCOB 1 Mar. 77 III, FORMULATING CONFESSIONAL QUESTIONS, and HCOB 1 Mar. 77 II, CONFESSIONAL FORMS) Questions are not deleted from the list in any case.

The list may only be delivered by a trained and qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.



SECTION I QUESTIONS:

1. **HAVE YOU HAD A BACK-OFF ON HANDLING SOME AREA OF YOUR POST?** _____

(Find which area he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, #1.)

2. **HAVE YOU HAD A BACK-OFF ON HANDLING SOME JUNIOR?** _____

(Find which junior he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, #2.)

3. **HAS THERE BEEN SOME SITUATION YOU SHOULD HAVE HANDLED, BUT INSTEAD WERE "REASONABLE" ABOUT?** _____

4. **IS THERE SOME DEPARTMENT OR AREA YOU HAVE TENDED TO NEGLECT OR NOT-IS?** _____

5. **HAVE YOU COMMITTED AN OVERT ON A SENIOR?** _____

6. **HAVE YOU COMMITTED AN OVERT ON A PUBLIC SCIENTOLOGIST?** _____

7. **HAVE YOU EVER FAILED TO PUT ETHICS IN ON A JUNIOR?** _____

8. **HAVE YOU EVER DELIBERATELY MISAPPLIED ETHICS OR JUSTICE ON SOMEBODY?** _____

9. **HAVE YOU EVER USED ETHICS OR JUSTICE SUPPRESSIVELY?** _____

10. **AS A STAFF MEMBER, HAVE YOU EVER COMPROMISED YOUR INTEGRITY?** _____

11. **HAVE YOU EVER FORWARDED A CSW OR OTHER PARTICLE YOU DID NOT REALLY KNOW TO BE OKAY?** _____

12. **HAVE YOU EVER WANTED TO LEAVE STAFF?** _____

(Find out when this was and check for an overt committed against the group prior to wanting to leave. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #12.)

13. **HAVE YOU KNOWINGLY GONE BY MISUNDERSTOODS IN MATERIALS RELATED TO YOUR POST?** _____



14. **HAVE YOU EVER SUGGESTED OR ORDERED AN LRH HCOB OR HCO PL NOT BE FOLLOWED?** _____
15. **HAVE YOU EVER GIVEN OUT DATA WHICH WAS CONTRARY TO HCO BULLETINS OR POLICY LETTERS?** _____
16. **HAVE YOU KNOWINGLY VIOLATED LRH POLICY?** _____
17. **HAVE YOU EVER ALTERED AN ORDER OR OTHER COMMUNICATION FROM A SENIOR OR FROM MANAGEMENT?** _____
18. **HAVE YOU EVER FAILED TO WRITE A KNOWLEDGE REPORT WHEN YOU KNEW OF AN OUT-ETHICS SITUATION THAT SHOULD HAVE BEEN REPORTED?** _____
19. **HAVE YOU EVER FORBIDDEN OR PREVENTED ANOTHER FROM WRITING OR RELAYING A KNOWLEDGE REPORT?** _____
20. **HAVE YOU EVER DELIBERATELY CRASHED YOUR STATS IN ORDER TO MAKE SOMEBODY WRONG?** _____
21. **HAVE YOU EVER WASTED ORG BOOK STOCKS OR PERMITTED THEM TO BE WASTED OR TAMPERED WITH?** _____
22. **HAVE YOU EVER ATTEMPTED TO DIVERT ORG BUSINESS ELSEWHERE?** _____
23. **HAVE YOU EVER PUT OTHER DYNAMIC CONSIDERATIONS BEFORE YOUR RESPONSIBILITIES AS A STAFF MEMBER OR EXEC?** _____
24. **HAVE YOU EVER USED ORG LINES, MATERIALS OR CONNECTIONS FOR PERSONAL BUSINESS?** _____
25. **HAVE YOU EVER JUST PRETENDED TO DO A POST?** _____
26. **HAVE YOU BEEN IDLE, LOAFING OR GOOFING OFF ON POST?** _____
27. **HAVE YOU EVER ACCEPTED PAY OR OTHER SUPPORT AS A STAFF MEMBER WHEN YOU WERE PRODUCING NO OR FEW EXCHANGEABLE PRODUCTS?** _____
28. **HAVE YOU EVER STOOD BY AND ALLOWED OTHER STAFF TO BE SUPPORTED WHEN THEY WERE PRODUCING NO OR FEW EXCHANGEABLE PRODUCTS?** _____
29. **HAVE YOU EVER PERVERTED THE INTENT OF A BONUS OR COMMISSION SYSTEM?** _____
30. **HAVE YOU EVER FAILED TO SEE THAT A PAID-FOR SERVICE WAS DELIVERED?** _____



31. **HAVE YOU BEEN INVOLVED IN ANY SORT OF FINANCIAL IRREGULARITY?** _____
32. **HAVE YOU EVER USED YOUR POSITION TO OBTAIN UNUSUAL FAVORS?** _____
33. **HAVE YOU EVER ENGAGED IN ANY SORT OF 2D ACTIVITIES WITH PUBLIC STUDENTS OR PCs?** _____
34. **HAVE YOU EVER PERSISTED IN ANY 2D RELATIONSHIP THAT WAS POTENTIALLY HARMFUL TO THE ORGANIZATION?** _____
35. **HAVE YOU EVER ATTEMPTED TO SHIFT THE BLAME TO ANOTHER STAFF MEMBER OR EXEC FOR SOME OVERT YOU COMMITTED?** _____
36. **HAVE YOU EVER ATTEMPTED TO CONFUSE A SENIOR OR ETHICS OFFICER TO COVER UP SOME OVERT YOU HAD COMMITTED?** _____
37. **HAVE YOU EVER FALSE REPORTED ABOUT SOMETHING?** _____
38. **HAVE YOU EVER FALSIFIED A STATISTIC?** _____
39. **HAVE YOU EVER DAMAGED ORG PROPERTY?** _____
40. **HAVE YOU EVER ATTEMPTED TO DISCOURAGE ORG PCs OR STUDENTS FROM ADVANCING TO A HIGHER ORG?** _____
41. **HAVE YOU DONE SOMETHING THAT CUT THE DISSEMINATION LINES OF A SCIENTOLOGY ORG?** _____
42. **HAVE YOU EVER SPREAD FALSE DATA ABOUT SCIENTOLOGY STAFF MEMBERS OR EXECUTIVES?** _____
43. **HAVE YOU EVER ADVISED ANYONE AGAINST JOINING STAFF OF A SCIENTOLOGY ORG OR THE SEA ORG?** _____
44. **HAVE YOU EVER PRIVATELY FELT SYMPATHETIC TOWARDS A SUPPRESSIVE PERSON OR GROUP?** _____
45. **HAVE YOU MAINTAINED A CONNECTION TO A SUPPRESSIVE PERSON OR GROUP?** _____
46. **HAVE YOU EVER SAID DISCREDITABLE THINGS TO THE PRESS OR PUBLIC CONCERNING SCIENTOLOGY?** _____
47. **HAVE YOU EVER MADE FUN OF OR JOKED ABOUT YOUR POST, OTHER STAFF OR EXECs, OR LRH TECH OR POLICY?** _____
48. **HAVE YOU EVER PREVENTED A FELLOW STAFF MEMBER FROM WEARING HIS HAT?** _____



- 49. **HAVE YOU EVER PREVENTED ANOTHER FROM LEARNING HIS POST?** _____
- 50. **HAVE YOU EVER CAUSED OR CONTRIBUTED TO AN ORG MUTINY?** _____
- 51. **HAVE YOU EVER WITHHELD THAT YOU HAD A PTS TYPE A SITUATION?** _____
- 52. **WHILE ON STAFF OF A SCIENTOLOGY ORGANIZATION HAVE YOU COMMITTED ANY CIVIL CRIME?** _____
- 53. **HAVE YOU COMMITTED AN OVERT ON LRH?** _____
- 54. **HAVE YOU HAD A WITHHOLD FROM LRH?** _____

SECTION II QUESTIONS:

- 55. **DO YOU WANT A STAFF OR EXEC POSITION FOR SOME DESTRUCTIVE PURPOSE?** _____
- 56. **DO YOU WANT A STAFF OR EXEC POSITION ONLY TO DOMINATE OTHERS?** _____
- 57. **DO YOU SECRETLY WANT TO STOP THE ORGANIZATION?** _____
- 58. **ARE YOU AFRAID THE ORGANIZATION MIGHT GET TOO BIG?** _____
- 59. **HAVE YOU EVER INTENDED TO MAKE SCIENTOLOGY FAIL?** _____
- 60. **HAVE YOU HAD SOME PURPOSE WHICH IS IN OPPOSITION TO THE PURPOSE OF THIS ORG OR SCIENTOLOGY?** _____
- 61. **HAVE YOU EVER INTENDED TO TAKE SOMEONE'S MONEY FOR A SERVICE WITHOUT DELIVERING IT?** _____
- 62. **HAVE YOU EVER HAD A PURPOSE TO GET SOMETHING FOR NOTHING?** _____
- 63. **DO YOU WANT STAFF OR EXEC POSITION ONLY FOR PERSONAL GAIN?** _____
- 64. **DO YOU HAVE AN ULTERIOR MOTIVE FOR BEING ON STAFF?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A to G of False Purpose RD procedure.)



1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

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HCO BULLETIN OF 13 MAY 1985

Remimeo
FPRD Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-D

SECOND DYNAMIC FORM

<i>Refs:</i>		
HCOB	5 June 84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB	9 June 84R Rev. 3.5.85	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June 84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	1 Mar. 77 II	CONFESSIONAL FORMS
HCOB	26 Aug. 82	PAIN AND SEX
HCO PL	7 Mar. 65 III	OFFENSES AND PENALTIES

This form is for use as part of a False Purpose Rundown program on persons who are in need of case cleanup in the area of the second dynamic. It would only be used on a pc who has already received False Purpose Rundown Series 10-A, the Basic Form.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be audited by a fully trained and qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using steps C through G of False Purpose Rundown procedure.



SECTION I QUESTIONS:

1. **HAVE YOU BETRAYED A SPOUSE OR SEXUAL PARTNER?** _____
2. **HAVE YOU DONE SOMETHING YOU ARE AFRAID YOUR SPOUSE OR SEXUAL PARTNER WILL FIND OUT?** _____
3. **HAVE YOU EVER LIED TO YOUR SPOUSE OR SEXUAL PARTNER?** _____
4. **HAVE YOU EVER IGNORED YOUR SPOUSE OR SEXUAL PARTNER?** _____
5. **HAVE YOU EVER PHYSICALLY INJURED YOUR SPOUSE OR SEXUAL PARTNER?** _____
6. **HAVE YOU EVER STOLEN ANYTHING FROM YOUR SPOUSE OR SEXUAL PARTNER?** _____
7. **DO YOU HAVE A SECRET YOU ARE AFRAID YOUR SPOUSE OR SEXUAL PARTNER WILL FIND OUT?** _____
8. **HAVE YOU EVER CAVED IN A SPOUSE OR SEXUAL PARTNER?** _____
9. **HAVE YOU EVER BELITTLED YOUR SPOUSE OR SEXUAL PARTNER TO OTHERS?** _____
10. **HAVE YOU EVER INJURED OR ILL-TREATED A PREGNANT WOMAN?** _____
11. **HAVE YOU EVER BETRAYED A CHILD?** _____
12. **HAVE YOU EVER PHYSICALLY INJURED A CHILD?** _____
13. **HAVE YOU EVER RIDICULED A CHILD?** _____
14. **HAVE YOU EVER BEEN IRRESPONSIBLE ABOUT CHILDREN?** _____
15. **HAVE YOU EVER DONE SOMETHING SEXUALLY PERVERTED WITH CHILDREN?** _____
16. **HAVE YOU EVER SEDUCED A MINOR?** _____
17. **HAVE YOU BETRAYED A PARENT?** _____
18. **HAVE YOU EVER LIED TO A PARENT?** _____
19. **HAVE YOU EVER IGNORED A PARENT?** _____
20. **HAVE YOU EVER PHYSICALLY INJURED A PARENT?** _____



21. **HAVE YOU EVER CAVED IN A PARENT?** _____
22. **HAVE YOU EVER RIDICULED A PARENT?** _____
23. **DO YOU HAVE A SECRET OVERT YOU ARE AFRAID YOUR MOTHER OR FATHER WILL FIND OUT?** _____
24. **HAVE YOU EVER PRACTICED SEX WITH A MEMBER OF YOUR FAMILY?** _____
25. **HAVE YOU EVER VIOLATED LRH TECH OR POLICIES ON THE SUBJECT OF THE SECOND DYNAMIC?** _____
26. **HAVE YOU EVER DONE ANYTHING WITH A MEMBER OF THE OPPOSITE SEX THAT YOU SHOULDN'T HAVE?** _____
27. **IS THERE SOMETHING YOU'VE DONE THAT COULD BE REGARDED AS PERVERTED?** _____
28. **HAVE YOU CONDONED OR BEEN "REASONABLE" ABOUT ANOTHER'S OUT-ETHICS OR PERVERSION ON THE SECOND DYNAMIC?** _____
29. **HAVE YOU EVER PRACTICED SEX WITH A MEMBER OF YOUR OWN SEX?** _____
30. **HAVE YOU EVER INFLICTED UNNECESSARY PAIN ON A SEXUAL PARTNER?** _____
31. **HAVE YOU EVER HAD ANYTHING TO DO WITH PORNOGRAPHY?** _____
32. **HAVE YOU EVER PRACTICED SEX WITH ANIMALS?** _____
33. **HAVE YOU EVER ENFORCED AN UNUSUAL SEXUAL PRACTICE UPON ANOTHER?** _____
34. **HAVE YOU EVER USED PAIN, DRUGS OR HYPNOTISM TO PROCURE SEX?** _____
35. **HAVE YOU EVER SEXUALLY ASSAULTED ANYONE?** _____
36. **HAVE YOU EVER TAKEN MONEY FOR HAVING SEX WITH SOMEONE?** _____
37. **HAVE YOU SEXUALLY COERCED AN EMPLOYEE?** _____
38. **HAVE YOU EVER MANIPULATED ANOTHER INTO SOME SORT OF SEXUAL ENCOUNTER, FOR THE PURPOSE OF BLACKMAIL?** _____
39. **IS THERE SOMETHING YOU'VE DONE ON THE SECOND DYNAMIC THAT WOULD RUIN YOUR REPUTATION IF IT WERE FOUND OUT?** _____



- 40. **HAVE YOU EVER KNOWINGLY USED SCIENTOLOGY TO OBTAIN SEXUAL RELATIONS OR RESTIMULATION?** _____
- 41. **HAVE YOU EVER CONDONED OR FORWARDED PSYCHIATRIC FALSE DATA ON THE SUBJECT OF SEX?** _____
- 42. **HAVE YOU EVER USED SEX TO TRAP OR CONTROL ANOTHER?** _____
- 43. **HAVE YOU EVER USED SEX TO DEPOWER OR DESTROY SOMEONE?** _____
- 44. **HAVE YOU EVER USED SEX TO MAKE ANOTHER INTROVERTED, FIXATED OR LESS PRODUCTIVE?** _____

SECTION II QUESTIONS:

- 45. **HAVE YOU EVER HAD AN INTENTION TO HARM A SPOUSE OR SEXUAL PARTNER?** _____
- 46. **HAVE YOU HAD AN EVIL PURPOSE TOWARD MEMBERS OF THE OPPOSITE SEX?** _____
- 47. **ON THE SECOND DYNAMIC IS THERE A CONSIDERATION YOU'VE HAD THAT IS NONSURVIVAL OR DESTRUCTIVE?** _____
- 48. **HAVE YOU EVER HAD AN INTENTION TO DO SOMETHING SEXUALLY PERVERTED?** _____
- 49. **IS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION YOU'VE HAD TOWARD A FAMILY MEMBER?** _____
- 50. **IS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION YOU'VE HAD TOWARD CHILDREN?** _____
- 51. **HAVE YOU EVER WANTED A SECOND DYNAMIC RELATIONSHIP TO FAIL?** _____
- 52. **HAVE YOU EVER INTENDED TO DESTROY A FAMILY?** _____
- 53. **ON THE SECOND DYNAMIC IS THERE SOME OTHER BAD IMPULSE YOU'VE HAD?** _____
- 54. **ON THE SECOND DYNAMIC, IS THERE SOME NONSURVIVAL PURPOSE OR CONSIDERATION YOU'VE HAD THAT YOU DON'T DARE MENTION?** _____

END RUDS

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with steps A-G of False Purpose RD procedure.)



1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 MAY 1985

Remimeo
False Purpose RD
Auditors
and C/Ses
Tech/Qual
MAAs/Ethics Offs

False Purpose Rundown Series 10-E

MONEY AND FINANCE FORM

Refs:

HCOB 5 June 84R	FPRD Series 1R
Rev. 11.1.90	FALSE PURPOSE RUNDOWN
HCOB 9 June 84R	FPRD Series 5R
Rev. 3.5.85	AUDITING THE FALSE PURPOSE RUNDOWN
HCOB 11 June 84	FPRD Series 7
	C/Sing THE FALSE PURPOSE RUNDOWN
HCOB 1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB 1 Mar. 77 II	CONFESSIONAL FORMS

This form is for use as part of a False Purpose Rundown program on people, staff or public, who are in need of case cleanup in the area of money and finance. Such people would include registration, sales, Treasury Division and Finance Office personnel and execs, FSMs, etc.

Most any public person or staff member who deals with money or finance could benefit from auditing on this form. The form would only be used on a pc who has already received the False Purpose Rundown Basic Form (HCOB 14 June 84, False Purpose RD Series 10-A).

This list may have questions added to it by the C/S, but questions are not deleted from it in any case. It may only be delivered by a trained and qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.



Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.

SECTION I QUESTIONS:

1. **HAVE YOU EVER STOLEN MONEY?** _____
2. **HAVE YOU EVER USED THREATS AS A MEANS OF OBTAINING MONEY?** _____
3. **HAVE YOU EVER ACCEPTED A BRIBE?** _____
4. **HAVE YOU EVER DENIED YOURSELF INCOME?** _____
5. **HAVE YOU EVER VIOLATED YOUR OWN FINANCIAL PLANS OR BUDGET?** _____
6. **HAVE YOU EVER CHEATED SOMEONE OUT OF MONEY?** _____
7. **HAVE YOU EVER WASTED MONEY YOU REALLY NEEDED?** _____
8. **HAVE YOU EVER MISUSED MONEY ENTRUSTED TO YOU BY ANOTHER?** _____
9. **HAVE YOU EVER CHARGED EXORBITANT INTEREST ON MONEY LOANED?** _____
10. **HAVE YOU EVER MISUSED A CREDIT CARD?** _____
11. **HAVE YOU EVER SOLD ILLEGAL GOODS OR SERVICES?** _____
12. **HAVE YOU EVER EMBEZZLED MONEY?** _____
13. **HAVE YOU EVER PRACTICED FRAUD?** _____
14. **HAVE YOU EVER FALSIFIED FINANCIAL RECORDS IN ANY FIRM YOU WORKED FOR?** _____
15. **HAVE YOU EVER FORGED A SIGNATURE, CHECK OR DOCUMENT?** _____
16. **HAVE YOU EVER USED MONEY GRANTED TO YOU FOR PURPOSES OTHER THAN WHAT THE GRANT WAS FOR?** _____
17. **HAVE YOU EVER PROMOTED A FALSE "CHARITY" FOR YOUR OWN PROFIT?** _____
18. **HAVE YOU EVER FAILED TO PAY SOMEONE IN FULL FOR GOODS OR SERVICES FOR WHICH YOU OWED THEM?** _____
19. **HAVE YOU FALSELY CLAIMED PAY, A BONUS OR COMMISSION?** _____
20. **HAVE YOU EVER LIED ABOUT YOUR INCOME OR FINANCIAL SITUATION?** _____



21. **HAVE YOU EVER SECRETLY BOUGHT ANYTHING YOURSELF AND SOLD IT TO YOUR EMPLOYER AT A PROFIT?** _____
22. **HAVE YOU EVER TAKEN ANOTHER'S SALES PROSPECTS?** _____
23. **HAVE YOU EVER NEGLECTED TO KEEP COMPLETE REGISTRAR OR SALES RECORDS?** _____
24. **HAVE YOU MISUSED AN ORG'S OR EMPLOYER'S FUNDS?** _____
25. **HAVE YOU EVER JUGGLED AN ORG'S OR COMPANY'S ACCOUNTS?** _____
26. **HAVE YOU BEEN INVOLVED IN ANY FINANCIAL IRREGULARITIES?** _____
27. **HAVE YOU EVER FAILED TO WRITE A KNOWLEDGE REPORT WHEN YOU KNEW OF ANOTHER'S FINANCIAL IRREGULARITIES?** _____
28. **HAVE YOU EVER HIDDEN OR DESTROYED A REPORT ON FINANCIAL IRREGULARITIES OR CRIMES?** _____
29. **HAVE YOU USED A SCIENTOLOGY ORGANIZATION'S FUNDS FOR PERSONAL EXPENSES?** _____
30. **HAVE YOU EVER PAID A SQUIRREL FOR SERVICES?** _____
31. **HAVE YOU EVER SOLD OR DELIVERED AN ALTERED VERSION OF ANY DIANETICS OR SCIENTOLOGY ARTICLE OR SERVICE?** _____
32. **HAVE YOU EVER TAKEN MONEY FOR PASSING ON CONFIDENTIAL INFORMATION?** _____
33. **HAVE YOU EVER BETRAYED ANYONE FOR MONEY?** _____
34. **HAVE YOU EVER USED RELIGION OR RELIGIOUS BUTTONS ONLY TO MAKE MONEY?** _____
35. **HAVE YOU EVER PAID ANOTHER TO GIVE FALSE TESTIMONY?** _____
36. **HAVE YOU EVER BEEN PAID TO GIVE FALSE TESTIMONY?** _____
37. **HAVE YOU EVER ENGAGED IN SEX FOR MONEY, GIFTS OR FAVORS?** _____
38. **HAVE YOU EVER TAKEN ADVANTAGE OF A FRIEND OR FAMILY MEMBER IN ORDER TO OBTAIN MONEY, GIFTS OR FAVORS?** _____
39. **HAVE YOU EVER PRETENDED POVERTY TO GET SOMEONE TO TAKE PITY ON YOU?** _____
40. **HAVE YOU EVER MARRIED FOR MONEY?** _____



41. **HAVE YOU EVER DELIBERATELY BECOME OR REMAINED IMPOVERISHED TO MAKE SOMEONE WRONG?** _____
42. **HAVE YOU EVER MADE SOMEONE WRONG FOR HAVING MONEY?** _____
43. **HAVE YOU EVER DELIBERATELY RUINED SOMEONE FINANCIALLY?** _____
44. **HAVE YOU EVER MANIPULATED A CURRENCY FOR YOUR OWN PROFIT?** _____
45. **HAVE YOU EVER MADE SOMEONE A DRUG ADDICT FOR YOUR OWN PROFIT?** _____
46. **HAVE YOU EVER INJURED OR KILLED SOMEONE FOR PAY?** _____
47. **HAVE YOU EVER DAMAGED PROPERTY FOR PAY?** _____
48. **HAVE YOU EVER DELIBERATELY CONFUSED SOMEONE ON THE SUBJECT OF MONEY?** _____
49. **HAVE YOU EVER DAMAGED SOMEONE'S MIND FOR PAY?** _____
50. **HAVE YOU EVER COVERTLY PROMOTED A CONFLICT OR DISPUTE IN ORDER TO PROFIT BY IT?** _____
51. **HAVE YOU EVER USED MONEY OR MEST TO DISTRACT ANYONE FROM GOING UP THE BRIDGE?** _____
52. **HAVE YOU EVER BOUGHT OR SOLD ANOTHER HUMAN BEING?** _____
53. **IS THERE SOMETHING YOU'VE DONE WITH MONEY OR FINANCES WHICH NO ONE SHOULD FIND OUT?** _____

SECTION II QUESTIONS:

54. **IN REGARD TO MONEY AND FINANCE, HAVE YOU EVER HAD AN EVIL PURPOSE OR DESTRUCTIVE INTENTION?** _____
55. **IN REGARD TO MONEY AND FINANCE, HAVE YOU EVER HAD A NONSURVIVAL CONSIDERATION?** _____
56. **HAVE YOU EVER THOUGHT THAT NO ONE SHOULD HAVE MONEY OR PROPERTY?** _____
57. **HAVE YOU EVER THOUGHT THAT POVERTY WAS GOOD?** _____
58. **HAVE YOU EVER HAD AN IMPULSE TO USE MONEY TO CONTROL, ENSLAVE OR DOMINATE OTHERS?** _____
59. **HAVE YOU FELT IT WAS ALL RIGHT TO GET MONEY BY DISHONEST MEANS?** _____



END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A–G of False Purpose RD procedure.)

1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 15 MAY 1985

Remimeo
False Purpose RD
Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-F

DISSEMINATION FORM

Refs:

HCOB	5 June	84R	FPRD Series 1R
	Rev. 11.1.90		FALSE PURPOSE RUNDOWN
HCOB	9 June	84R	FPRD Series 5R
	Rev. 3.5.85		AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June	84	FPRD Series 7
			C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar.	77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	1 Mar.	77 II	CONFESSIONAL FORMS

This form is for use in auditing the False Purpose Rundown on Scientology org or mission staff members or field staff members, and covers the subject of Scientology dissemination. It could be given to Body Registrars, Letter Registrars, Tours Registrars and other registration, promotion and sales personnel. It can also be audited on field staff members or even public who work at jobs involving sales.

Such people, staff and public, can be given both this form *and* the Money and Finance Form (HCOB 14 May 85, False Purpose Rundown Series 10-E).

This form would only be used on a pc who has already received the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be delivered by a fully qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.



Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.

SECTION I QUESTIONS:

1. **HAVE YOU EVER FAILED TO TAKE AN OPPORTUNITY TO DISSEMINATE SCIENTOLOGY?** _____
2. **HAVE YOU EVER PRETENDED YOU WEREN'T A SCIENTOLOGIST?** _____
3. **HAVE YOU EVER HINDERED A PERSON'S PROGRESS THROUGH SCIENTOLOGY?** _____
4. **HAVE YOU EVER DRIVEN SOMEONE AWAY FROM SCIENTOLOGY?** _____
5. **HAVE YOU EVER TAKEN ANOTHER PERSON'S PROSPECT?** _____
6. **HAVE YOU EVER FALSIFIED SALES RECORDS?** _____
7. **HAVE YOU EVER FALSIFIED YOUR STATS IN A DISSEMINATION CONTEST OR GAME?** _____
8. **HAVE YOU EVER FALSELY REPORTED OR PADDED YOUR STATS?** _____
9. **HAVE YOU EVER PROMISED SERVICES FOR OFF-POLICY PRICES?** _____
10. **HAVE YOU EVER KEPT BOOKS YOU HAD TAKEN TO SELL ON CONSIGNMENT?** _____
11. **HAVE YOU EVER MISUSED OR DAMAGED ORG MATERIALS OR PROPERTY?** _____
12. **HAVE YOU EVER COLLECTED COMMISSIONS WHERE CHECKS BOUNCED OR PCs TURNED OUT TO BE ILLEGAL AND KEPT THE COMMISSIONS ANYWAY?** _____
13. **IN DISSEMINATING, HAVE YOU EVER TOLD A LIE?** _____
14. **IN DISSEMINATING, HAVE YOU EVER PROMISED A PROSPECT SPECIAL FAVORS?** _____
15. **IN DISSEMINATING, HAVE YOU EVER GONE OUT-2D?** _____
16. **IN DISSEMINATING, HAVE YOU EVER INVALIDATED OR MADE A PROSPECT WRONG?** _____
17. **IN DISSEMINATING, HAVE YOU EVER ARC BROKEN A PROSPECT?** _____



18. **IN DISSEMINATING, HAVE YOU EVER GIVEN A PROSPECT MISUNDERSTOOD WORDS OR TERMS?** _____
19. **HAVE YOU EVER FAILED TO TAKE RESPONSIBILITY FOR SEEING THAT A PROSPECT WAS SERVICED?** _____
20. **HAVE YOU EVER NATTERED TO A PROSPECT ABOUT THE STAFF OR QUARTERS OF AN ORG OR MISSION?** _____
21. **HAVE YOU EVER NATTERED TO STAFF OR PUBLIC OF AN ORG OR MISSION ABOUT ANOTHER SCIENTOLOGY ORGANIZATION?** _____
22. **HAVE YOU EVER HAD MUTUAL OUT-RUDS WITH SOME STAFF MEMBER OR FIELD STAFF MEMBER?** _____
23. **IN DISSEMINATING, HAVE YOU EVER FAILED TO CLOSE AN IMPORTANT SALE?** _____
24. **HAVE YOU EVER ENCOURAGED OR AIDED A PROSPECT IN FALSE REPORTING TO A BANK OR OTHER LOAN AGENCY TO OBTAIN A LOAN?** _____
25. **HAVE YOU EVER ENCOURAGED A PROSPECT TO BUY COURSES HE DID NOT INTEND TO TAKE JUST SO HE COULD RECEIVE AUDITING AT A DISCOUNT PRICE?** _____
26. **IN DISSEMINATING, HAVE YOU EVER PROMISED A RETURN OF FEES IN ORDER TO OBTAIN A SALE?** _____
27. **HAVE YOU EVER CONVINCED A PROSPECT TO TAKE SERVICES AT A HIGH-LEVEL ORG ONLY TO GET MORE COMMISSION?** _____
28. **HAVE YOU EVER TRIED TO PERSUADE TECHNICAL STAFF OR ORG EXECs TO ACCEPT AN ILLEGAL PC ONTO AUDITING LINES?** _____
29. **HAVE YOU EVER FAILED TO KEEP YOURSELF INFORMED OF THE SERVICES AVAILABLE?** _____
30. **HAVE YOU EVER FAILED TO CLEAN UP YOUR OWN MISUNDERSTOODS ON SCIENTOLOGY?** _____
31. **HAVE YOU EVER FAILED TO DO DISSEMINATION DRILLS WHEN NEEDED?** _____
32. **HAVE YOU EVER FAILED TO ATTEND FIELD STAFF MEMBER RALLIES WHEN YOU SHOULD HAVE?** _____
33. **HAVE YOU EVER ALTERED OR VIOLATED LRH DISSEMINATION TECH OR POLICY?** _____
34. **HAVE YOU EVER DONE SOMETHING WHILE DISSEMINATING THAT YOU FELT YOU HAD TO JUSTIFY?** _____
35. **AS A FIELD STAFF MEMBER HAVE YOU EVER AVOIDED OR REFUSED CORRECTION?** _____



36. **HAS IT EVER BEEN AN OVERT TO SELL OR DISSEMINATE?** _____
37. **HAVE YOU EVER DONE SOMETHING THAT A PROSPECT SHOULDN'T FIND OUT ABOUT?** _____
38. **HAVE YOU EVER HINDERED THE PRODUCTION OR DISTRIBUTION OF SCIENTOLOGY PROMOTIONAL MATERIALS?** _____
39. **HAVE YOU EVER VIOLATED LRH POLICY ON THE PRODUCTION OR DISTRIBUTION OF SCIENTOLOGY PROMOTIONAL MATERIALS?** _____
40. **HAVE YOU EVER DONE SOMETHING THAT WOULD UNDERMINE OR LIMIT THE PROMOTION OR SALE OF SCIENTOLOGY BOOKS, TAPES, METERS, INSIGNIA OR FILMS?** _____
41. **HAVE YOU EVER COMMITTED AN OVERT AGAINST MONEY?** _____
42. **HAVE YOU EVER COMMITTED AN OVERT AGAINST TRAINING?** _____
43. **HAVE YOU EVER COMMITTED AN OVERT AGAINST PROCESSING?** _____
44. **HAVE YOU EVER COMMITTED AN OVERT AGAINST A REG OR FIELD STAFF MEMBER?** _____

SECTION II QUESTIONS:

45. **HAVE YOU EVER HAD AN EVIL PURPOSE WITH REGARD TO DISSEMINATION?** _____
46. **HAVE YOU EVER HAD A DESTRUCTIVE INTENTION TOWARD DISSEMINATION?** _____
47. **HAVE YOU EVER WANTED TO KEEP PEOPLE OUT OF SCIENTOLOGY?** _____
48. **WOULD SOMETHING BAD HAPPEN IF SCIENTOLOGY GOT TOO BIG?** _____
49. **HAVE YOU EVER SECRETLY WANTED SCIENTOLOGY DISSEMINATION STOPPED?** _____
50. **HAVE YOU EVER SECRETLY WANTED SOMEONE'S EFFORTS AT DISSEMINATION TO FAIL?** _____
51. **HAVE YOU EVER HAD AN IMPULSE TO DESTROY SCIENTOLOGY'S IMAGE OR REPUTE?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A–G of False Purpose RD procedure.)



1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A W/H WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 MAY 1985

Remimeo
FPRD Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-H

AUDITOR FORM

<i>Refs:</i>			
HCOB	5 June	84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB	9 June	84R	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
	Rev. 3.5.85		
HCOB	11 June	84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar.	77 III	FORMULATING CONFSSIONAL QUESTIONS
HCOB	1 Mar.	77 II	CONFSSIONAL FORMS

This form is for use in auditing the False Purpose Rundown on trained auditors. It would only be used on a pc who had already been completed on the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be delivered by a fully qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using steps C through G of False Purpose Rundown procedure.



SECTION I QUESTIONS:

1. HAVE YOU EVER EVALUATED FOR A PRECLEAR? _____
2. HAVE YOU EVER TOLD A PRECLEAR WHAT HE SHOULD THINK ABOUT HIS CASE? _____
3. HAVE YOU EVER INVALIDATED A PRECLEAR? _____
4. HAVE YOU EVER, OVERTLY OR COVERTLY, GIVEN A PC THE IMPRESSION THAT HE WAS WRONG? _____
5. HAVE YOU EVER PERMITTED A PRECLEAR TO TAKE CONTROL OF THE SESSION? _____
6. HAVE YOU EVER GOTTEN ANGRY OR MISEMOTIONAL WITH A PRECLEAR? _____
7. HAVE YOU EVER AUDITED A PRECLEAR YOU KNEW TO BE UNSESSIONABLE? _____
8. HAVE YOU EVER PERMITTED A PRECLEAR TO BLOW SESSION? _____
9. HAVE YOU EVER BEEN LATE OR FAILED TO SHOW UP FOR A SCHEDULED AUDITING SESSION? _____
10. HAVE YOU EVER FAILED TO FLATTEN A PROCESS WHEN IT WAS STILL BITING? _____
11. HAVE YOU EVER DELIBERATELY GONE OUT OF COMMUNICATION WITH A PRECLEAR? _____
12. HAVE YOU EVER USED AN EXERCISE OR DRILL FROM SOME FIELD OTHER THAN SCIENTOLOGY WHILE AUDITING A PRECLEAR? _____
13. HAVE YOU EVER ARGUED WITH A PRECLEAR DURING SESSION? _____
14. HAVE YOU EVER SYMPATHIZED WITH A PRECLEAR RATHER THAN BEING EFFECTIVE? _____
15. HAVE YOU EVER RECOMMENDED THE USE OF ALCOHOL OR DRUGS TO A PRECLEAR, FOR ANY REASON? _____
16. HAVE YOU EVER EXPLAINED, JUSTIFIED OR MADE EXCUSES FOR A MISTAKE YOU'D MADE TO A PRECLEAR? _____
17. HAVE YOU EVER FALSIFIED AN AUDITOR'S REPORT IN ANY WAY? _____
18. HAVE YOU EVER MADE AN AGREEMENT WITH A PRECLEAR NOT TO PUT SOMETHING DOWN IN SESSION WORKSHEETS? _____



19. **HAVE YOU EVER KNOWINGLY PUT SOMETHING ELSE ON THE WORKSHEET THAN WHAT THE PC SAID?** _____
20. **HAVE YOU EVER LEFT AN AUDITING SESSION WITHOUT ENDING IT PROPERLY FOR THE PRECLEAR?** _____
21. **HAVE YOU EVER QUICKIED A GRADE, RUNDOWN OR ACTION ON A PRECLEAR?** _____
22. **HAVE YOU EVER MADE A PRACTICE OF EVALUATING FOR OR INVALIDATING A PRECLEAR BETWEEN SESSIONS?** _____
23. **HAVE YOU EVER FED A PRECLEAR A COGNITION?** _____
24. **HAVE YOU EVER ASKED A PC A LEADING QUESTION?** _____

(Definition of "leading question": A question put in such a way as to suggest the answer sought. — *Webster's New World Dictionary*)
25. **HAVE YOU EVER YANKED THE PRECLEAR'S ATTENTION OFF HIS CASE BY ADDITIVE STATEMENTS OR ACTIONS?** _____
26. **AS AN AUDITOR HAVE YOU EVER TRIED TO BE INTERESTING INSTEAD OF BEING INTERESTED?** _____
27. **HAVE YOU EVER TALKED TO A PRECLEAR ABOUT YOUR OWN CASE PROBLEMS OR COGNITIONS?** _____
28. **HAVE YOU EVER TRIED TO GET SPECIAL FAVORS FROM A PRECLEAR, BEYOND THE AGREED UPON PAYMENT OR REMUNERATION?** _____
29. **HAVE YOU EVER GOTTEN INTO A GAMES CONDITION WITH A PRECLEAR?** _____
30. **HAVE YOU EVER DIVULGED A PRECLEAR'S SECRETS TO ANOTHER FOR PUNISHMENT OR PERSONAL GAIN?** _____
31. **HAVE YOU EVER BETRAYED A PRECLEAR'S CONFIDENCE AND TRUST IN YOU?** _____
32. **HAVE YOU EVER THREATENED A PRECLEAR WITH BLACKMAIL?** _____
33. **HAVE YOU EVER KEPT MONEY RECEIVED FOR AUDITING YOU DID NOT DELIVER?** _____
34. **HAVE YOU EVER ALTER-ISED THE C/S INSTRUCTIONS ON A CASE?** _____



- 35. **HAVE YOU PERMITTED A PRECLEAR TO HAVE SECRETS FROM YOU?** _____
- 36. **HAVE YOU EVER PREVENTED A PRECLEAR FROM GETTING OFF A WITHHOLD?** _____
- 37. **HAVE YOU EVER PREVENTED A PRECLEAR FROM EXECUTING AN AUDITING COMMAND?** _____
- 38. **HAVE YOU EVER BLAMED A PRECLEAR FOR HIS CASE NOT ADVANCING?** _____

(This is a justification of overts committed. Get the question answered, then pull the prior out-tech or other overt committed, and handle that overt with steps A to G of the False Purpose RD procedure. Then recheck the original question, 38.)

- 39. **HAVE YOU EVER BLAMED THE D OF P, C/S OR L. RON HUBBARD FOR YOUR PRECLEAR’S CASE NOT ADVANCING?** _____

(This is a justification of overts committed. Get the question answered, then pull the prior out-tech or other overt committed, and handle that overt with Steps A to G of the False Purpose RD procedure. Then recheck the original question, 39.)

- 40. **HAVE YOU EVER LABELED A PRECLEAR A “DOG CASE”?** _____

(This is a justification of overts committed. Get the question answered, then pull the prior out-tech or other overt committed, and handle that overt with Steps A to G of the False Purpose RD procedure. Then recheck the original question, 40.)

- 41. **HAVE YOU EVER RIDICULED, MADE FUN OF OR JOKED ABOUT A PRECLEAR YOU’D AUDITED?** _____

(Get the question answered, then pull the prior out-tech or other overt committed, and handle that overt with steps A to G of the False Purpose RD procedure. Then recheck the original question, 41.)

- 42. **HAVE YOU EVER SOUGHT TO PROVE AUDITING WOULD NOT WORK?** _____

(Get the question answered, then pull the prior out-tech or other overt committed, and handle that overt with steps A to G of the False Purpose RD procedure. Then recheck the original question, 42.)

- 43. **HAVE YOU EVER AUDITED ANY ACTION IN THE HGC ON WHICH YOU HAD NOT DONE HIGH-CRIME CHECKOUTS?** _____



- 44. **HAVE YOU EVER QUICKIED OR FALSIFIED A HIGH-CRIME CHECKOUT OR TECHNICAL DRILL?** _____
- 45. **HAVE YOU EVER HAD YOUR ATTENTION ON YOUR OWN CASE WHILE AUDITING OTHERS?** _____
- 46. **HAVE YOU EVER KNOWINGLY KEPT ON RUNNING A PROCESS THAT WASN'T MOVING THE TONE ARM OR CHANGING THE PRECLEAR IN ANY WAY?** _____
- 47. **IS THERE ANY QUESTION ABOUT THE WAY YOU AUDIT WHICH YOU WOULD HATE TO HAVE THE C/S, D OF P OR L. RON HUBBARD ASK YOU?** _____

(Get what the question is. Ask it, get the answer, and handle the overt found with False Purpose RD Steps A to G. Then recheck the original question, 47.)

- 48. **DO YOU FEEL THERE IS ANYTHING WRONG WITH INVADING A PRECLEAR'S PRIVACY?** _____

(If this reads, handle with the following steps:

- a. Ask **"AS A PC OR PRE-OT, IS THERE SOMETHING AN AUDITOR HAS FAILED TO FIND OUT ABOUT YOU?"** and flatten to F/N per Sec Checking tech.
- b. Ask **"AS AN AUDITOR, HAVE YOU EVER KNOWINGLY AUDITED A PC OVER WITHHOLDS?"** Handle per Steps A to G of False Purpose RD procedure.
- c. Recheck the original question, 48.)

- 49. **HAVE YOU AUDITED A PC WITHOUT FIRST STUDYING THE CASE DATA FULLY?** _____
- 50. **HAVE YOU EVER REPORTED THE LENGTH OF A SESSION TO BE LONGER THAN IT REALLY WAS?** _____
- 51. **HAVE YOU EVER DONE ANYTHING WEIRD OR STRANGE WITH A PRECLEAR?** _____
- 52. **HAVE YOU EVER DONE SOMETHING THAT WAS SQUIRREL?** _____
- 53. **HAVE YOU EVER MADE SEXUAL ADVANCES OR HAD SEX WITH A PRECLEAR DURING AN AUDITING SESSION OR DURING THE COURSE OF AN INTENSIVE?** _____
- 54. **HAVE YOU EVER ENCOURAGED OR CONDONED SEXUAL ADVANCES FROM A PRECLEAR?** _____
- 55. **HAVE YOU EVER STOLEN ANOTHER AUDITOR'S OR ORGANIZATION'S PRECLEAR?** _____
- 56. **HAVE YOU EVER PASSED AN ORG PRECLEAR TO AN OUTSIDE AUDITOR?** _____
- 57. **HAVE YOU EVER PRACTICED ANY FORM OF PSYCHIATRY?** _____



- 58. **HAVE YOU EVER HARMED OR DAMAGED ANOTHER PERSON'S MIND?** _____
- 59. **HAVE YOU EVER DONE ANYTHING TO A PRECLEAR THAT WAS VICIOUS OR CRUEL?** _____

SECTION II QUESTIONS:

- 60. **AS AN AUDITOR, HAVE YOU HAD AN EVIL PURPOSE?** _____
- 61. **HAVE YOU HAD AN ULTERIOR MOTIVE FOR BECOMING AN AUDITOR?** _____
- 62. **HAVE YOU EVER INTENDED TO USE AUDITING TECH HARMFULLY?** _____
- 63. **HAVE YOU HAD AN EVIL PURPOSE OR NON-SURVIVAL CONSIDERATION TOWARD A PRECLEAR?** _____
- 64. **HAVE YOU EVER FELT THAT SOME POINT OF THE AUDITOR'S CODE DIDN'T REALLY APPLY TO WHAT YOU WERE DOING?** _____
- 65. **DO YOU INTEND FOR THE TECH OF AUDITING TO BE DESTROYED?** _____
- 66. **AS AN AUDITOR IS THERE SOME NONSURVIVAL IMPULSE YOU'VE HAD TO RESTRAIN?** _____
- 67. **HAVE YOU EVER SECRETLY WANTED A PRECLEAR TO FAIL?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A to G of False Purpose RD procedure.)

- 1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
- 2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
- 3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
- 4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
- 5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
- 6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
- 7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____



- 8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
- 9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
- 10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
- 11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 MAY 1985

Remimeo
False Purpose RD
Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-I

STUDENT FORM

Refs:

HCOB	5 June	84R	FPRD Series 1R
	Rev. 11.1.90		FALSE PURPOSE RUNDOWN
HCOB	9 June	84R	FPRD Series 5R
	Rev. 3.5.85		AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June	84	FPRD Series 7
			C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar.	77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	1 Mar.	77 II	CONFESSIONAL FORMS
HCOB	15 Nov.	72 II	STUDENTS WHO SUCCEED

This form is for use in auditing the False Purpose Rundown on students, particularly students of Dianetics and Scientology. It would be used only after the person had received the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be delivered by a fully qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using steps C through G of False Purpose Rundown procedure.



SECTION I QUESTIONS:

1. **HAVE YOU EVER QUICKIED A COURSE OR CHECK-SHEET REQUIREMENT?** _____
2. **HAVE YOU EVER SIGNED OFF A CHECKSHEET ITEM YOU HADN'T DONE?** _____
3. **HAVE YOU FALSELY ATTESTED TO COMPLETION OF A COURSE?** _____
4. **HAVE YOU EVER ALLOWED YOURSELF TO BE PASSED ON SOMETHING YOU DIDN'T FULLY UNDERSTAND?** _____
5. **HAVE YOU EVER CHEATED ON ANY COURSE EXAM?** _____
6. **HAVE YOU EVER FALSELY REPORTED TO A COURSE SUPERVISOR?** _____
7. **HAVE YOU EVER PRETENDED TO KNOW OR UNDERSTAND SOMETHING WHEN YOU DIDN'T?** _____
8. **HAVE YOU EVER STUDIED A SCIENTOLOGY COURSE FOR SOME OTHER REASON THAN TO BECOME AN EXPERT AUDITOR OR ADMINISTRATOR?** _____
9. **HAVE YOU EVER TAKEN A COURSE IN SCIENTOLOGY FOR STATUS ONLY?** _____
10. **WHILE ON COURSE, HAVE YOU EVER KNOWINGLY GONE PAST A MISUNDERSTOOD WORD OR SYMBOL?** _____
11. **HAVE YOU EVER KNOWINGLY OMITTED TO CLEAR A MISUNDERSTOOD WORD OR SYMBOL TO FULL CONCEPTUAL UNDERSTANDING?** _____
12. **HAVE YOU EVER GONE BY AN AREA OF STUDY YOU KNEW YOU HAD CONFUSIONS ON, WITHOUT CLEARING IT UP?** _____
13. **HAVE YOU EVER DONE A CLAY DEMO JUST TO PLEASE THE SUPERVISOR WITHOUT REALLY UNDERSTANDING WHAT WAS DEMOED?** _____
14. **HAVE YOU EVER ENDED OFF ON A DRILL BEFORE YOU HAD ACHIEVED FULLY ITS PURPOSE?** _____
15. **HAVE YOU EVER CHECKED OUT ANOTHER STUDENT WITHOUT CONSULTING HIS/HER UNDERSTANDING OR DEMANDING APPLICATION?** _____
16. **HAVE YOU EVER BEEN REASONABLE IN GIVING ANOTHER A STAR-RATE CHECKOUT?** _____
17. **HAVE YOU EVER BEEN REASONABLE IN COACHING A DRILL?** _____



18. **HAVE YOU EVER ALLOWED A STUDENT TO PASS A CHECKOUT OR DRILL WHEN YOU KNEW HE DIDN'T HAVE IT?** _____
19. **HAVE YOU EVER GIVEN VERBAL TECH TO ANOTHER STUDENT?** _____
20. **HAVE YOU EVER TOLD ANOTHER STUDENT THAT DATA FROM AN LRH HCOB, PL, TAPE OR BOOK WAS WRONG?** _____
21. **HAVE YOU EVER ACCEPTED VERBAL TECH?** _____
22. **HAVE YOU EVER VIOLATED THE AUDITOR'S CODE WHILE AUDITING A PRECLEAR?** _____
23. **HAVE YOU EVER VIOLATED THE CODE OF A SCIENTOLOGIST IN ANY WAY?** _____
24. **HAVE YOU EVER DONE ANYTHING WHICH WOULD PREVENT YOUR BECOMING AN EXPERT SCIENTOLOGIST?** _____
25. **HAVE YOU EVER PRACTICED SCIENTOLOGY IN THE FIELD DIFFERENTLY FROM HOW YOU WERE TRAINED TO?** _____
26. **HAVE YOU BEEN TESTING ANY SQUIRREL PROCESSES ON ANYONE?** _____
27. **HAVE YOU EVER GONE TO SOME PERSON RATHER THAN TO SOURCE MATERIALS TO GET THE "REAL DATA" ON SCIENTOLOGY?** _____
28. **HAVE YOU EVER FLUNKED ANOTHER STUDENT JUST OUT OF SPITE?** _____
29. **HAVE YOU EVER PERVERTED A TRAINING DRILL TO OBTAIN SEXUAL RESTIMULATION?** _____
30. **HAVE YOU EVER DELIBERATELY COACHED A STUDENT TO A LOSE?** _____
31. **HAVE YOU EVER TRIED TO OVERWHELM OR CAVE IN A STUDENT?** _____
32. **HAVE YOU EVER DISTRACTED OTHER STUDENTS DURING COURSE TIME?** _____
33. **HAVE YOU EVER BEEN A DIFFICULT OR UNCOOPERATIVE STUDENT?** _____
34. **HAVE YOU EVER DELIBERATELY DISOBEYED A SUPERVISOR'S ORDERS OR DIRECTIONS?** _____
35. **HAVE YOU EVER DONE SOMETHING TO MAKE A SUPERVISOR WRONG?** _____



36. **HAVE YOU EVER DONE ANYTHING TO MAKE A SUPERVISOR FAIL OR HAVE A LOSS?** _____
37. **HAVE YOU EVER TRIED TO ENTURBULATE A COURSE, OR ANY PERSON CONNECTED WITH IT?** _____
38. **HAVE YOU EVER DELIBERATELY BEEN LATE TO A SCHEDULED COURSE PERIOD?** _____
39. **HAVE YOU EVER TAKEN DRUGS OR ALCOHOL BEFORE ATTENDING COURSE?** _____
40. **HAVE YOU BEEN INSECURE WITH CONFIDENTIAL MATERIALS?** _____
41. **HAVE YOU EVER VIOLATED ANY COURSE RULE OR REGULATION?** _____
42. **HAVE YOU EVER TAKEN A STUDENT'S OR STAFF MEMBER'S PROPERTY?** _____
43. **HAVE YOU EVER BROKEN OR DAMAGED SOMETHING BELONGING TO THE ORGANIZATION OR ITS STAFF?** _____
44. **HAVE YOU EVER TRIED TO DAMAGE OR GET RID OF SCIENTOLOGY STUDY MATERIALS?** _____
45. **HAVE YOU EVER RIDICULED, JOKED ABOUT OR ATTEMPTED TO DEGRADE ANY SCIENTOLOGY MATERIALS OR PROCEDURES?** _____
46. **HAVE YOU EVER TRIED TO PROVE THAT YOU CANNOT HELP OTHERS WITH SCIENTOLOGY?** _____
47. **HAVE YOU COMMITTED ANY OVERTS AGAINST THE SUBJECT YOU ARE STUDYING?** _____
48. **HAVE YOU COMMITTED ANY OVERTS IN EARLIER TRAINING OR SCHOOLING?** _____
49. **IS ANYONE COUNTING ON YOU TO KEEP SOMETHING SECRET WHILE YOU ARE ON COURSE?** _____
50. **IS THERE ANYONE YOU ARE IN COMMUNICATION WITH THAT REGULARLY MAKES A PRACTICE OF DISCREDITING SCIENTOLOGY, ITS PERSONNEL OR ITS ORGANIZATIONS TO YOU?** _____
51. **HAVE YOU EVER PERVERTED THE PURPOSE OF A COURSE OR COURSE MATERIALS OR ACTIVITIES?** _____
52. **HAVE YOU EVER STUDIED TO LEARN HOW TO INJURE OR DESTROY OTHERS?** _____
53. **HAVE YOU EVER USED INFORMATION YOU'D LEARNED TO ENSLAVE OR DAMAGE ANOTHER?** _____



- 54. **HAVE YOU EVER STUDIED PSYCHIATRY OR PSYCHI-
ATRIC TECHNIQUES?** _____
- 55. **AS A STUDENT, HAVE YOU EVER DONE ANYTHING
VICIOUS OR CRUEL?** _____

SECTION II QUESTIONS:

- 56. **HAVE YOU HAD AN EVIL PURPOSE IN CONNECTION
WITH STUDY?** _____
- 57. **HAVE YOU EVER STUDIED FOR A CONTRASURVIVAL
REASON?** _____
- 58. **HAVE YOU EVER STUDIED WITH THE INTENTION OF
USING WHAT YOU LEARNED TO ENSLAVE OR
ENTRAP ANOTHER?** _____
- 59. **HAVE YOU EVER STUDIED WITH THE INTENTION OF
USING WHAT YOU LEARNED TO DAMAGE OR
DESTROY ANOTHER?** _____
- 60. **HAVE YOU EVER STUDIED WITH THE INTENTION OF
USING WHAT YOU LEARNED TO MAKE ANOTHER
WRONG?** _____
- 61. **HAVE YOU EVER HAD A PURPOSE FOR BEING
TRAINED WHICH, IF ACHIEVED, WOULD RESULT IN
HARM TO ANOTHER PERSON, HIS POSSESSIONS OR
HIS REPUTATION?** _____
- 62. **HAVE YOU HAD AN INTENTION TO HARM OR
DESTROY A SUPERVISOR, TEACHER OR PROFESSOR?** _____
- 63. **IS THERE ANY GOAL THAT YOU HAVE HAD FOR
TRAINING THAT IS HARMFUL TO ANY DYNAMIC?** _____

END RUDS:

(Session withholders are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with steps A to G of False Purpose RD procedure.)

- 1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-
TRUTH?** _____
- 2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN
UNTRUTH?** _____
- 3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOME-
THING ONLY TO IMPRESS ME?** _____
- 4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAM-
AGE SOMEONE?** _____



5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 21 MAY 1985

Remimeo
C/Ses
Execs
MAAs/Ethics Offs
Tech/Qual

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

C/S Series 121

False Purpose Rundown Series 11

TWO TYPES OF PTSes

Refs:

HCOB 28 Feb. 84	C/S Series 118 PRETENDED PTS
HCOB 17 June 84	C/S Series 118-1 EVIL PURPOSES AND FALSE PR
HCOB 5 June 84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB 29 Dec. 78R Rev. 20.12.83	THE SUPPRESSED PERSON RUNDOWN A MAGICAL NEW RUNDOWN
HCOB 9 Dec. 71RC	PTS RUNDOWN, AUDITED
HCOB 10 Aug. 73	PTS HANDLING

Modifies:

HCOB 24 Apr. 72 I	C/S Series 79 PTS INTERVIEWS
HCOB 17 Apr. 72R Rev. 20.12.83	C/S Series 76R C/Sing A PTS RUNDOWN
HCOB 31 Dec. 78 II	OUTLINE OF PTS HANDLING

There are two types of PTSes:

1. Pretended PTS so as to cover up black PR and evil purposes or justify them, and
2. Actual PTSness.

Although PTSness can cease simply on spotting the person accurately that one is PTS to, there are two full rundowns to handle this condition: the PTS Rundown and the Suppressed Person Rundown.

On pretended PTSness as mentioned in (1) above, your very reliable clue is that the person says he is PTS to a well-intentioned person, such as a staff member or a Scientology VIP. This is almost totally conclusive evidence that you are dealing with a person with an evil purpose. Thus, he would be programed for auditing geared to locating and handling evil purposes. He won't get any relief from being found "PTS" to a well-intentioned person. From time to time one sees "PTS finding" of that nature cropping up. This probably is the first analysis given as to why and what it is all about. The person who does that has been black PRing, has O/Ws and probably, under those, evil purposes.



The usual action, when someone is observably roller-coastering and manifesting a PTS condition, is to interview the person and find out who he is PTS to. (Ref: HCOB 24 Apr. 72, C/S Series 79, PTS INTERVIEWS) If a standard interview is done and the pc names well-intentioned persons as the people he is PTS to, the C/S, seeing this, would not order a PTS Rundown. The C/S would program the case for those auditing rundowns designed to uncover and blow O/Ws and evil purposes.

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HCO BULLETIN OF 2 JULY 1985

Remimeo
FPRD Auditors
and C/Ses
Tech/Qual
MAAs/EOs
CC N/W C/Ses

False Purpose Rundown Series 10-G

ARTIST FORM

Refs:

HCOB 5 June 84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB 9 June 84R Rev. 3.5.85	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
HCOB 11 June 84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB 1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB 1 Mar. 77 II	CONFESSIONAL FORMS
The HCOBs and HCO PLs of the ART SERIES	

You should use this form when auditing the False Purpose Rundown on artists and those involved with the creation of artistic products. Such people include musicians, actors, photographers, artists, writers, designers, those involved in promotional or advertising work, etc.

The form is only given to a pc who has already completed auditing on the False Purpose Rundown Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be audited by a fully trained and qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.



Each question should be well grooved in with the pc, so that it is clear how the question might apply to his own particular case or circumstances or specialized field of art.

SECTION I QUESTIONS:

1. **HAVE YOU EVER PRETENDED TO HAVE CREATED A WORK OF ART WHEN YOU HADN'T?** _____
2. **HAVE YOU EVER STOLEN SOMEBODY ELSE'S IDEA?** _____
3. **HAVE YOU EVER QUICKIED OR DONE A BRUSH-OFF JOB ON A WORK OF ART?** _____
4. **HAVE YOU EVER PRODUCED AN UNPROFESSIONAL PRODUCT?** _____
5. **IN CREATING A WORK OF ART, HAVE YOU EVER IGNORED ITS COMMUNICATION IN FAVOR OF TECHNICAL PERFECTION?** _____
6. **HAVE YOU EVER DONE SOMETHING THAT CAUSED A PUBLIC TO GO OUT OF COMM WITH YOU?** _____
7. **HAVE YOU EVER COMPOSED OR CREATED A PIECE OF ART THAT HAD A CONFUSED OR INCOMPREHENSIBLE MESSAGE?** _____
8. **HAVE YOU EVER FAILED TO INTEGRATE THE DIFFERENT COMPONENT PARTS OF A WORK OF ART?** _____
9. **HAVE YOU EVER REFUSED TO GRANT BEINGNESS TO A PUBLIC?** _____
10. **HAVE YOU EVER INVALIDATED ANOTHER ARTIST'S WORK?** _____
11. **HAVE YOU EVER IGNORED AN ARTIST?** _____
12. **HAVE YOU EVER INVALIDATED AN ARTIST?** _____
13. **HAVE YOU EVER EVALUATED FOR AN ARTIST?** _____
14. **HAVE YOU EVER THIRD-PARTIED ANOTHER ARTIST?** _____
15. **HAVE YOU EVER CUT A COMMUNICATION LINE TO A PUBLIC?** _____
16. **HAVE YOU EVER OBSCURED OR DISTRACTED ATTENTION FROM ANOTHER'S WORK?** _____
17. **HAVE YOU EVER USED YOUR WORK AS AN EXCUSE FOR NEGLECT?** _____
18. **HAVE YOU EVER DEBASED AN ART FOR MONEY?** _____



19. **HAVE YOU EVER CHARGED SOMEONE A FEE FOR SOMETHING YOU DIDN'T DELIVER?** _____
20. **HAVE YOU EVER BETRAYED YOUR PROFESSION?** _____
21. **HAVE YOU EVER DESTROYED A WORK OF ART?** _____
22. **HAVE YOU EVER DELIBERATELY DONE BAD WORK?** _____
23. **HAVE YOU EVER WORKED OR PERFORMED UNDER THE INFLUENCE OF DRUGS OR ALCOHOL?** _____
24. **HAVE YOU EVER USED A POSITION AS AN OPINION LEADER TO ADVOCATE DRUGS?** _____
25. **HAVE YOU EVER USED ART TO OBTAIN SEXUAL STIMULATION?** _____
26. **HAVE YOU EVER RUINED A SHOW OR PERFORMANCE?** _____
27. **HAVE YOU EVER PERFORMED POORLY TO MAKE OTHERS WRONG?** _____
28. **HAVE YOU EVER BROKEN A CONTRACT?** _____
29. **HAVE YOU EVER INVALIDATED AN AUDIENCE?** _____
30. **HAVE YOU EVER ARC BROKEN AN AUDIENCE?** _____
31. **HAVE YOU EVER IGNORED AN AUDIENCE?** _____
32. **HAVE YOU EVER BLAMED AN AUDIENCE FOR A POOR SHOW?** _____
33. **HAVE YOU EVER WITHHELD YOURSELF FROM AN AUDIENCE?** _____
34. **HAVE YOU EVER DAMAGED TOOLS, INSTRUMENTS OR PIECES OF EQUIPMENT?** _____
35. **HAVE YOU EVER BLAMED A TOOL OR PIECE OF EQUIPMENT FOR YOUR OWN MISTAKE?** _____
36. **IN STUDYING SOME FIELD OF ART, HAVE YOU EVER KNOWINGLY GONE BY A WORD OR TERM THAT YOU DIDN'T FULLY UNDERSTAND?** _____
37. **HAVE YOU EVER FALSELY DEFINED AN ART TERM TO ANOTHER?** _____
38. **HAVE YOU EVER ALTERED OR PERVERTED LRH TECH ON ART?** _____
39. **HAVE YOU EVER INVALIDATED OR IGNORED LRH TECH ON ART?** _____



40. **HAVE YOU EVER USED A WORK OF ART TO PUNISH OR HARM SOMEONE?** _____
41. **HAVE YOU EVER CREATED A WORK OF ART FOR SOME DESTRUCTIVE PURPOSE?** _____
42. **HAVE YOU EVER USED A WORK OF ART TO ENSNARE OR TRAP THETANS FOR A BAD PURPOSE?** _____
43. **HAVE YOU EVER WORKED TO MAKE AN ARTIST FAIL?** _____
44. **HAVE YOU EVER USED A WORK OF ART TO AID OR FORWARD A PSYCHIATRIC MIND CONTROL OPERATION?** _____
45. **HAVE YOU EVER USED ART FOR A VICIOUS OR CRUEL PURPOSE?** _____

SECTION II QUESTIONS:

46. **IN CONNECTION WITH ART, HAVE YOU HAD AN EVIL PURPOSE?** _____
47. **HAVE YOU EVER HAD AN IMPULSE TO DESTROY SOMEONE'S ART?** _____
48. **HAVE YOU EVER WANTED TO STOP OR DESTROY ARTISTIC EFFORTS?** _____
49. **HAVE YOU EVER HAD AN INTENTION TO HARM OR DESTROY ARTISTS?** _____
50. **IN THE AREA OF ART, DO YOU HAVE AN EVIL IMPULSE OR INTENTION THAT YOU HAVE TO RESTRAIN?** _____
51. **HAVE YOU EVER CREATED A WORK OF ART FOR A DESTRUCTIVE PURPOSE?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A-G of False Purpose Rundown procedure.)

1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____



4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

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Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 AUGUST 1985

Remimeo
False Purpose RD
Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-J

SEC CHECKER FORM

Refs:

HCOB	5 June	84R	FPRD Series 1R
	Rev. 11.1.90		FALSE PURPOSE RUNDOWN
HCOB	9 June	84R	FPRD Series 5R
	Rev. 3.5.85		AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June	84	FPRD Series 7
			C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar.	77 III	FORMULATING CONFSSIONAL QUESTIONS
HCOB	1 Mar.	77 II	CONFSSIONAL FORMS
HCOB	8 Mar.	62	THE BAD "AUDITOR"
HCOB	15 Mar.	62	SUPPRESSORS

This form is for use in auditing the False Purpose Rundown on Sec Checkers, particularly those who have had difficulty with their pcs and aren't rapidly straightening out with Qual corrective actions and ethics.

It is *not* mandatory that a person be audited on any other False Purpose Rundown form prior to receiving this one. However, in doing a full, extensive cleanup and overhaul of a flubbing Sec Checker one would optimumly do the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose RD Series 10-A) and Auditor Form (HCOB 17 May 85, False Purpose RD Series 10-H), followed by this form.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be delivered by a fully qualified Hubbard False Purpose Rundown Auditor who has a proven record of auditing the False Purpose Rundown successfully.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.



Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.

SECTION I QUESTIONS:

1. **AS A SEC CHECKER, HAVE YOU EVER REFUSED TO HEAR OR FIND OUT ABOUT A PARTICULAR TYPE OF OVERT?** _____

(Do the following:

a. Find out what type of overt it was, and ask him if he has ever committed such an overt. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “refusing to hear or find out about a particular type of overt” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 1.)

2. **HAVE YOU EVER NOT PULLED THE MISSED WITHHOLDS OF A NATTERY PC BECAUSE YOU AGREED WITH HIS NATTER?** _____

(Do the following:

a. Find out what the subject of the natter was, and ask him if he has ever committed an overt on that subject. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “not pulling the missed withholds of a nattery pc because you agreed with his natter” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 2.)

3. **HAVE YOU EVER IGNORED OR BEEN REASONABLE WITH A PC WHO WAS CRITICAL?** _____

(Do the following:

a. Find out what the subject being criticized was, and ask him if he has ever committed an overt on that subject. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “ignoring or being reasonable with a pc who was critical” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 3.)

4. **AS A SEC CHECKER HAVE YOU EVER IGNORED OR NEGLECTED A VALID INSTANT READ ON A SEC CHECK QUESTION?** _____

5. **HAVE YOU EVER NOT PULLED AN OVERT OR W/H BECAUSE YOU DIDN'T WANT TO KNOW ABOUT IT?** _____

(Do the following:

a. Find out what the subject of the O/W was, and ask him if he has ever committed an overt on that subject. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “not pulling a pc’s overt or W/H because you didn’t want to know about it” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 5.)

6. **HAVE YOU EVER IGNORED A DIRTY NEEDLE?** _____

7. **HAVE YOU EVER SEEN AN INSTANT READ ON A SEC CHECK QUESTION BUT DECIDED NOT TO TAKE IT UP?** _____

(Do the following:

a. Take the Sec Check question that he had decided not to take up on his pc, and ask *him* that question. If reading, pull the W/H to F/N with Sec Checking procedure.

b. Handle the overt of “not taking up an instant read on a Sec Check question” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 7.)

8. **HAVE YOU EVER ACCEPTED A GENERALITY AS AN ANSWER FROM THE PC ON A SEC CHECK?** _____

9. **HAVE YOU EVER QUICKIED A SEC CHECK ON SOMEONE?** _____

10. **HAVE YOU EVER Q-AND-Aed IN A SEC CHECK?** _____

11. **ARE THERE ANY PCs YOU HAVE SEC CHECKED YOU STILL HAVE ATTENTION ON?** _____

(Do the following:

a. Find out the name of the pc.

b. Ask “Have you committed any out-tech on [pc name]?” and handle fully as per Steps A to G of False Purpose RD procedure.

c. Repeat [b] on any other names the pc gave.

d. Recheck the original question, 11.)

12. **IN WRITING SEC CHECK WORKSHEETS OR A SESSION KNOWLEDGE REPORT, HAVE YOU EVER NOT WRITTEN SOMETHING DOWN OR MADE IT LOOK LIKE LESS OF AN OVERT THAN IT WAS?** _____

(Do the following:

a. Find out what the overt was that was being handled, and ask him if he, himself, has ever committed such an overt. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “not writing something down or making an overt look like less of an overt than it was, in Sec Check worksheets or session knowledge reports” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 12.)

13. **HAVE YOU EVER EXAGGERATED A PC'S OVERTS IN THE WORKSHEETS OR IN A KNOWLEDGE REPORT TO MAKE HIS OVERTS LOOK WORSE THAN THEY WERE?** _____

(Do the following:

a. Find out what the overt was that was being handled, and ask him if he, himself, has ever committed such an overt. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt of “exaggerating a pc’s overts in worksheets or a knowledge report to make the pc’s overts look worse than they were” with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 13.)

14. **HAVE YOU EVER PREVENTED ANOTHER FROM PERCEIVING SOMETHING?** _____

15. **HAVE YOU EVER SUPPRESSED SOMETHING FROM BEING FOUND OUT?** _____

16. **AS A SEC CHECKER HAVE YOU EVER MADE IT UNSAFE FOR A PC TO REVEAL SOMETHING?** _____

17. **WHILE SEC CHECKING ANOTHER DID AN OVERT OF YOUR OWN GET MISSED?** _____

18. **HAVE YOU AND A PC EVER SHARED A MUTUAL SECRET THAT YOU DIDN'T WANT KNOWN?** _____

19. **HAVE YOU EVER ASSISTED A PRECLEAR IN HIDING SOMETHING?** _____

20. **IN A SEC CHECK HAVE YOU EVER ACCEPTED MOTIVATORS OR NATTER INSTEAD OF PULLING WHAT THE PC DID?** _____



21. **HAVE YOU EVER REFUSED TO DO A SEC CHECK BECAUSE YOU WERE AFRAID YOU WOULD GET INTO TROUBLE IF YOU MISSED A W/H?** _____

22. **HAVE YOU EVER LET A PC GET AWAY WITH GETTING OFF SOMEBODY ELSE'S OVERT?** _____

(Do the following:

a. Find out what the subject of the overt was, and ask him if he has ever committed an overt on that subject. If reading, pull it to F/N with Sec Checking procedure.

b. Handle the overt "letting a pc get away with getting off somebody else's overt" with Steps A to G of False Purpose RD procedure.

c. Recheck the original question, 22.)

23. **HAVE YOU EVER NOT PULLED A PC'S W/H WHEN HE WAS BITTERLY CRITICAL OF SOMEONE OR SOMETHING, BECAUSE YOU KNEW THE COMPLAINTS WERE TRUE?** _____

(Ref: HCOB 3 May 62R, ARC BREAKS, MISSED WITHHOLDS)

24. **IS THERE ANYTHING ABOUT SEC CHECKS YOU HAVE DELIVERED YOU WOULD NOT WANT LRH TO KNOW ABOUT?** _____

25. **IS THERE ANYTHING ABOUT SEC CHECKS YOU HAVE DONE THAT YOU WOULD NOT WANT THE C/S TO KNOW ABOUT?** _____

26. **HAVE YOU EVER BACKED OFF FROM SEC CHECKING AN EXEC OR SENIOR TECH TERMINAL?** _____

27. **HAVE YOU EVER DELIBERATELY MESSED SOMEONE UP WHILE SEC CHECKING THEM?** _____

28. **DO YOU HAVE ANY OTHER OVERTS OF OMISSION AS A SEC CHECKER?** _____

29. **HAVE YOU EVER DONE SOMETHING SQUIRREL AND CALLED IT "SEC CHECKING"?** _____

30. **DO YOU HAVE ANY OTHER OVERTS OF COMMISSION AS A SEC CHECKER?** _____

31. **HAVE YOU EVER KNOWINGLY TRIED TO CAVE SOMEBODY IN, UNDER THE GUISE OF "DOING A SEC CHECK"?** _____



- 32. **HAVE YOU EVER ABUSED OR MISUSED THE TECH OF SEC CHECKING?** _____
- 33. **HAVE YOU EVER USED SEC CHECKING TECH TO OVERWHELM ANOTHER?** _____

SECTION II QUESTIONS:

- 34. **AS A SEC CHECKER, DO YOU HAVE AN EVIL PURPOSE?** _____
- 35. **HAVE YOU HAD AN INTENTION TO WRECK A PC'S CASE BY MISAPPLYING SEC CHECKING TECH?** _____
- 36. **HAVE YOU EVER INTENDED TO COVER SOMETHING UP THROUGH MISAPPLICATION OF SEC CHECKING?** _____
- 37. **DO YOU FEEL THERE ARE CERTAIN AREAS OF A PC'S LIFE WHICH ARE NONE OF YOUR BUSINESS?** _____
- 38. **DO YOU FEEL THERE IS ANYTHING WRONG WITH INVADING A PRECLEAR'S PRIVACY?** _____
- 39. **HAVE YOU HAD A CONSIDERATION THAT THERE ARE SOME THINGS IT WOULD BE DANGEROUS FOR ANOTHER TO REVEAL?** _____
- 40. **WHEN SEC CHECKING OR PULLING O/Ws ON SOMEONE, ARE THERE ANY AREAS YOU FEEL EMBARRASSED ASKING ABOUT OR DELVING INTO?** _____

(Do the following:

a. Find out what the subject or subjects are. If more than one, note the read on each as the pc gives it. Take the longest reading subject and ask him if he has ever committed an overt on that subject. If reading, pull it to F/N with Sec Checking procedure. Handle any other reading subjects in the same way.

b. Handle the consideration of "feeling embarrassed asking about or delving into certain areas when sec checking or pulling someone's O/Ws" with Steps C to G of False Purpose RD procedure.

c. Recheck the original question, 40.)

- 41. **HAVE YOU EVER HAD AN IMPULSE TO KEEP ANOTHER FROM FINDING OUT?** _____
- 42. **HAVE YOU EVER INTENDED TO PREVENT A DISCOVERY?** _____
- 43. **HAVE YOU EVER WANTED A PC TO BE LEFT WITH A MISSED WITHHOLD?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A–G of False Purpose RD procedure.)



1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 AUGUST 1985

Remimeo
Class IV
Auditors
C/Ses

ALLERGY OR ASTHMA RUNDOWN

Refs:

HCOB 1 Aug. 68	THE LAWS OF LISTING AND NULLING
HCOB 11 Apr. 77	LIST ERRORS, CORRECTION OF
HCOB 15 Dec. 68RA	L4BRA, FOR ASSESSMENT OF ALL
Rev. 11.4.77	LISTING ERRORS
HCOB 27 May 70R	UNREADING QUESTIONS AND ITEMS
Rev. 3.12.78	
HCOB 3 Dec. 78	UNREADING FLOWS
PAB 50, 15 Apr. 55	REMEDY OF HAVINGNESS—THE PROCESS
Book: <i>Scientology 8-8008</i>	Chapter "Standard Operating Procedure 8," Step IV, Expanded GITA

The following rundown when properly applied has, by research record, had some success in handling allergies. No claims are made for it beyond that statement.

DEFINITION: ALLERGY—A hypersensitivity to a specific substance (such as food, pollen, dust, etc.) or condition (as heat or cold) which in similar amounts is harmless to most people; it is manifested in a physiological disorder.

DEFINITION: ASTHMA—A chronic disorder characterized by wheezing, coughing, difficulty in breathing and a suffocating feeling, usually caused by an allergy.

The rundown must not be given as an interruption of or in the middle of another action or level. It can be given at any case grade.

The class of auditor required to do this rundown is Class IV and auditors who are not Class IV are not permitted to do this rundown.

THE C/Ses

The C/S should ascertain whether or not the case is in the middle of another action and if so the giving of the rundown should be delayed until that action is completed.

Assess the pc for rudiments: ARC break, problems, overts, withholds. Fly any that read.



Assess the following as a prepared list with this R-factor: **“WE WILL NOW ASSESS A PREPARED LIST TO FIND WHICH WORD ON IT WILL DESCRIBE YOUR POSSIBLE PHYSICAL AVERSION TO THINGS.”**

ALLERGY	_____	COLD	_____
POISON	_____	EXHAUSTION	_____
MEDICATION	_____	MISERY	_____
VIRUS	_____	STINGING	_____
BACTERIA	_____	APATHY	_____
SICKNESS	_____	ANNOYANCE	_____
INFLUENCE	_____	INFECTION	_____
STRESS	_____	FEELING BAD	_____
IRRITATION	_____	ASTHMA	_____
ILLNESS	_____	SUFFOCATION	_____
HEAT	_____		

One of these words will read better than the rest. However, and this is very rare, if the pc feels that none of the above words describes his or her condition and if the pc volunteers a word which reads better than those assessed, use it.

By the laws of L&N, list the following listing question:

“WHAT MIGHT HAVE THE EFFECT ON YOU OF (word found in the above assessment)?”

Make sure the question reads before you list it, and if it does not, put in Suppress, Invalidate and Misunderstood on it and if still no joy do the above step with the prepared list again.

You should obtain an item from this L&N list which is a BD F/N item. Remember that the item can be bypassed and the list can be nulled, at which time the item should appear as a BD F/N item. The result of this, providing the above steps have been done correctly, should be the discovery of the item to which the pc is allergic.

Using the found item, run the following process, each reading flow to BD F/N. (Note: These are not listing questions, they are repetitive processes.) The flows are tested for read before running, and each reading flow is then run to BD F/N:

“HOW COULD YOU WASTE (discovered item)?”

“HOW COULD ANOTHER WASTE (item)?”

“HOW COULD OTHERS WASTE (item)?”

When the above has been satisfactorily completed, now C/S for the following three process flows, each reading flow run repetitive to a BD F/N answer:

“HOW COULD YOU HAVE (item)?”

“HOW COULD ANOTHER HAVE (item)?”

“HOW COULD OTHERS HAVE (item)?”

In a later session ask the pc, “Do you feel any difficulty with the item we found has been handled?” If not, review the auditing for errors, particularly errors in listing and nulling or assessing. Now ask the pc, “Are you allergic to anything else?” It is possible that the pc can be allergic to more than one thing but, in the experience with this rundown, it is not very likely. However, if the pc believes he is allergic also to something else, the rundown can be repeated without invalidating the first rundown.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 OCTOBER 1985R
REVISED 28 MARCH 1990

All Orgs
All Missions
Tech/Qual
Purif RD
C/Ses
I/Cs
FESers
Medical Liaison
Officer

C/S Series 122R
Purification Rundown Series 9R

TROUBLESHOOTING
THE PURIFICATION RUNDOWN PC

Refs:

All Purification Rundown Series HCOBs
Book: *Purification Rundown Delivery Manual*
HCOB 8 Mar. 71R C/S Series 29R
Rev. 25.7.78 CASE ACTIONS, OFF-LINE
HCOB 28 Sept. 82 C/S Series 115
MIXING RUNDOWNS AND REPAIRS
HCOB/PL 7 Aug. 79 Product Debug Series 8
Esto Series 36
FALSE DATA STRIPPING
HCOB/PL 9 Feb. 79R KSW Series 23R
Rev. 23.8.84 HOW TO DEFEAT VERBAL TECH
CHECKLIST
HCOB/PL 6 Dec. 76RB ILLEGAL PCs, ACCEPTANCE OF
Rev. 8.4.88 HIGH CRIME BULLETIN

(We are not concerned with handling bodies on the Purification Rundown; our concern is freeing up the individual spiritually. The data released herein is a record of research results which appeared to be effective in the piloting and developing of the Purification Rundown and, when necessary, its correction. The only dosages recommended on the Purification Rundown or its correction are those classified as food. There are no medical recommendations or claims for it. The only claim is future spiritual improvement.)

The following is an outline of points which may require handling and correction in the course of administration of the Purification Rundown. The list reflects points encountered in the piloting and development of the Purification Rundown and reported from various areas where the Rundown has been successfully delivered. It is simply an itemized list of outnesses found to have existed in some cases which were not getting full results from the Purification Rundown until those outnesses were found and handled.

USE

If a Purification Rundown pc is not doing well, the C/S or Purification Rundown I/C uses this checklist in inspecting for the source of the bug. The list



would also be filled out by an FESer when doing a Folder Error Summary on a Purification Rundown pc.

One checks each point on the list by actual inspection of the pc's folder, the Purification Rundown delivery area and personnel, and, where necessary, by having the pc asked.

The points which will then require handling are those which have been answered as "Yes" on the form.

The list, used in conjunction with Purification Rundown Series HCOBs, gives an instant look at any Purification Rundown pc. Thus it permits the C/S, the Purification Rundown I/C or the FESer to spot exactly where the rundown has gone off the rails so the situation can be corrected.

The checklist may also be used in routine inspection of Purification Rundown delivery to *prevent* errors or omissions in the rundown before they occur.

The list is *not* meant for use as an audited correction list.

A. SCHEDULE IRREGULARITIES

1. Doing the Purification Rundown on an erratic schedule—not on a regular daily schedule. _____
2. Skipping days on the rundown. _____
3. Skimping on recommended running or sauna time. _____
4. Trying to do the rundown on insufficient sleep. _____
5. Pc on a 2½-hour daily schedule when, in view of drug history or other factors, should be on a 5-hour daily schedule. _____
6. Pc, due to age or other factors, should be on a modified schedule as directed by a medical doctor (but is not now on such a schedule). _____
7. Pc has been given a modified schedule as directed by a medical doctor, but is not following it. _____
8. Pc tires easily on current schedule. (Check other factors on the rundown as well as pc's schedule.) _____

B. RUNNING/EXERCISE

1. Not taking the exercise on a proper gradient, (i.e., straining too much or too breathless while running to talk to another). _____



2. Ratio of running time to sauna time is incorrect, (i.e., too great a percentage of time allotted to running, or not enough time running to work up the circulation). _____
3. Not exercising at all prior to going into the sauna. _____

C. SAUNA

1. Insufficient time being spent in the sauna. _____
2. Taking overlong breaks. _____
3. Becoming overheated in the sauna due to not taking sauna breaks when needed. _____
4. Insufficient liquids taken while in the sauna to replace liquids lost in sweating. _____
5. Not taking salt or bioplasma as needed while in the sauna (or prior to running). _____
6. Not getting sufficient potassium. _____
7. Salt, bioplasma and potassium not in supply or not located near the sauna and easily accessible. _____
8. Going out-gradient on sauna time, or not working up to higher temperatures on a gradient. _____
9. Cutting sauna time short when in the middle of a past drug (or other) restimulation. _____
10. Sauna temperature is too hot. _____
11. Sauna temperature is not hot enough to induce sweating. _____
12. Cessation of sweating while in the sauna not spotted and handled. _____
13. Sauna is not being kept clean and free of odors. _____
14. Sauna is insufficiently ventilated. _____
15. Crowded conditions in the sauna, with too many people saunaing at one time. _____

D. NUTRITION

1. Skimping on regular meals, not eating properly or not eating regularly. _____
2. Not getting enough vegetables. _____
3. Vegetables pc is eating are overcooked. _____



4. Pc has drastically changed his diet in some way. _____
5. Pc has gone on a fad diet. _____
6. Using the rundown to try to lose weight. _____
7. Not taking vitamins and/or minerals in the recommended quantities. _____
8. Taking vitamins and/or minerals sporadically (skipping them some days) rather than taking them regularly. _____
9. Has dropped out one or more vitamins resulting in vitamin imbalance and/or created vitamin deficiency. _____
10. Taking vitamins on an empty stomach rather than with yogurt or after meals. _____
11. Not taking enough minerals or vitamins to replenish the minerals and water-soluble vitamins lost in sweating. _____
12. Vitamins and/or minerals not being increased in correct proportion to niacin increase. _____
13. Taking vitamins and minerals at the same time as the oil. _____
14. Not taking the oil on a regular daily basis, (i.e. skipping the oil altogether on some days). _____
15. Not taking the oil in consistent amounts, (i.e., varying the amount of oil from one day to the next). _____
16. Not taking the oil in recommended amounts (i.e., taking more or less than recommended). _____
17. Recommended quantity of oil needs adjustment (i.e., pc is getting too much or too little oil). _____
18. Has dropped out taking the oil completely. _____
- 18A. Not taking lecithin with the oil. _____
- 18B. Not taking enough lecithin in proportion with the oil. _____
- 18C. Not taking evening primrose oil when this is needed. _____
19. Oil is stale or rancid. _____
20. Oil is not kept refrigerated. _____
21. Taking Cal-Mag only sporadically or not at all. _____

22. Taking Cal-Mag regularly but in insufficient amount. _____
23. Cal-Mag is being improperly mixed and is unpalatable. _____
24. Cal-Mag is not being kept in fresh supply. _____
25. Niacin has been increased on too steep a gradient. _____
26. Niacin has been increased on too low a gradient. _____
27. Niacin has been increased before the effects experienced at a certain dosage had diminished. _____
28. Pc has turned on something on the rundown which has not yet turned off. _____
29. Pc is experiencing “grinding” effect, with no change, at his current niacin dosage. _____
30. Pc is not being permitted to “go through” restimulation of past drugs or other substances at his own rate and without interruption. _____
31. Pc has worked up to a high niacin dosage, with no niacin flush and no further change or manifestation occurring, but is continuing on the rundown despite this. _____
32. Pc continuing to experience a slight niacin reaction at high dosages, with no other change or manifestation occurring, and folder has not been inspected for possible earlier violation of standard Purification Rundown procedure. _____

E. OTHER AREAS TO INSPECT

1. Pc is not turning in his Purification Rundown Daily Reports. _____
2. Pc is not filling out his Daily Report Form completely. _____
3. Pc has not been reporting all manifestations or changes occurring while he is on the rundown. _____
4. Pc is not using the *Purification Rundown Delivery Manual*, or is not using it exactly per its instructions. _____
5. Pc has not been assigned a twin. _____
6. Pc is not actually doing the rundown with his twin. _____
7. Pc has misunderstands on the purpose of the Purification Rundown and/or its procedures. _____



8. Pc does not understand the EP of the rundown and/or is looking for some result beyond the end phenomena. _____
9. Pc has been subjected to verbal data and/or case discussion regarding the Purification Rundown. _____
10. Pc is comparing his reactions to another's while on the Purification Rundown. _____
11. Pc is on some kind of medication while doing the Purification Rundown. _____
12. Pc is doing the Purification Rundown while in the middle of some other incomplete case action. _____
13. Pc is mixing the Purification Rundown with some other practice. _____
14. Pc has an unreported medical history or physical condition requiring medical attention. _____
15. Pc has an undetected illness or physical condition. _____
16. Pc was not given medical okay to start the rundown initially by an informed medical practitioner. _____
17. Pc has an unreported psychiatric history or history of having been institutionalized. _____

Use of this list does not exonerate one from being fully familiar with the remainder of the Purification Rundown Series HCOBs and the issues listed in the reference section of this bulletin.

(Note: The data given herein cannot be construed as a recommendation of medical treatment or medication. It is released here as a record of researches and results noted, and the Purification Rundown and/or its correction are undertaken or delivered by any person on his own responsibility.)

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 OCTOBER 1985R
REVISED 28 MARCH 1990

Remimeo
All Orgs
All Missions
Purif RD
C/S
I/C
MLO
Tech/Qual
Class IV C/Ses
and above
Class III Auditors
and above

Purification Rundown Series 10R

PURIFICATION RUNDOWN CORRECTION LIST

Refs:

All Purification Rundown Series HCOBs

Book: *Purification Rundown Delivery Manual*

HCOB 28 May 70	CORRECTION LISTS, USE OF
HCOB 8 Mar. 71R	C/S Series 29R
Rev. 25.7.78	CASE ACTIONS, OFF-LINE
HCOB 28 Sept. 82	C/S Series 115
	MIXING RUNDOWNS AND REPAIRS
HCOB/PL 7 Aug. 79	Product Debug Series 8
	Esto Series 36
	FALSE DATA STRIPPING
HCOB/PL 9 Feb. 79R	KSW Series 23R
Rev. 23.8.84	HOW TO DEFEAT VERBAL TECH
	CHECKLIST
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(Note: The Hubbard E-Meter is a religious artifact developed for the exclusive use of ordained ministers and theological students who are trained in its use in Church ministrations. It is not intended for and is forbidden by the Church to be used in any medical or physical treatment or the diagnosis, treatment or prevention of any disease. By itself it does nothing and is strictly not to be employed for medical or scientific purposes. Its purpose is to assist the minister to locate in his parishioner areas of travail so that he can assist in the relief of spiritual suffering. The existence and use of the E-Meter is sanctioned by law and the copying of it or attempts by unqualified persons, doctors, scientists, psychologists or psychiatrists to obtain or use one are actionable under law in the United States. To obtain an E-Meter one must be a sincerely enrolled student of the Church of Scientology or a fully qualified minister



of that Church and must undertake as well to become wholly skilled in its purpose and use. No other persons are permitted to have E-Meters. The Church permits the E-Meter to be sold, possessed or owned only under these conditions.)

This correction list is for use by a Class III or above Auditor to:

1. help detect and handle any errors, troubles or bogs occurring with a case on the Purification Rundown which are not rapidly resolving despite the Purification Rundown I/C doing the usual handlings as given in HCOB 6 Feb. 78RD, Purif RD Series 1R, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM or HCOB 21 May 80, Purif RD Series 5, PURIFICATION RUNDOWN CASE DATA,
2. or to clean up any bypassed charge on a person who completed the Purification Rundown months or even years earlier but who appears to have some BPC or need further handling in the area.

In the event of a bog or unresolving snarl on the rundown, the Purification Rundown C/S or the Purification Rundown I/C should send the pc folder to a qualified Class V Graduate (or higher trained) C/S, who can C/S for this correction list to be done by a qualified auditor. (It is highly advisable that any Purification Rundown I/C get himself trained up to at least Class III so that he is then able to assess this list on Purification Rundown preclears who may need it.)

ASSESSMENT

The list is ordinarily assessed Method 3 with each reading line taken to F/N per the instructions. If the pc is severely upset the list may be assessed Method 5, as determined by the C/S.

When assessing the list on a pc who did the rundown at some earlier time, a prefix is used, such as: "On the Purification Rundown, were you . . .?" or "On the Purification Rundown, did you . . .?" as applicable to the question.

HANDLING

Under many of the questions there are two handlings which appear in separate parentheses under the question. Where this is the case, the *first* handling given is the one the auditor completes directly in the session, taking the reading question to F/N. The *second* handling, which is given in separate parentheses, is the handling programed by the C/S. The C/S would list out the items that read and send the recommended handling for each reading item to the Purif I/C to get done.

When assessing the list on someone who did a Purification Rundown earlier, the handling would be to take each reading question to F/N, in session. Any further handling required would then be determined by the C/S, based upon the existing situation.



1. **WHILE ON THE PURIFICATION RUNDOWN HAVE YOU GONE EXTERIOR?** _____

(If you get a valid read, not a false or protest read, indicate it. Then: [a] If the pc answers to the effect that he had a win and went exterior on the rundown and this was never acknowledged, and *if* the pc's indicators are in and he has not and *is not* exhibiting symptoms of out-Int, as observed by the auditor in session, the handling is to simply acknowledge his win and indicate the F/N. With the pc F/Ning and VGIs on this, the auditor may continue the assessment. If there is any question about this on the auditor's part, he should end off and get an okay, or not, from the C/S to continue the list. Once it has been determined that there is no situation requiring Int handling, and the remainder of the list has been assessed and any other reads handled, the pc may then continue his Purification Rundown. This is adjudicated by the C/S. [b] However, if the pc is actually having Int trouble, it is handled before the pc continues the Purification Rundown as follows: 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.

Note: The Purification Rundown and Int handling are *never* done concurrently. When Int handling is required, it is done before the pc continues his Purification Rundown. Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

2. **HAVE YOU BEEN GIVEN A WRONG WHY OR A WRONG INDICATION?** _____

(Do an L4BRB on the wrong Why or wrong indication.)

3. **HAS THE PURIFICATION RUNDOWN BEEN DONE OVER**

AN ARC BREAK? _____

A PROBLEM? _____

A WITHHOLD? _____

AN OVERT? _____

AN EVALUATION? _____

AN INVALIDATION? _____

SOME KIND OF PROTEST? _____

(Handle the out-rud or ruds to F/N.)



4. **HAVE YOU NOT BEEN EXERCISING?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to get him onto standard exercise per the Purif RD Series HCOBs.)
5. **HAVE YOU NOT REALLY BEEN DOING THE RUNDOWN?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to get pc doing the rundown standardly.)
6. **ON THE DAILY REPORTS:**
HAS THERE BEEN OMITTED DATA? _____
HAS THERE BEEN A FALSE REPORT? _____
 (Handle as a withhold to F/N.)
 (Purif I/C to get pc to write complete and accurate reports.)
7. **HAVE YOU NOT BEEN TAKING VITAMINS?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure vitamins are taken. Also to ensure that vitamins are being taken with yogurt or after meals.)
8. **HAVE YOU NOT BEEN TAKING MINERALS?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure minerals are taken.)
9. **HAVE YOU BEEN TAKING OIL AT THE SAME TIME AS VITAMINS OR MINERALS?** _____
 (2WC to F/N.)
 (Purif I/C to ensure oil is taken at a different time than vitamins and minerals.)
10. **HAVE YOU NOT BEEN TAKING THE OIL?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure pc takes oil in proper recommended amounts.)
- 10A. **HAVE YOU NOT BEEN TAKING LECITHIN WITH THE OIL?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure pc takes lecithin with the oil in proper recommended amounts.)
11. **HAVE YOU NOT BEEN TAKING CAL-MAG?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure Cal-Mag is taken in proper recommended amounts daily.)



12. **FALSELY REPORTED MEDICAL HISTORY?** _____
 (Handle as a withhold to F/N. Get all specifics.)
 (A doctor may need to be consulted and a new medical approval may need to be obtained before pc continues the Purif RD.)
13. **HAVE YOU NOT REPORTED A PSYCHIATRIC HISTORY?** _____
SERIOUS PHYSICAL ILLNESS? _____
HISTORY OF INSTITUTIONALIZATION? _____
 (Handle as a withhold to F/N.)
 (C/S to handle in liaison with HCO, per HCOB 6 Dec. 76RB, Rev. 8.4.88, ILLEGAL PCs, ACCEPTANCE OF, HIGH CRIME BULLETIN.)
14. **HAVE YOU NOT REPORTED A HEART CONDITION?** _____
KIDNEY CONDITION? _____
 (Handle as a withhold to F/N.)
 (C/S, Purif I/C and Medical Liaison Officer to ensure pc is off the rundown until the condition has been attested as handled by a qualified medical doctor after a full and searching medical examination and a written okay given to continue the rundown, *or* until a modified program has been provided in writing by the medical doctor after such examination of the pc.)
15. **HAVE YOU NOT REPORTED SOME PHYSICAL CONDITION THAT MIGHT PREVENT YOU FROM DOING THE PURIFICATION RUNDOWN?** _____
 (Handle as a withhold to F/N.)
 (C/S, Purif I/C and Medical Liaison Officer to ensure pc has medical approval to continue the rundown, from a medical doctor who has been apprised of the condition.)
16. **HAVE YOU WITHHELD ANY MEDICAL DATA FROM THE PURIFICATION RUNDOWN I/C?** _____
 (Handle as a withhold to F/N.)
 (C/S, Purif I/C and Medical Liaison Officer to ensure that the pc's doctor is fully aware of the nature and extent of the condition and that any special instructions the doctor makes for the pc are being fully carried out.)
17. **HAVE YOU WITHHELD FROM THE DOCTOR ANY DATA GIVEN TO YOU BY THE PURIFICATION RUNDOWN I/C?** _____
 (Handle as a withhold to F/N.)
 (C/S, Purif I/C and Medical Liaison Officer to ensure that the pc's medical doctor is fully apprised of all data concerning the pc and the administration of Purification Rundown, and to ensure that the doctor's medical advices are fully carried out.)



18. **HAVE YOU BEEN TAKING UNNECESSARY OR OVERLONG BREAKS?** _____
 (Handle as a withhold to F/N. Then clear up any Mis-U's on how the rundown is to be done.)
 (Purif I/C to ensure pc is saunaing as recommended in Purif procedure HCOBs.)
19. **HAVE YOU BEEN SKIPPING DAYS ON THE PROGRAM?** _____
 (Handle as a withhold to F/N.)
 (Purif I/C to ensure pc has and keeps a standard schedule and is briefed on importance of this.)
20. **DOING THE PURIFICATION RUNDOWN FOR SOME OTHER REASON THAN YOU STATED?** _____
 (Find out what his reason is and pull as a W/H, to F/N. Then handle any Mis-U on what the rundown is for, to F/N.)
 (Handle as applicable per what is found.)
21. **ARE YOU CONNECTED TO SOMEONE WHO DOESN'T APPROVE OF YOU DOING THE PURIFICATION RUNDOWN?** _____
 (2WC to F/N.)
 (C/S to get the pc to the MAA/Ethics Officer for PTS handling and return to the RD when handling completed.)
22. **HAVE YOU BEEN DOING THE PURIFICATION RUNDOWN IN THE MIDDLE OF ANOTHER UNFLAT MAJOR CASE ACTION?** _____
 (Indicate and 2WC E/S to F/N. Note what the unflat action is for the C/S.)
 (C/S to handle per HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS.)
23. **HAS THE PURIFICATION RUNDOWN GONE ON AND ON WITH LITTLE OR NO CHANGE?** _____
 (2WC to F/N, getting full data for C/S.)
 (C/S to program for handling per Purif HCOBs.)
24. **DOES YOUR DIET SEEM INCORRECT?** _____
 (2WC to F/N.)
 (Send to Purif I/C or Medical Liaison Officer to ensure that pc's diet and eating schedule are sorted out. Includes pc getting vegetables and other proper nutrition but without introducing a drastic change in the pc's diet.)



25. **WHILE ON THE RUNDOWN HAVE YOU MADE SOME DRASTIC CHANGE IN YOUR DIET?** _____
- (2WC to F/N.)
- (Send to Purif I/C or Medical Liaison Officer to ensure that pc's diet and eating schedule are sorted out. Includes ensuring pc is given full R-factor regarding no fad diets and that pc is getting vegetables and other proper nutrition.
- If indicated, handle any false or verbal data using False Data Stripping per HCOB 7 Aug. 79, FALSE DATA STRIPPING and/or the Verbal Tech Checklist per HCOB 9 Feb. 79R, Rev. 23.8.84, KSW Series 23R, HOW TO DEFEAT VERBAL TECH CHECKLIST.)
26. **HAS SOMEONE BEEN TRYING TO GET YOU TO GO ONTO A SPECIAL DIET?** _____
- (2WC to F/N. Get who and report to HCO.)
- (Handle any false or verbal data using False Data Stripping per HCOB 7 Aug. 79, FALSE DATA STRIPPING and/or the Verbal Tech Checklist per HCOB 9 Feb. 79R, Rev. 23.8.84, KSW Series 23R, HOW TO DEFEAT VERBAL TECH CHECKLIST.)
27. **DO YOU FEEL YOUR NIACIN DOSAGE HAS BEEN INCREASED TOO SLOWLY?** _____
- (2WC to F/N.)
- (C/S and Purif I/C to get pc onto proper niacin gradient, as recommended.)
28. **DO YOU FEEL YOUR NIACIN DOSAGE HAS BEEN INCREASED TOO QUICKLY?** _____
- (2WC to F/N.)
- (C/S and Purif I/C to get pc back onto the proper niacin gradient, starting with the earliest unflat point of niacin reaction as shown by folder study, and ensure pc is progressing on proper gradient of increase, as recommended.)
29. **ARE YOU HAVING DIFFICULTY TAKING THE OIL?** _____
- LECITHIN?** _____
- VITAMINS?** _____
- MINERALS?** _____
- CAL-MAG?** _____
- (2WC to F/N.)
- (C/S to ensure Purif I/C and Medical Liaison Officer handle so that pc can more comfortably take these.)
30. **DOES THE AMOUNT OF OIL YOU'RE TAKING SEEM TO BE INCORRECT?** _____
- (2WC to F/N.)
- (Purif I/C and Medical Liaison Officer to handle so pc is getting the right amount of oil, as recommended.)



- 30A. **IS YOUR BODY NOT EXCHANGING THE BAD FAT FOR THE OIL?** _____
 (2WC to F/N.)
 (Purif I/C and Medical Liaison Officer to handle so pc is taking the oil [with lecithin] in correct amounts, as recommended, and, if needed, evening primrose oil.)
31. **DOES THE OIL APPEAR TO BE RANCID OR NOT TASTE RIGHT?** _____
 (2WC to F/N.)
 (Purif I/C and Medical Liaison Officer to ensure the oil is fresh, not rancid, and is kept properly refrigerated.)
32. **TOO LITTLE CAL-MAG?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc takes proper amount of Cal-Mag daily, as recommended.)
33. **TOO MUCH CAL-MAG?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc takes proper amount of Cal-Mag daily, as recommended.)
34. **DOES THE CAL-MAG NOT TASTE RIGHT?** _____
 (2WC to F/N.)
 (Purif I/C and Medical Liaison Officer to ensure that Cal-Mag is fresh and being made correctly.)
35. **DO YOU FEEL THERE IS SOME VITAMIN OR MINERAL DEFICIENCY?** _____
 (2WC to F/N, noting down what it is.)
 (A medical doctor may need to be consulted to get the deficiency or deficiencies located and handled.)
36. **DO YOU FEEL THERE IS SOME VITAMIN OR MINERAL IMBALANCE?** _____
 (2WC to F/N, noting down what it is.)
 (A medical doctor may need to be consulted to get the imbalance located and handled.)
37. **HAVE YOU BEEN ON MEDICATION WHILE ON THE PURIFICATION RUNDOWN?** _____
 (2WC to F/N.)
 (C/S to have pc sent to a doctor who is informed on the Purif RD, to determine if pc can be taken off the medication. If so, pc to continue the Purif without the medication under close C/S and Medical Liaison Officer supervision. If not, C/S to determine the feasibility of pc continuing the Purif while on medication, based on the existing circumstances and medical advice.)



38. **UNDETECTED PHYSICAL CONDITION?** _____
 (2WC to F/N.)
 (C/S to have pc sent to a doctor to determine what medical handling is needed and ensure pc is programed to get the needed handling.)
39. **INSUFFICIENT SLEEP?** _____
 (2WC to F/N.)
 (Purif I/C to sort out pc’s schedule so that he is regularly getting sufficient sleep.)
40. **TOO LITTLE SALT OR BIOPLASMA?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc is getting sufficient salt or Bioplasma daily, as recommended.)
41. **TOO MUCH SALT OR BIOPLASMA?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc is getting proper amount of salt or Bioplasma daily, as recommended.)
42. **TOO LITTLE POTASSIUM?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc is getting sufficient potassium daily, as recommended.)
43. **TOO MUCH POTASSIUM?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc is getting proper amount of potassium daily, as recommended.)
44. **NOT DRINKING ENOUGH LIQUIDS?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc is getting enough liquids daily and that pc fully understands the importance of this.)
45. **DOES THE SAUNA SEEM TOO HOT?** _____
 NOT HOT ENOUGH? _____
 NOT WELL VENTILATED? _____
 NOT KEPT CLEAN? _____
 (2WC to F/N.)
 (C/S to ensure that Purif I/C and Medical Liaison Officer handle the sauna condition[s] promptly.)
46. **DURING THE PURIFICATION RUNDOWN, HAS SOME CONDITION TURNED ON THAT HAS NOT TURNED OFF?** _____
 (2WC to F/N.)
 (Handle per the Purif RD Series HCOBs, and any medical advice as may be needed.)



47. **ON THE PURIFICATION RUNDOWN HAVE YOU OFTEN BEEN PHYSICALLY TIRED?** _____
 (2WC to F/N.)
 (Purif I/C to ensure that pc is getting sufficient sleep. Also note for Purif I/C and Medical Liaison Officer to check for salt, potassium, vitamin or mineral deficiency and get it handled as needed, in liaison with the C/S and per any recommendation from the medical doctor.)
48. **ON THE PURIFICATION RUNDOWN HAVE YOU BEEN PHYSICALLY ILL?** _____
 (2WC to F/N.)
 (C/S to see that pc is reexamined by a medical doctor who is informed on the Purif RD, and that the pc receives any needed medical treatment in addition to assists *and* PTS handling before continuing the Purif. Purif may need to be resumed on a milder gradient, per medical advice. Or if, based on medical exam and folder study, the condition is one turned on on the Purif and needs to be run through, pc is C/Sed to continue Purif to completion, with medical okay.)
49. **HAVE YOU NOT SPENT ENOUGH TIME ON THE PROGRAM EACH DAY?** _____
 (2WC to F/N.)
 (Purif I/C to ensure pc gets onto the proper daily recommended schedule.)
50. **WHILE ON THE PURIFICATION RUNDOWN HAVE YOU BEEN RECEIVING SOME OTHER SORT OF TREATMENT?** _____
 (2WC to F/N, noting full data for the C/S.)
 (Handle as needed per Purif HCOBs and HCOBs on mixing practices. If applicable, handle per #48 above.)
51. **HAVE YOU BEEN MIXING THE PURIFICATION RUNDOWN WITH SOME OTHER PRACTICE?** _____
 (2WC to F/N, noting full data for the C/S.)
 (Handle per Purif HCOBs and HCOBs on mixing practices.)
52. **HAVE THE RECOMMENDED INSTRUCTIONS FOR DOING THE PURIFICATION RUNDOWN NOT BEEN FOLLOWED?** _____
 (2WC to F/N, noting full data for the C/S.)
 (Purif I/C to ensure pc is following all aspects of the recommended regimen standardly.)
53. **HAVE YOU BEEN ADDING SOMETHING TO THE RUNDOWN THAT IS NOT COVERED IN THE RECOMMENDATIONS?** _____
 (2WC to F/N, noting full data for the C/S.)
 (Purif I/C to ensure pc is following all aspects of the recommended regimen standardly.)



54. **IS THERE SOMETHING ABOUT THE PURIFICATION RUNDOWN YOU’VE DISAGREED WITH?** _____
- (Find the Mis-Us and clear them to F/N.)
- (If indicated, handle any false or verbal data with False Data Stripping and/or the Verbal Tech Checklist.)
55. **WAS THERE A WORD OR SYMBOL IN THE PURIFICATION RUNDOWN MATERIALS THAT YOU DIDN’T FULLY UNDERSTAND?** _____
- (Find the Mis-Us and clear them to F/N.)
56. **ON THE PURIFICATION RUNDOWN, HAVE YOU NOT HAD A TWIN?** _____
- (2WC to F/N.)
- (Ensure Purif I/C assigns pc a twin and that pc is doing the Purif with his twin.)
57. **ON THE PURIFICATION RUNDOWN, HAVE YOU NOT BEEN USING THE *PURIFICATION RUNDOWN DELIVERY MANUAL*?** _____
- (2WC to F/N.)
- (Purif I/C to ensure pc has his own copy of the *Purification Rundown Delivery Manual* and is using it daily.)
- 57A. **HAS THE PURIFICATION RUNDOWN BEEN ADMINISTERED DIFFERENTLY THAN AS STATED IN THE *PURIFICATION RUNDOWN DELIVERY MANUAL*?** _____
- (2WC to F/N, noting full data for the C/S.)
- (Purif I/C to ensure pc is following all aspects of the recommended regimen standardly. C/S to handle anyone involved with misadministration of the rundown with ethics and cramming as needed.)
58. **ON THE PURIFICATION RUNDOWN, HAS THERE BEEN
VERBAL DATA?
CASE DISCUSSION?** _____
- (2WC to F/N. If verbal data, get what it was and get the correct reference for the pc. If case discussion, get who was involved and note for Purif I/C handling.)
- (Purif I/C to ensure pc and any other terminals involved are handled, as needed, per C/S Series 29R, CASE ACTIONS, OFF-LINE. Also, handle any false or verbal data with False Data Stripping and/or Verbal Tech Checklist.)
59. **HAS SOMEONE BEEN TELLING YOU TO DO THE PURIFICATION RUNDOWN DIFFERENTLY THAN AS STATED IN THE MATERIALS?** _____
- (2WC to F/N. Get who and report to HCO.)
- (Handle any false or verbal data with False Data Stripping and/or the Verbal Tech Checklist. C/S to handle the other person[s] with ethics and cramming as needed.)



60. **HAS SOMEONE BEEN TELLING YOU WHAT TO THINK ABOUT YOUR REACTIONS?** _____
 (Get off the eval E/S to F/N. Get who and report to HCO.)
 (Handle any false or verbal data with False Data Stripping and/or the Verbal Tech Checklist.)
61. **HAVE YOU BEEN COMPARING YOUR REACTIONS TO ANOTHER'S?** _____
 (2WC to F/N.)
 (Handle any false or verbal data with False Data Stripping and/or the Verbal Tech Checklist.)
62. **IS THE PURIFICATION RUNDOWN INCOMPLETE?** _____
 (Indicate it. 2WC to F/N.)
 (Pc to be C/Sed to complete the rundown, based on folder study.)
63. **HAS THE PURIFICATION RUNDOWN BEEN OVERRUN?** _____
 (Do not indicate it. Get what the pc has to say on it, using 2WC to F/N. Then acknowledge and get the data to the C/S.)
 (Folder study and handle per Purif RD Series HCOBs.)
64. **UNACKNOWLEDGED WIN?** _____
 (Have pc tell you about the win and rehab to F/N.)
65. **HAS THERE BEEN SOMETHING YOU HAVEN'T UNDERSTOOD ABOUT THE END PHENOMENA OF THE RUNDOWN?** _____
 (Clear up any Mis-Us to F/N.)
66. **LOOKING FOR SOME RESULT BEYOND THE END PHENOMENA OF THE RUNDOWN AS GIVEN IN THE MATERIALS?** _____
 (2WC to F/N. Then sort it out using Purif HCOBs, noting full data for the C/S.)
 (Handle, as needed, per Purif RD Series HCOBs, and False Data Stripping if needed.)
67. **SOMETHING ELSE WRONG?** _____
 (Find out what and handle if you can or end off and get the data to the C/S.)
 (Handle, as needed, per Purif RD Series and C/S Series HCOBs.)
68. **NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate it. 2WC to F/N.)
 (C/S to return pc to the rundown.)

Note: The data given herein cannot be construed as a recommendation of medical treatment or medication. It is released here as a record of researches and results noted, and the Purification Rundown and/or its correction are undertaken or delivered by any person on his own responsibility.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 NOVEMBER 1985R
REVISED 18 DECEMBER 1988

All Orgs
Tech/Qual
Auditors
C/Ses

C/S Series 104RB
Clear Certainty Rundown Series 2R

CLEAR CERTAINTY RUNDOWN:

PURPOSE

Cancels and Replaces:

HCOB 29 Nov. 78R Rev. 31.3.81	C/S Series 104R Dianetic Clear Series 8 DIANETIC CLEAR ATTESTS
HCOB 29 Nov. 78	C/S Series 104 DIANETIC CLEAR ATTESTS (remains <i>cancelled</i>)

Refs:

HCOB 24 Sept. 78RC III Rev. 18.12.88	CCRD Series 1R DIANETIC CLEAR
HCOB 12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
HCOB 14 Dec. 81	THE STATE OF CLEAR

The purpose of the Clear Certainty Rundown is: To safeguard the state of Clear and to provide a procedure whereby those who have achieved Clear can get it properly acknowledged and attain a full resurgence of the state.

The Clear Certainty Rundown (CCRD) is done to:

- a. Accurately establish, with no eval or inval in the procedure, whether or not the person has actually achieved Clear;
- b. Ensure that the person who has made it attains a FULL resurgence of the state;
- c. Establish for the person who has not yet made Clear that he hasn't, acknowledge the case win he did have, and get him programed onto his next auditing to get him further toward achieving the state of Clear;
- d. Establish the proper program for any person who might have the mistaken idea that the CCRD is going to make him Clear, and get him onto *that* program and progressing toward Clear.

DEVELOPMENT

I made Clears with Book One back in the early days of Dianetics. But it took many years of tech research, refinement and codification to arrive at the tech of NED, with which others can now also produce Clears.



Just as in 1950, a Book One Auditor can bring about some remarkable wins and gains for his preclears. But in its current (Div 6) use on the modern Grade Chart, Book One auditing is primarily an unburdening action. (Ref: Book, *Science of Survival*) It generally does not cut very deeply into a case before the preclear comes into an org or mission and gets onto the Purification Rundown, Objectives and so forth. These actions also have the effect of unburdening the case.

When the preclear receives his Expanded ARC Straightwire and Expanded Grades the job of unburdening is continued at the accelerated pace this powerful tech makes possible when administered by a standard Academy-trained auditor.

The early steps of the NED auditing program are also unburdening steps. The NED Drug Rundown is designed to unsnarl the tangle of incidents on the track and general case trouble produced by drugs, medicine and alcohol so that the pc is then able to run NED with greater reality and reach incidents deeper on the track. This is followed by actions such as the Relief Rundown which address secondaries on the case. As the preclear continues his NED auditing, he begins to address heavy engrams. With standard NED auditing by a competent and qualified NED auditor, it is possible to finally reach those case factors which, confronted and handled, can enable the pc to achieve the state of Clear.

The earlier “Dianetic Clear Special Intensive” was primarily designed to handle a situation whereby many individuals had gone Clear in Dianetics and the R3R or R3RA had been carried on past that point. As it had not been earlier suspected that the state of Clear would occur at that point on the Grade Chart, it had been bypassed in many cases. A good many of those cases had been audited past Clear on processes a Clear would not necessarily respond to. Additionally, the state of Clear itself had gone unacknowledged. It often required a cleanup of any charge thus built up before a valid state of Clear could be properly verified and rehabilitated to a full resurgence of the state. Compounding the scene were misunderstandings and misconceptions on the state of Clear which led to a certain number of people being incorrectly declared Clear. The majority of those Clears have been located and handled to full resurgence of their Clear state.

With the new Grade Chart, where NED auditing is placed after the Scientology grades, we have an even more streamlined route by which a person can attain the state of Clear.

This in no way invalidates those who attained Clear earlier, before this latest refinement of the Grade Chart. However, it now gives us candidates for the Clear verification and rehab who have very recently come up the new Grade Chart route and gone Clear on NED. So those requiring a Clear verification can now be grouped, roughly, into the following classes:

1. Persons with their lower grades well in who have just gone Clear on NED. A person in this category should be a breeze for the CCRD Auditor. He’s just gone Clear; he’s sitting there bright and shiny; and he hasn’t had time, ordinarily, to accumulate any inval or eval on the state. If he has validly made it, the evidences of Clear should be easily observable and thus easily verified.

2. Those audited in the past on R3RA or R3R or earlier Dianetics, who have gone Clear on that processing.
3. Last-life Clears (persons who achieved Clear in Dianetics auditing or on the Clearing Course, in their previous lifetime).
4. Additionally, one will get individuals who read on “Have you gone Clear?” on prepared lists with a valid read (not a False or Protest read) or who otherwise originate they’re Clear. In some of these cases past auditing records may not be available or may not show evidence of NED or any Dianetics having been run. Clears are made on NED; in some cases, they were made in running R3R or earlier Dianetics, and they are also made on the Scientology Clearing Course. Scientology lower grades do not, to my knowledge, produce Clears. Thus, for example, if it appears the person has had only Scientology grades and is reading on or originating “Clear,” it could be that one is faced with handling either someone who has mistaken a major release for having gone Clear, or a pc with false data or misunderstands or a Crashing Mis-U on the subject, or a missing folder situation or a last-lifetime Clear or something else. Whatever the situation, it requires a full sort-out and handling with no invalidation of the pc and with the pc either correctly declared Clear or put onto a program where he can achieve it.

On any of these cases, but more particularly on cases (2), (3) and (4), there may be bypassed charge and/or misunderstands or other case outnesses to clean up on the person before the state can be accurately adjudicated.

Thus, there has been a need for a Clear verification action which would encompass all of these categories—streamlined enough for the person who has just made it, but with built-in conditional steps for those with accumulated charge, misunderstands, misconceptions, etc., on the state, so that these, too, can be handled.

That need has now been answered with the Clear Certainty Rundown.

With the Clear Certainty Rundown, all cases needing a Clear verification and rehab can now be handled smoothly.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 NOVEMBER 1985

Remimeo
FPRD Auditors
and C/Ses
Tech/Qual
MAAs/EOs

False Purpose Rundown Series 10-K

FIRST DYNAMIC FORM

<i>Refs:</i>		
HCOB	5 June 84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB	9 June 84R Rev. 3.5.85	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June 84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	1 Mar. 77 II	CONFESSIONAL FORMS

This form is for use in auditing the False Purpose Rundown on the subject of the first dynamic. It is used after the pc has been audited on the False Purpose RD Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

On a case being programed for False Purpose RD Forms covering several dynamics, one would usually do this one before doing second dynamic, third dynamic, and so on.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

It may only be audited by a fully trained and qualified Hubbard False Purpose Rundown Auditor.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure. Questions in Section I of this form ask for overts, which are handled with steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using steps C through G of False Purpose Rundown procedure.



Each question should be well grooved in with the pc, so that it is clear how the question might apply to his own particular case or circumstances.

SECTION I QUESTIONS:

1. **HAVE YOU EVER HARMED YOURSELF?** _____
2. **HAVE YOU EVER DELIBERATELY MADE SOMEONE THINK BADLY OF YOU?** _____
3. **HAVE YOU EVER DENIED YOURSELF AN OPPORTUNITY?** _____
4. **HAVE YOU EVER MADE SOMEONE PUNISH YOU?** _____
5. **HAVE YOU EVER NOT LET YOURSELF HAVE SOMETHING?** _____
6. **HAVE YOU EVER MADE YOURSELF ILL?** _____
7. **HAVE YOU EVER DEBASED OR DEGRADED YOURSELF?** _____
8. **HAVE YOU EVER PREVENTED YOURSELF FROM ACCOMPLISHING SOMETHING?** _____
9. **HAVE YOU EVER RESTRAINED YOURSELF FROM CREATING?** _____
10. **HAVE YOU EVER KNOWINGLY CONSUMED A HARMFUL DRUG OR OTHER HARMFUL SUBSTANCE?** _____
11. **HAVE YOU EVER ATTEMPTED TO DO YOURSELF IN?** _____
12. **HAVE YOU EVER NOT LET YOURSELF UNDERSTAND SOMETHING?** _____
13. **HAVE YOU EVER MISUSED AN ABILITY?** _____
14. **HAVE YOU EVER PUNISHED YOURSELF?** _____
15. **HAVE YOU EVER FAILED TO EXERCISE AN ABILITY YOU HAD?** _____
16. **HAVE YOU EVER WITHHELD SOMETHING FROM YOURSELF?** _____
17. **HAVE YOU EVER PREVENTED YOURSELF FROM BEING SOMETHING?** _____
18. **HAVE YOU EVER INVALIDATED YOURSELF?** _____
19. **HAVE YOU EVER SUPPRESSED AN INTEREST IN DOING SOMETHING?** _____
20. **HAVE YOU EVER FAILED TO ACCOMPLISH A TARGET YOU'D SET FOR YOURSELF?** _____



21. **HAVE YOU EVER Q-AND-Aed WITH SOMETHING YOU'D SET OUT TO DO?** _____
22. **HAVE YOU EVER DONE SOMETHING WHICH WOULD PREVENT CASE GAIN?** _____
23. **HAVE YOU EVER REWARDED YOURSELF WHEN YOU WERE UNPRODUCTIVE?** _____
24. **HAVE YOU EVER PENALIZED YOURSELF WHEN YOU WERE PRODUCTIVE?** _____
25. **HAVE YOU EVER COMPROMISED WITH YOUR OWN REALITY?** _____
26. **IS THERE SOMETHING ABOUT YOURSELF THAT YOU REGRET?** _____
27. **HAVE YOU EVER KNOWINGLY LIED TO AN AUDITOR?** _____
28. **HAVE YOU EVER ATTESTED TO A LEVEL OR GRADE IN DIANETICS OR SCIENTOLOGY THAT YOU KNEW YOU HAD NOT ATTAINED?** _____
29. **IS THERE SOMETHING YOU DID THAT YOU JUST CAN'T FORGIVE YOURSELF FOR?** _____

SECTION II QUESTIONS:

30. **HAVE YOU WANTED TO DIE?** _____
31. **HAVE YOU EVER WANTED TO CEASE TO EXIST?** _____
32. **HAVE YOU EVER CONSIDERED DOING YOURSELF IN AS A SOLUTION TO SOMETHING?** _____
33. **HAVE YOU EVER INTENDED TO HARM YOURSELF?** _____
34. **HAVE YOU EVER INTENDED TO MAKE YOUR OWN EXISTENCE MISERABLE?** _____
35. **HAVE YOU EVER WANTED TO SUFFER?** _____
36. **HAVE YOU EVER INTENDED TO GET YOURSELF PUNISHED?** _____
37. **HAVE YOU EVER HAD AN EVIL PURPOSE TOWARD YOURSELF?** _____



38. **HAVE YOU EVER HAD AN INTENTION THAT WAS DESTRUCTIVE TO YOUR PERSONAL SURVIVAL?** _____

39. **HAVE YOU EVER NOT WANTED TO BE YOURSELF?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the Sec Checking questions on the list are handled with Steps A–G of False Purpose RD procedure.)

1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____

2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____

3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____

4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____

5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____

6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____

7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____

8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____

9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____

10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____

11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

L. RON HUBBARD
Founder



HCO BULLETIN OF 22 NOVEMBER 1985

All Orgs
Tech/Qual
Field Control Sec
Dir Clearing
FSM I/C

Field Staff Member Series 9

**FIELD STAFF MEMBER
REPAIR AND REVITALIZATION LIST**

The Field Staff Member Repair and Revitalization List is used when an FSM is having difficulty getting his products as an FSM, when he has had failures or losses as an FSM or when he has become inactive as an FSM.

This list may be used to correct the FSM on an immediate basis or for analysis purposes to find out what to program the FSM for. (Ref: HCOB 29 Apr. 80, PREPARED LISTS, THEIR VALUE AND PURPOSE)

It can even be used to help sort out an otherwise active Scientologist who is hesitant about becoming a field staff member.

Standardly run, this list can be a highly effective tool to assist a field staff member to overcome any barriers to his effective contribution to Scientology expansion and the clearing of the planet from his hat as an FSM.

It is always assessed in session, by a Class III Auditor or above who is trained and qualified to handle prepared lists, whose TRs and metering are in and who can make prepared lists read.

The list may be assessed by Method 3 or Method 5.

If the FSM is receiving this as part of regular auditing in the org, it would be assessed using Method 3, with each reading question handled per the instructions and taken to F/N VGIs.

Method 5 would only be used on a recovery basis for an individual FSM or when a smart org is engaged in a recovery program of its FSMs. In this case, an org auditor would simply do a free Method 5 assessment on the FSM, indicate the charge and then route the FSM to the correct org terminal for handling.

Under many of the questions appear two separate sets of handling instructions. Where this is the case, the first handling given is the one the auditor does directly, right there in the session; the second is what the C/S programs the FSM for or what he orders via the Cramming Officer.

Some of the questions on this list have handlings which call for retraining or Qual correction cycles which are not case handling actions. Once all reading



questions have been taken to F/N in session, the C/S is to write a cramming program for the FSM based on the reading items. The FSM is then routed to the Cramming Officer who will go over the program with him and arrange with him to get the program completed. The program is then done in Cramming (or in the course room, for any courses that need to be done).

Actually seeing that the needed handling steps are done (for example, getting the FSM onto and through the FSM Specialist Hat Course) is a vital part of the use of this list. It is not enough to simply find out where the FSM is bugged—the bug found must be HANDLED, to the end result of a fully revitalized and *producing* FSM.

R-FACTOR: The FSM should be given an R-factor at the outset that, after the auditing program, any corrective actions recommended by the C/S (not case data) will be turned over to the Cramming Officer for handling, based on items that read.

1. **HAVE YOU BEEN INTERIORIZED INTO SOMETHING?** _____

(If you get a valid read, not a false or protest read, indicate it. If the pc has had an Int RD or End of Endless Int RD previously, assess and handle the Int RD Correction List. If the pc has not had previous Int handling or if the Int RD Correction List does not fully resolve the situation, do an Int RD, *OR*, on a Clear or OT, the End of Endless Int RD. If you are not qualified to deliver the Int RD or the End of Endless Int RD, end off for a qualified auditor to handle.)

2. **AS AN FSM, HAS THERE BEEN A LIST ERROR?** _____

(Indicate. Find out what list and repair with L4BRA.)

3. **AS AN FSM, OUT-LIST?** _____

(Handle as in #2.)

4. **AS AN FSM, IS THERE A WRONG ITEM?** _____

(Handle as in #2.)

5. **AS AN FSM, HAS THERE BEEN A WRONG INDICATION?** _____

(Find out what and handle if you can per C/S Series 78, or return folder to the Case Supervisor for a C/S.)

(C/S to program for handling per C/S Series 78.)

6. **AS AN FSM, HAS THERE BEEN AN ARC BREAK?** _____

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

7. **AS AN FSM, HAS SOME EMOTION BEEN REJECTED?** _____

(2WC, E/S to F/N.)



8. **AS AN FSM, HAS SOME AFFINITY BEEN REJECTED?** _____
(2WC, E/S to F/N.)
9. **AS AN FSM, HAS A REALITY BEEN REFUSED?** _____
(2WC, E/S to F/N.)
10. **AS AN FSM, HAS A COMMUNICATION BEEN CUT SHORT?** _____
(2WC, E/S to F/N.)
11. **AS AN FSM, HAS A COMMUNICATION BEEN IGNORED?** _____
(2WC, E/S to F/N.)
12. **AS AN FSM, HAS THERE BEEN A PROBLEM?** _____
(2WC, E/S to F/N.)
13. **AS AN FSM, HAS A WITHHOLD BEEN MISSED?** _____
(Pull the missed W/H, E/S to F/N.)
14. **AS AN FSM, HAS THERE BEEN AN OVERT?** _____
(Get the overt and handle E/S to F/N.)
15. **AS AN FSM, HAS SOMETHING BEEN MISUNDERSTOOD?** _____
(Find out what and get it cleaned up with Word Clearing.)
16. **AS AN FSM, HAVE YOU GONE PAST A WORD YOU DIDN'T UNDERSTAND?** _____
(Handle as a missed W/H, E/S to F/N. Then find out which word and get it cleared to F/N.)
17. **AS AN FSM, HAS SOME DATA BEEN CONFUSING?** _____
(Find out what and get it cleaned up with Word Clearing.)
18. **AS AN FSM, HAS THERE BEEN AN EVALUATION?** _____
(2WC, E/S to F/N.)
19. **AS AN FSM, HAS THERE BEEN AN INVALIDATION?** _____
(2WC, E/S to F/N.)
20. **HAS THERE BEEN SOMETHING ABOUT FSMing YOU'VE DISAGREED WITH?** _____
(Find out what. 2WC, E/S to F/N. Clear up any Mis-Us.)
(If indicated, program for a Disagreement Check per HCOB 22 Mar. 72RA, Rev. 24.3.85, DISAGREEMENT CHECK. If valid outnesses have shown up on the org FSM line, Cramming Officer to issue a cramming order to get the flubbing org terminals crammed and corrected. Ref: HCO PL 9 May 65RA, Rev.8.11.84, FSM Series 1, FIELD AUDITORS BECOME STAFF; HCO PL 15 Oct. 65R, Rev. 8.11.84, FSM Series 3, FIELD STAFF MEMBER SELECTION PAPERS AND COMMISSIONS; and HCO PL 12 Dec. 79R, Rev. 8.11.84, FSM Series 7, AN OPEN LETTER TO ALL FSMs)



21. **HAS A VALID FSM COMMISSION NOT BEEN PAID YOU?** _____
 (Get details and 2WC, E/S to F/N.)
 (If a valid situation, Cramming Officer to issue cramming orders on org terminals responsible for paying FSM commissions and get them corrected. *Ref:* HCO PL 5 Apr. 79RB II, Rev. 8.11.84, FSM Series 6, NEW FSM ACCOUNT, and HCO PL 15 Oct. 65R, Rev. 8.11.84, FSM Series 3, FIELD STAFF MEMBER SELECTION PAPERS AND COMMISSIONS)
22. **HAVE YOU HAD TO WAIT A LONG TIME FOR YOUR FSM COMMISSION?** _____
 (2WC, E/S to F/N.)
 (Handle as in #21.)
23. **HAS AN FSM COMMISSION THAT WAS RIGHTFULLY YOURS BEEN PAID TO SOMEONE ELSE?** _____
 (Get details and 2WC, E/S to F/N.)
 (Handle as in #21.)
24. **HAS AN FSM COMMISSION THAT WAS RIGHTFULLY SOMEONE ELSE'S BEEN PAID TO YOU?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Cramming Officer to get the FSM crammed and routed to the FSM I/C to get it straightened out. If indicated, program for the False Purpose RD, including False Purpose Rundown Series 10-F, Dissemination Form.)
25. **HAS THERE BEEN NO HELP FROM THE REGISTRAR?** _____
 (2WC, E/S to F/N.)
 (If a valid situation, Cramming Officer to issue a cramming order on the Registrar.)
26. **HAVE THERE BEEN DISAGREEMENTS WITH THE REGISTRAR?** _____
 (Find out what and 2WC, E/S to F/N.)
 (Depending on the actual situation, either:
 a. Program the FSM for a Disagreement Check, or
 b. In the case of a suspected Registrar flub, the Cramming Officer should issue a cramming order on the Registrar.)
27. **HAS THE ORG NOT HANDLED A SELECTEE?** _____
 (Get details and 2WC, E/S to F/N.)
 (If a valid situation, Cramming Officer to issue a cramming order on the org staff who flubbed.)



28. **HAVE THERE BEEN DISAGREEMENTS WITH THE WAY A SELECTEE WAS HANDLED?** _____
 (2WC, E/S to F/N.)
 (Handle as in #26 above.)
29. **HAVE YOU NOT KNOWN HOW TO HANDLE IF YOUR SELECTEE COMPLAINED ABOUT HIS SERVICE?** _____
 (2WC, E/S to F/N.)
 (Get the FSM crammed on HCO PL 12 Dec. 79R, Rev. 8.11.84, FSM Series 7, AN OPEN LETTER TO ALL FSMs, section on "FSMs ARE TO DEMAND ORG SERVICES.")
30. **AS AN FSM, HAS SOMETHING BEEN DONE OTHER THAN WHAT WAS SAID?** _____
 (Find out what and 2WC E/S to F/N.)
 (If indicated, handle as in #27 above.)
31. **HAS THERE BEEN NO FSM IN-CHARGE OR OTHER ORG TERMINAL TO HELP YOU?** _____
 (2WC, E/S to F/N.)
 (Handle as in #27 above.)
32. **AS AN FSM, HAS SOME HELP BEEN REJECTED?** _____
 (Find out what, 2WC, E/S to F/N.)
 (If indicated, handle as in #27 above.)
33. **AS AN FSM, HAS A WILLINGNESS NOT BEEN ACKNOWLEDGED?** _____
 (2WC, E/S to F/N.)
34. **HAS THERE BEEN A LACK OF FSM PROMOTIONAL MATERIALS?** _____
 (2WC, E/S to F/N.)
 (Cramming Officer to issue a cramming order on the responsible org terminals. *Ref:* HCO PL 20 Nov. 65RA, Rev. 4.5.85, THE PROMOTIONAL ACTIONS OF AN ORGANIZATION)
35. **HAVE THERE BEEN NO SELECTION SLIPS AVAILABLE?** _____
 (2WC, E/S to F/N.)
 (Have the FSM restudy and word clear the section "SELECTION" in HCO PL 9 May 65RA, Rev. 8.11.84, FSM Series 1, FIELD AUDITORS BECOME STAFF.)
36. **AS AN FSM, HAVE YOU HAD A LOSS?** _____
 (2WC, E/S to F/N.)
 (If indicated, C/S to program the FSM to do or retrain HCO PL 26 Sept. 79RA, SPECIALIST FSM HAT CHECKSHEET, which is FREE to any provisionally appointed FSM. The FSM is routed to the Cramming Officer for R-factor, who then routes FSM to the Reg to sign up on a no-charge invoice for the course. Or, if indicated, C/S to program for the Dissemination Drills Course, when released.)



37. **HAVE YOU EVER FALSIFIED FSM STATS?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for Sec Checking and/or False Purpose Rundown, as indicated.)
38. **HAVE YOU EVER FALSELY REPORTED THAT YOU HAD SELECTED SOMEONE WHEN YOU HADN'T?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
39. **HAVE YOU EVER BEEN PAID AN FSM COMMISSION TWICE FOR THE SAME SELECTION?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
40. **HAVE YOU EVER BEEN PAID AN FSM COMMISSION THAT YOU SHOULD NOT HAVE BEEN PAID?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
41. **HAVE YOU EVER RIPPED OFF SOMEONE ELSE'S SELECTEE?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
42. **HAVE YOU EVER FALSELY CLAIMED TO BE THE FSM FOR A PERSON?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
43. **HAVE YOU EVER FALSELY ATTESTED SOMEONE WAS YOUR FSM WHEN HE WASN'T?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
44. **HAVE YOU EVER ILLEGALLY RECEIVED AN FSM COMMISSION FOR ONLY LENDING MONEY AT INTEREST FOR SOMEONE TO START AN ORG SERVICE?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
45. **HAVE YOU EVER CLAIMED AN FSM COMMISSION BEFORE THE SELECTEE HAD STARTED SERVICE?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)



46. **HAVE YOU EVER ACCEPTED AN FSM COMMISSION FOR AN ACTIVITY NOT COVERED BY FSM POLICY?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
47. **HAVE YOU EVER KNOWINGLY SELECTED SOMEONE TO AN ORG:**
WHO WAS UNQUALIFIED FOR ORG SERVICES? _____
WHO WAS AN ILLEGAL PC? _____
WHO WAS A SECURITY RISK? _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
48. **HAVE YOU EVER ACCEPTED AN FSM AWARD THAT WAS OFF-POLICY?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
49. **HAVE YOU EVER CLAIMED OR ACCEPTED AN FSM AWARD YOU HAD NOT RIGHTFULLY EARNED?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
50. **HAVE YOU EVER SOLD AN FSM AWARD TO SOMEONE WHOM YOU KNEW COULD NOT MEET REGISTRATION REQUIREMENTS?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
51. **HAVE YOU EVER DEPRIVED AN ORG OF INCOME BY SELLING AN FSM AWARD TO SOMEONE ALREADY ON A REGISTRATION CYCLE?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
52. **HAVE YOU EVER SOLD A BOOK, A METER, AN FSM AWARD OR OTHER ORG ITEM FOR A PRICE THAT UNDERCUT THE ORG'S PRICE FOR THAT ITEM?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
53. **HAVE YOU EVER DEMANDED UNUSUAL OR OFF-POLICY FAVORS IN EXCHANGE FOR FSMing?** _____
 (Handle as an overt and/or missed W/H, E/S to F/N.)
 (Program for handling as in #37.)



54. **HAVE YOU EVER SET UP A DEAL WHICH PAID YOU FSM COMMISSIONS OVER AND ABOVE THE STANDARD, ON-POLICY COMMISSION PAYMENT?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
55. **HAVE YOU EVER TAKEN BOOKS ON CONSIGNMENT FROM AN ORG AND NEVER RETURNED THE UNSOLD BOOK STOCKS?** _____
NEVER TURNED IN THE MONEY OR INVOICES FROM THE SALES? _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
56. **HAVE YOU EVER STOLEN, ILLEGALLY PROCURED OR ILLEGALLY ACCEPTED NAMES FROM AN ORG'S CENTRAL FILES?** _____
AN ORG'S ADDRESS LIST? _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
57. **HAVE YOU SAVED UP FSM AWARDS AND USED THEM DISHONESTLY TO TAKE OVER SOMEONE ELSE'S MISSION?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
58. **HAVE YOU EVER THIRD PARTIED OR BLACK PRed:**
AN ORG? _____
AN ORG SERVICE? _____
AN ORG EXEC OR STAFF MEMBER? _____
A SCIENTOLOGY VIP? _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
59. **HAVE YOU EVER WITHHELD SELECTING SOMEONE TO AN ORG?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
60. **HAVE YOU EVER SELECTED SOMEONE AWAY FROM AN ORG?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)



61. **HAVE YOU EVER TRIED TO TALK SOMEONE INTO NOT JOINING ORG STAFF?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
62. **HAVE YOU EVER FALSELY BLAMED AN ORG FOR NOT HANDLING A SELECTEE?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
63. **HAVE YOU EVER FAILED TO HANDLE SOMEBODY THAT YOU SELECTED TO AN ORG WHO LATER ASKED FOR A REFUND OR REPAYMENT?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
64. **HAVE YOU EVER USED A SQUIRREL PRACTICE OR UNAUTHORIZED MATERIAL FOR DISSEMINATION OR SELECTION?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for handling as in #37.)
65. **HAVE YOU NOT KNOWN HOW TO CONTACT SOMEONE?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #36.)
66. **HAVE YOU NOT KNOWN HOW TO DISSEMINATE?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #36.)
67. **IN TRYING TO DISSEMINATE TO SOMEBODY, HAVE YOU VIOLATED THE PERSON'S REALITY?** _____
 (2WC, E/S to F/N. If indicated, handle as a missed W/H.)
 (Then, program for handling as in #36, including having the FSM listen to and word clear M3 Scientology Zero tapes: 6309C25, SHSBC-341, Summary II, Scientology 0; and 6312C10, SHSBC-360, Scientology 0.)
68. **WHEN DISSEMINATING TO SOMEONE, HAVE YOU TALKED ABOUT ADVANCED SCIENTOLOGY DATA OR IN SOME OTHER WAY GONE OUT-GRADIENT?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #36, including Scientology Zero tapes 6309C25 and 6312C10.)



69. **HAVE YOU FAILED TO FAMILIARIZE YOURSELF WITH BASIC LRH BOOKS?** _____

(2WC, E/S to F/N. If indicated, handle as a missed W/H.)

(Find out which basic books FSM is not familiar with, and program for

- a. Word Clearing on earliest Dn book ever read, then Word Clearing on earliest Scn read, and
- b. FSM to read the basic LRH books he has missed, i.e., *DMSMH*; *Dianetics: The Original Thesis*; *Dianetics: The Evolution of a Science*; *The Problems of Work*; *Scientology: The Fundamentals of Thought*; *Scientology: A New Slant on Life*, etc.)

70. **HAVE YOU NEVER READ *DMSMH*?** _____

(2WC, E/S to F/N. If indicated, handle as a missed W/H.)

(Then, program for

- a. FSM to read and word clear *DMSMH*, and
- b. Word clear and star-rate checkout on HCOB 28 Apr. 60, BOOKS ARE DISSEMINATION.)

71. **HAVE YOU BEEN TRYING TO “EXPLAIN” DIANETICS AND SCIENTOLOGY TO PEOPLE INSTEAD OF SELLING THEM A BOOK?** _____

(2WC, E/S to F/N.)

(Cramming Officer to get FSM crammed on HCOB 28 Apr. 60, BOOKS ARE DISSEMINATION. Then, program for handling as in #69.)

72. **HAS ANYONE INVALIDATED BASIC LRH BOOKS?** _____

(Find out who, and 2WC the question E/S to F/N.)

(Then, program for handling as a PTS item.)

73. **HAS ANYONE INVALIDATED ANY OTHER BASIC DIANETICS OR SCIENTOLOGY MATERIALS?** _____

(Find out who, and 2WC the question E/S to F/N.)

(Program for handling as in #72.)

74. **HAVE YOU HAD ANY DIFFICULTY OR BACK-OFF FROM SELLING BASIC LRH BOOKS?** _____

(2WC, E/S to F/N.)

(Program for FSM SPECIALIST HAT CHECKSHEET and, if indicated, also recommend via Cramming Officer that FSM do the Big League Sales Course and/or the Dissemination Drills Course, when released. Also program for handling as in #69 if needed. Case handling may include False Purpose Rundown auditing, if indicated.)

75. **HAVE YOU HAD ANY DISAGREEMENT WITH USING BASIC DIANETICS AND SCIENTOLOGY BOOKS TO DISSEMINATE?** _____
 (2WC, E/S to F/N. If indicated, handle as a missed W/H.)
 (Program for a Disagreement Check. Also program for handling as in #69 if needed.)
76. **DO YOU NOT KNOW THE TONE SCALE?** _____
 (2WC, E/S to F/N.)
 (If indicated, program the FSM to do or retrain HCO PL 26 Sept. 79RA, SPECIALIST FSM HAT CHECKSHEET, which is FREE to any provisionally appointed FSM. The FSM is routed to the Cramming Officer for R-factor, who then routes FSM to the Reg to sign up on a no-charge invoice for the course. Or, if indicated, program for the Dissemination Drills Course, when released.)
77. **HAVE YOU NOT KNOWN HOW TO FIND SOMEONE'S RUIN?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
78. **HAVE YOU NEVER REALLY DRILLED THE DISSEM DRILL?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
79. **HAVE YOU NEVER DONE THE FSM TRs?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
80. **DO YOU FEEL IT IS AN OVERT TO INVADE SOMEONE'S PRIVACY?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
81. **HAVE YOU NOT KNOWN HOW TO HANDLE ANTAGONISM?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
82. **HAVE YOU NOT KNOWN HOW TO HANDLE BAD PRESS OR OTHER ENTHETA?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)



83. **HAS THERE BEEN NO FSM HATTING?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
84. **HAS THERE BEEN NO FSM DRILLING?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
85. **HAVE YOU NEVER DONE THE SPECIALIST FSM HAT CHECKSHEET?** _____
 (2WC, E/S to F/N.)
 (Program for handling as in #76.)
86. **HAVE YOU BEEN UNSURE OF SCIENTOLOGY BASICS?** _____
 (2WC, E/S to F/N.)
 (Program for the HQS Course or other basic Scientology or Dianetics course, as indicated. FSM is routed to the Cramming Officer for R-factor, who then routes FSM to the Reg to sign up for his next action.)
87. **HAVE YOU NEVER LEARNED BIG LEAGUE SALES TECHNIQUES?** _____
 (2WC, E/S to F/N.)
 (If indicated, recommend via the Cramming Officer that FSM do the Big League Sales Course.)
88. **DO YOU HAVE A LOW CONFRONT ON PEOPLE?** _____
 (2WC, E/S to F/N.)
 (Program for the False Purpose RD, including False Purpose Rundown Series 10-F, Dissemination Form.)
89. **DO YOU PRIVATELY DISLIKE TALKING TO PEOPLE?** _____
 (2WC, E/S to F/N. Check for and pull any missed W/H, E/S to F/N.)
 (Program for the False Purpose RD, including False Purpose Rundown Series 10-F, Dissemination Form.)
90. **DO YOU HAVE A SECRET CONTEMPT FOR OTHER PEOPLE?** _____
 (2WC, E/S to F/N. Check for and pull any missed W/H, E/S to F/N.)
 (Program for handling as in #89.)
91. **HAVE YOU FELT EMBARRASSED TALKING TO PEOPLE ABOUT SCIENTOLOGY?** _____
 (2WC, E/S to F/N. Check for and handle any missed W/H, E/S to F/N.)
 (If indicated, program for further handling with GF 40 and Sec Check, and/or as in #76.)



92. **HAVE YOU BEEN UNCERTAIN WHETHER SCIENTOLOGY REALLY WORKS?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (Program for a GF 40 and Sec Checking.)
93. **HAVE YOU EVER WITHHELD THE FACT THAT YOU ARE A SCIENTOLOGIST?** _____
 (Handle as a missed W/H, E/S to F/N.)
 (If indicated, program for further handling with GF 40 and/or as in #37 and #76.)
94. **HAVE YOU DISSEMINATED TO AN SP AND HAD A LOSS?** _____
 (2WC, E/S to F/N.)
 (If indicated, program for PTS handling. Then program for handling as in #76.)
95. **IS THERE SOMEONE WHO WOULD BE UPSET IF YOU WERE A SUCCESSFUL FSM?** _____
 (Find out who, 2WC, E/S to F/N.)
 (Program for PTS handling.)
96. **ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO DIANETICS OR SCIENTOLOGY?** _____
 (Get all specifics and 2WC to F/N.)
 (Program for PTS handling.)
97. **IS THERE SOMETHING WRONG WITH YOUR CASE?** _____
 (2WC, E/S to F/N.)
 (FES and Repair Program, which should include a C/S 53 to F/Ning list and GF 40 to F/Ning list.)
98. **IS THERE SOMETHING ELSE WRONG?** _____
 (Find out what and handle or return to C/S.)
 (Handle as indicated.)
99. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (If so, indicate it to the FSM. If no F/N, rehab to F/N.)

L. RON HUBBARD
 Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1985R
REVISED 18 DECEMBER 1988

All Orgs
All Missions
All Staff

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

C/S Series 112RA

**CLEAR CERTAINTY RUNDOWN
NEW SERVICE**

Since 1978, an auditing action called the “DCSI” (Dianetic Clear Special Intensive) has been used to rehabilitate the state of Clear, when that state was achieved in Dianetics or NED auditing.

In light of recent technical discoveries a new rundown has been assembled for the verification and rehab of the state of Clear, superseding and replacing the DCSI. The object of this new rundown is to remove any doubt a person might have as to whether or not he had attained the state of Clear, and give him *certainty* of his state, a positive knowingness of where he stands on the Bridge to Total Freedom and a stable starting point for his continued journey upwards. Its name is the Clear Certainty Rundown.

This in no way invalidates those individuals—and there are many—who have gone Clear and have had the state fully rehabbed on a Dianetic Clear Special Intensive. Truth is truth. And a Clear is a Clear. Those people know who they are and they number in the thousands.

THE ROLE OF ORGS

A primary role of Class IV Orgs as regards clearing is to standardly audit people up through the Grades and NED. They should be getting pcs through Method One Word Clearing, the Happiness Rundown and other such auditing rundowns which help to unburden the bank and straighten out the pc’s life and livingness, *before* starting the pc on NED. They can and should be delivering the invaluable and very popular new False Purpose Rundown, ideally *after* Expanded Grades and *before* NED.

Class IV Orgs should be concentrating on getting a high volume of public through their beginning steps and up through the Expanded Grades and NED, to Clear or to NED Case Completion. At the point where a preclear goes Clear on NED, or where it is suspected that this has occurred, personnel qualified to deliver the Clear Certainty Rundown take over.

In the case of a mission or in the case of an org which does not have personnel trained to deliver the CCRD, a well-defined and established line must exist for the routing of pc folders and persons in need of the CCRD to the nearest org which is qualified to deliver the rundown.



Tech Secs in orgs and missions are responsible for this line and for seeing that proper routing occurs.

WHO IS ROUTED ONTO THE CLEAR CERTAINTY RUNDOWN

Pcs are routed onto the Clear Certainty Rundown:

1. When it appears a pc has just gone Clear on NED, or when he originates he is Clear or that he might be, or
2. When a pc has read on a prepared list as being Clear or “audited past Clear,” with a valid read, not a False or Protest read.

In neither of these cases is ANY adjudication made as to whether or not the person is Clear on any line except as part of a standard Clear Certainty Rundown.

Persons who have been audited to full NED completion but have not yet gone Clear are routed to the nearest Saint Hill when NED is complete. Such pcs are not given the Clear Certainty Rundown, but are programed at the Saint Hill org for the Alternate Clear Route (Power Processing, OT Preps, Solo Auditor Training, R6EW, Clearing Course, Sunshine Rundown and onto New OT I). NED completions may do the Solo Course Part 1 and other training such as the Academy Levels and NED training in their local org, before going to a Saint Hill.

LINES AND TERMINALS

The exact lines, terminals and tactical steps for handling this vital section of the Bridge must be set up and carried out according to the following examples:

- a. A preclear being audited on NED goes Clear or appears to have gone Clear; he originates that he is Clear or might be. The C/S’s action is to send him to the Examiner in Qual to make a statement or
- b. A pc reads on a prepared list as being Clear or “audited past Clear.” Provided the read is valid, not a False or Protest read, the pc is now routed to the Examiner to make his statement or
- c. An individual comes into the org and originates to a Reg that he is Clear or thinks he might be. The Reg’s action is to route him to Tech Services who then takes him to the Examiner in Qual to make his statement.

In each case, the handling is the same. There is no review session, no interview, no “Clear check.” The person is simply sent to the Examiner in Qual where he makes his statement. The statement is placed in his pc folder. The person himself is now routed to a Div 2 Registrar. In an org without personnel trained to deliver the CCRD or in a mission, the Registrar gives the person the following R-factor:

“Your next step is the Clear Certainty Rundown. Your preclear folders are being routed to (nearest qualified org). There they will be reviewed at once and the Tech Div will contact you to schedule you to receive your Clear Certainty Rundown.”



The Reg then selects him, on behalf of the org or mission, to the nearest qualified org (or higher org, if the person requests it). An up-to-date record of all such selections must be kept in a logbook maintained for this purpose alone.

If the org where the person makes his origination about Clear is qualified to deliver the CCRD, the same procedure is followed. When the person is routed to Div 2, the Registrar gives him the following R-factor:

“Your next step is the Clear Certainty Rundown. Your preclear folders are being routed to the Clear Certainty Rundown C/S where they will be reviewed at once and the Tech Div will contact you to schedule you to receive your Clear Certainty Rundown.”

The Tech Sec, Qual Sec, Director of Tech Services, Dir of Reg and, in a Saint Hill or higher org, the Bridge Control Sec are all notified, on standard forms designed for this purpose, that the person has originated he is Clear or might be. All copies of the form must be legible and bear the person's name and address, as well as the org or mission where the pc is making his exam statement.

If the person will be receiving his CCRD in another org, Tech Services marks the person's pc folders, packs them up and sends them off at once to Tech Services at the org which will be delivering the service. The D of P and Dir Tech Services at the org where the person will be receiving his CCRD are immediately notified by telex (with copies to the Dir Reg and, in a Saint Hill or higher org, the Bridge Control Sec) that the folders of “Pc Joe Doakes” are en route for the Clear Certainty Rundown.

DELIVERY ORG LINES AND TERMINALS

When the person's folders arrive, Tech Services logs them in promptly with a notation included in the log: “For Clear Certainty Rundown.”

The Tech Sec, C/S and D of P are notified and arrangements made to get the folders FESed at once. The folder is C/Sed and programed. The person is called in, signed up and he receives the Clear Certainty Rundown.

If he is Clear, the state is rehabilitated to full resurgence and he attests to the state of Clear. He should then be continued on his next programed actions—the Sunshine Rundown, Solo Auditor Course Part 1, etc., and on up the OT levels.

If, on the Clear Certainty RD, the pc is found to be not yet Clear, he is informed of this and returned to his local org to continue up the Bridge towards Clear. His folders are sent back along with an auditing program written by the CCRD C/S.

AUDITING AND TRAINING OF CLEARS

Persons who have attested to Clear but have not yet moved up to a Saint Hill or higher org may be given False Purpose Rundown auditing or other C/S Series 119 handlings at local org level. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

Solo Auditor Course Part 1 training may be done at Class IV Orgs or at a Saint Hill, Advanced Org or the FSO.



Class IV Orgs may continue to train Clears on any other courses.

ROUTING FORMS

Routing forms covering the entire routing line should be billed and drilled until they are fast and flubless.

Courteous and efficient SERVICE is the watchword here.

There should be NO delays or backlogs in handling this vital line.

With these lines kept swift and smooth, it should not be too long before we have achieved a cleared planet!

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



Remimeo
All Orgs
All Missions
All C/Ses and
Auditors
Parents
Nannies

CASE EVALUATION AND CHILDREN

One sometimes sees children being given evaluations or invalidations about case or identity by parents or others.

This should *not* be done.

I've heard of parents speculating on a child's identity in his previous lifetime, and even telling the child "who he is" or "who he was":

"Why, I think you must have been George Smith."

"Yes, here's our new little baby girl. We're just sure she's Bob's dear old Aunt Bessie—she has the very same beingness!"

Sometimes this takes the form of asking the child leading questions, giving hints or making suggestive comments. It is pure evaluation and can hang the child with a wrong item.

The same goes for speculations about what a child's case state might be or what sort of processing he or she might have received in a past life:

"You must have gone Clear last life."

"You're such a bright and able little fellow—I'll bet you went OT in your last life, and here you are, back again!"

Anyone thought to be a certain person or thought to have been audited to a certain state of case should not be told so, whether they're a baby or otherwise. Nor should they be invalidated if they say they are.

If the child is speculative about his own identity or case state, the correct action is to allow the child to work it out for himself. The wrong action would be to hand him your own opinions or reject, invalidate, belittle or refute his originations:

Child: "Daddy, last lifetime my name was Joe Thompson and I was an OT!"

Daddy: (Laughing) "That's very cute, son!"

or

"Don't go saying things you know you're just making up."

or

“No, no, you’re my long-lost Uncle James.”

A child has his own beingness and his own state of case. They are uniquely his.

The same applies to persons of *any* age.

The truth will emerge in processing anyway. So leave it up to the auditor.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 DECEMBER 1985R
REVISED 18 DECEMBER 1988

All Orgs
C/Ses
Tech Secs
Auditors
DTSES
Nannies
Parents

C/S Series 123R

HANDLING OF PAST-LIFE AUDITING

Refs:

HCOB	6 Oct. 70	C/S Series 19
		FOLDER ERROR SUMMARIES
HCOB	4 Dec. 85	CASE EVALUATION AND CHILDREN

As a C/S, one of the things you must take into account is that the person whose case you are C/Sing might have received Dianetics or Scientology auditing prior to this lifetime.

There are Scientologists around who received auditing in a former life but now have a new body and a different name. Same thetan, but a new body. Such cases, as with any case, must be programed and C/Sed accurately.

BODY AGE

The body age of such persons can vary. At this writing there are undoubtedly a number of past-life auditing cases who currently have child bodies, but there are also those whose current life age is in the teens and older.

People were receiving Dianetics way back as early as 1947. You could have, for example, a person who received not only some Dianetics but also some Scientology grades processing in the early '60s and who now, having picked up a new body, is 21 years old.

Persons who say they've had "auditing" prior to 1947 are confusing Dianetics and Scientology with earlier practices on the track, and are candidates for a GF 40 Expanded.

PAST-LIFE PC FOLDERS

A missing folder, as with any case, can present a problem for the C/S in that you cannot tell which grades or processes have been run or not run on the case, which ones went to EP and which are unflat, and so on. So you should always try to track down the folders of the person when possible and get them FESed. The full C/S Series and all HCOBs on Repair and Advance Programs apply to any such auditing.

When a case originates that he had auditing in a past life and knows the identity (name) that he had, you should get Tech Services to locate the folders. (It is also helpful if the pc recalls what org he was last on lines at, in the past life, or at least in which continent.)



This gives the Director of Tech Services in each Advanced Org an additional post responsibility of making and maintaining a list of pcs and pre-OTs in that continent who have dropped the body, and seeing to it that their case folders are collected up and stored properly in a central location, separate from other case folders. And the DTS for the Solo NOTs HGC in the FSO needs to do the same for any such Solo NOTs pre-OTs. Proper collection and storage of such folders is important, as otherwise it can be difficult and time consuming to search for them.

If a person originates that he was audited in a past life but cannot immediately recall the name he had, or he recalls the name but the folders cannot be found, simply carry on anyway—just as you would with any pc whose current life case folders had been lost or destroyed in a fire or whatever. Don't give the person a PTP about it or allow his auditing to be held up. Somewhere along the line he will probably remember the name and, if any folders exist, they can very likely be traced.

It is helpful, but not crucial, if the C/S has the earlier folders to refer to.

VERIFICATION OF IDENTITY

When a pc gives the name of his past-life identity, before you start Tech Services hunting for the folders under that name, get an HCO Sec Check done by a qualified auditor. This is simply for the purpose of security and is to consist of cleaning up any possible withholds or lies told about the past-life auditing received, and any false information given concerning past-life auditing.

Once the pc passes the Sec Check, ask Tech Services in your org to locate and get the folders for (past-life name given).

HANDLING OF FOLDERS

Tech Services in the org where the pc is would get in touch with Tech Services in the Advanced Org and ask to have them sent.

The AO and FSO Tech Services personnel must not hand out the folders of past-life Clears to anyone other than those authorized to have them. AO Tech Services can turn over the folders of a past-life *pre*-Clear to a Class IV Org or Saint Hill. Folders of past-life Clears who were audited on Power Processing, R6EW and the Clearing Course or who did any OT level must, however, remain at the AO. This restriction also applies to any past-life Clear who went Clear on Dianetics but who then did any OT level. Solo NOTs folders would remain at the FSO. Folders of OT levels above Solo NOTs remain at the org delivering those levels.

PAST-LIFE CLEARS

On cases that not only originate that they received auditing in a past life, but also that they went Clear, then regardless of whether they state the name of the former identity or not, they should be signed up and routed onto the Clear Certainty Rundown. (Ref: HCO PL 1 May 79RB, Rev. 18.12.88, Clear Certainty Rundown Series 3R, CLEAR CERTAINTY RUNDOWN: ADMINISTRATION)



The CCRD C/S would then handle the matter from there, as per the issues (which are limited in distribution to qualified delivery personnel in Class IV Orgs, Saint Hills, Advanced Orgs and the FSO) on the handling of past-life Clears. Any person who has allegedly completed a Grade Chart level above Clear in a past life must *only* receive case handling at an AO or higher org.

DIANETICS

On any case who had auditing in a past life, there is a possibility that the person may have gone Clear (on Dianetics or on the Clearing Course). And one must not run any Dianetics on a Clear.

A C/S must be alert for any such case who might fit this category and see to it that a proper determination is made.

The way to check if a person may fall into the category of past-life Clear (and who therefore must not be given any further Dianetics auditing) is to have an auditor check, in a formal session, the question “Have you received any Dianetics or Scientology processing in a past life?” If this reads it should be 2WCed to F/N. One does not engage in any additives to this question—no leading questions or suggestions about what case state the person achieved, etc.

If the person answers “no,” one is then safe to proceed with Dianetics auditing.

If the person says “yes,” he has been audited in a past life, the earlier folders should be found and so on, as given above. Having the folders to hand you can then program accordingly.

If the person says “yes” but does not know the former name (so you can locate the folders) or the folders otherwise cannot be located, find out by 2WC what auditing processes he received. In this 2WC if the person answers that he went Clear (or might have gone Clear) or that he Solo audited on the Clearing Course, he should be signed up and routed onto the Clear Certainty Rundown. (Ref: HCO PL 1 May 79RB, Rev. 18.12.88, Clear Certainty Rundown Series 3R, CLEAR CERTAINTY RUNDOWN: ADMINISTRATION) If the person, in the 2WC on what processing he received in the past life, cannot recall any details whatsoever, and doesn’t originate anything about having gone Clear, go ahead and run Dianetics.

Not everyone who is starting out on Dianetics or who has been receiving Dianetics auditing requires this check. For instance, if a pc is receiving Dianetics auditing and winning on it there is no cause to interject a check for past-life auditing into his program. A person wanting to do a Book One co-audit would not necessarily need such a check. (Ref: HCOB 9 June 71 III, C/S Series 43, C/S RULES)

But a C/S should be alert for manifestations on any person receiving Dianetics which might indicate that the person was audited on Dianetics or Scientology in a past life and who may have in fact gone Clear. These manifestations are



covered in HCOB 5 Dec. 78RB, Rev. 18.12.88, C/S Series 105RB, CCRD Series 4R, CLEAR DATA. It is the C/S's responsibility to ensure that cases who may have gone Clear in a past life receive proper programing and auditing.

BABIES AND CHILDREN

The processing of children should be limited to Scientology processes, not NED or Book One, during the early years of life. There are many processes that can be run on children, including extremely simple ones which do not require the pc to have much of a word vocabulary. One would not attempt to run a baby on NED.

Children should be run only on Scientology processing until they are old enough to express themselves clearly in spoken communication and understand formal auditing questions. At that point, before running any Dianetics on the child, if the C/S suspects from folder data that the child may have been audited in a past life, he can C/S for the 2WC "Have you received any Dianetics or Scientology processing in a past life?" to be done as per above.

EVALUATION

Obviously, it would be unnecessary to ask a child or anyone about past-life auditing if the person has already originated this. But parents or friends must refrain from making suggestions or speculations to the child about the subject.

It is out-tech and a violation of the Auditor's Code to evaluate for a child or for anyone about their case, or to suggest possible past-life identities or case states achieved in a past life. It can confuse the thetan and can result in misconceptions or invalidation of true memories, and should simply not be done.

With diligent application of this tech you can accurately program the case of any thetan.

Apply the tech standardly.

Those pcs and pre-OTs who have been audited before this life will be very grateful.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 DECEMBER 1985R
REVISED 18 DECEMBER 1988

All Orgs
All Missions
Tech/Qual
All C/Ses

C/S Series 106RB

C/S STUDY REQUIREMENT

Cancels and Replaces:

HCOB	3 Apr. 81	C/S Series 112 Dianetic Clear Series 14 C/Sing THE DIANETIC CLEAR SPECIAL INTENSIVE (DCSI)
HCOB	30 Apr. 79R Rev. 31.3.81	C/S Series 106R Dianetic Clear Series 12 AUDITING THE DIANETIC CLEAR
HCOB	30 Apr. 79	C/S Series 106 AUDITING THE DIANETIC CLEAR remains CANCELLED.

C/Ses are required to study and be able to apply the following issues:

HCOB	17 Nov. 85R Rev. 18.12.88	C/S Series 104RB CCRD Series 2R CLEAR CERTAINTY RUNDOWN: PURPOSE
HCO PL	1 May 79RB Rev. 18.12.88	CCRD Series 3R CLEAR CERTAINTY RUNDOWN: ADMINISTRATION
HCOB	5 Dec. 78RB Rev. 18.12.88	C/S Series 105RB CCRD Series 4R CLEAR DATA

This applies even if they have not yet attained Clear themselves.

It is vitally important for anyone C/Sing NED to be familiar with what the expected meter phenomena are when an individual goes Clear on NED, understand the case manifestations which can occur when a person is continued on NED auditing past Clear, and be familiar with the standard routing of persons who originate that they are Clear.

Studying the above 3 HCOBs does not authorize a C/S to now C/S people on the Clear Certainty Rundown. But with this knowledge, he can be alert to such phenomena occurring and bring it to the attention of a trained and qualified Clear Certainty Rundown C/S.

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1987

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HCO BULLETIN OF 25 JULY 1987

Remimeo

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

KNOWLEDGE, DEFINITION OF

(Originally written 11 Nov. 79)

KNOWLEDGE IS A TOTAL CERTAINTY AND UNDERSTANDING OF
DATA AND THIS CAN INCLUDE OBJECTS, ACTIONS, SPACES OR AREAS,
TIME AND FORMS.

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HCO BULLETIN OF 13 AUGUST 1987

Remimeo
Class II Auditors
and Above
All Sec Checkers
All C/Ses
Tech/Qual

CONFESSIONALS—TYPES OF TRs

Refs:

HCOB	8 Nov. 84	SECURITY CHECKER BEINGNESS
HCOB	22 Apr. 80R	ASSESSMENT DRILLS
Rev. 26.7.86		

In Confessionals there are two tones, two types of TRs.

The first type is used in asking the Sec Check question. These are regular prepared list TRs (Assessment TRs).

The second TRs are those with which you take up the pc's answers. If these TRs are rough, the pc feels he's being accused. They should therefore be less abrupt and choppy and should be warmer than the Assessment TRs.

An auditor should fully shift gears from "the inquisitor" to "the confessor" once the pc has found an answer to the question (an overt or withhold). One uses the warmer TRs in getting the when, all, how was it justified, etc.

This is not difficult to do. But it must be well drilled by all Confessional Auditors.

L. RON HUBBARD
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HCO BULLETIN OF 15 AUGUST 1987

Remimeo
Auditors
C/Ses
Medical Liaison
Officers
HQS Course

UNCONSCIOUS PERSON ASSIST

Refs:

HCOB	4 Dec.	57	"Clear Procedure as of . . ."
HCOB	5 July	71	C/S Series 49RB
	Rev. 20.9.78		ASSISTS
HCOB	30 July	73	SCIENTOLOGY, CURRENT STATE OF THE SUBJECT AND MATERIALS
HCOB	21 Oct.	71	ASSISTS IN SCIENTOLOGY
	Reiss. 21.9.74		
HCOB	27 July	69	ANTIBIOTICS
HCOB	6 Jan.	74	ASSIST SUMMARY ADDITION

A person who is unconscious, even someone who has been in a long continued coma, can be helped using a process called an Unconscious Person Assist. With this assist you can help to get the person into communication with you and his surroundings, and so bring him from unconsciousness back to life and livingness. It is an easy assist to learn and to do.

THEORY

The theory of why assists work includes three factors. The first is control and direction of attention. The second is location. The third is time. The injured or ill person **REMAINS** ill or injured because there is something wrong with each of these three factors. His *attention* is not under any control, he is *located* thoughtwise elsewhere and he is not in present *time*. He is in the past. The problem of the auditor who wishes to help with an assist is how to control the person's attention, get the person located **HERE** and into present time. By having the unconscious person touch nearby things like a pillow, the floor or his body (without hurting an injured body part), you can help bring his attention under control and bring him into present time. The process is feather-light, but it can reach a long way down.

PROCEDURE

1. Take the person's hand gently in your hand and tell him, "I am going to assist you to recover."
2. Gently move the person's hand and press it against an object. Use the bedspread, pillow, bed, etc. Give the command "**Feel that (object)**" and give him a very short time to feel it. You do not wait for any response, but you do give the person a moment to feel the object. (The auditor shouldn't fall for the belief that "unconscious" people are unable to think or be aware in any



way. A thetan is seldom unconscious regardless of what the body is doing or not doing.)

3. Acknowledge the person.
4. Move the person's hand to touch another object and give the next command.

For example: (Auditor places pc's hand on bedspread.)

“Feel that bedspread.”

(Pause)

“Thank you.”

(Auditor moves pc's hand and places it on pillow.)

“Feel that pillow.”

(Pause)

“Thank you.”

And so on.

5. Continue moving his hand to the next object, giving commands and acknowledging.
6. When the person has regained consciousness, you end off by saying, “End of assist.”

If you are handling a person in a coma, you may not get him back to consciousness in a single assist session. What you look for in such a case as a signal to end the session is an improvement in the person's condition. There are various indicators which will tell you you've gotten an improvement. The person's breathing may be easier; his skin tone may improve; he may simply look better or more comfortable than when you started that session. Watch very carefully for such indicators. They show you are making progress. When you have an improvement on a person in a coma, end off by saying “That's it for today” and let the person know when you will see him for the next session.

7. Write up the assist and route the report to the person's auditing folder.

HAND SIGNAL SYSTEM

A signal system can be arranged with an unconscious person in order to question him and get “yes” or “no” answers. The signal system is simple: clasp the person's hand gently in yours so that he can squeeze it. Tell him, “You can answer me by squeezing my hand. Squeeze once for ‘Yes’ and twice for ‘No’.” You can then ask simple questions to find out if you have gotten an improvement: “Can you hear me?” or “Do you know where you are?” The person will usually respond, if faintly, even while unconscious. If there is no response or a negative response, continue with the assist session.

This system is especially useful when giving an assist to someone who is in a coma. Say you notice a change in the person during the assist, such as his



eyelids quiver or squint slightly. The signal system can be used at that point to ask the person, "Do you feel any better?" or "Do you know where you are?" If you find he's improved, you end off that session, otherwise continue on until he does have an improvement.

Another example of the use of this system would be in starting an assist session on someone in a coma who you've been giving regular assist sessions to. At the start of such a session you can establish the hand-squeeze signal system and ask the person, "Are you doing any better today?" or "Are you doing better than when I was here last?" Whatever response you get (short of the person coming back to consciousness right then and there), you still go ahead with the Unconscious Person Assist until you have an improvement for that session.

END PHENOMENA

The assist is complete when you have the person back to consciousness. This may happen rather rapidly or it may sometimes require many sessions before it is achieved. Your job is to keep at it, taking each session to an improvement for the person. When the person is conscious again the assist is ended, but this is not the end of your handling of him. It means you can now move on to other assist actions and processing.

CONTROLLING THE ENVIRONMENT

You may have to put in control on the environment before the assist can be started. For instance, if you were doing the assist in a hospital you would need to ensure that the medical staff would not interrupt you when giving the assist.

This simple assist can bring back life and livingness to an unconscious person. It's the greatest magic anybody ever saw!

L. RON HUBBARD
Founder

Compilation assisted by
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NERVE ASSIST

(Taken from LRH Technical Training
Film number TR Ten, "Assists.")

Refs:

HCOB 15 July 70R	UNRESOLVED PAINS
Rev. 17.7.78	
HCOB 5 July 71RB	C/S Series 49RB
Rev. 20.9.78	ASSISTS
HCOB 23 July 71R	ASSISTS
Rev. 16.7.78	
HCOB 7 Apr. 72RA	TOUCH ASSISTS, CORRECT ONES
Rev. 25.8.87	
HCOB 25 Aug. 87	TOUCH ASSISTS, MORE ABOUT
HCOB 11 July 73RB	ASSIST SUMMARY
Rev. 21.9.78	

Cancels:

BTB 22 July 70	TOUCH ASSIST, AN IMPROVEMENT ON SPINAL ADJUSTMENT FOR MEDICAL DOCTORS AND PRACTITIONERS
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(The data contained in this HCOB is not to be construed as a recommendation of medical treatment or medication. This issue does not supplant, nor is it intended to dissuade, anyone from seeking competent medical attention for any physical condition. The method given in this issue is undertaken or delivered by anyone on his own responsibility.)

Among the many types of assists in Scientology is one which can straighten joints and the spine.

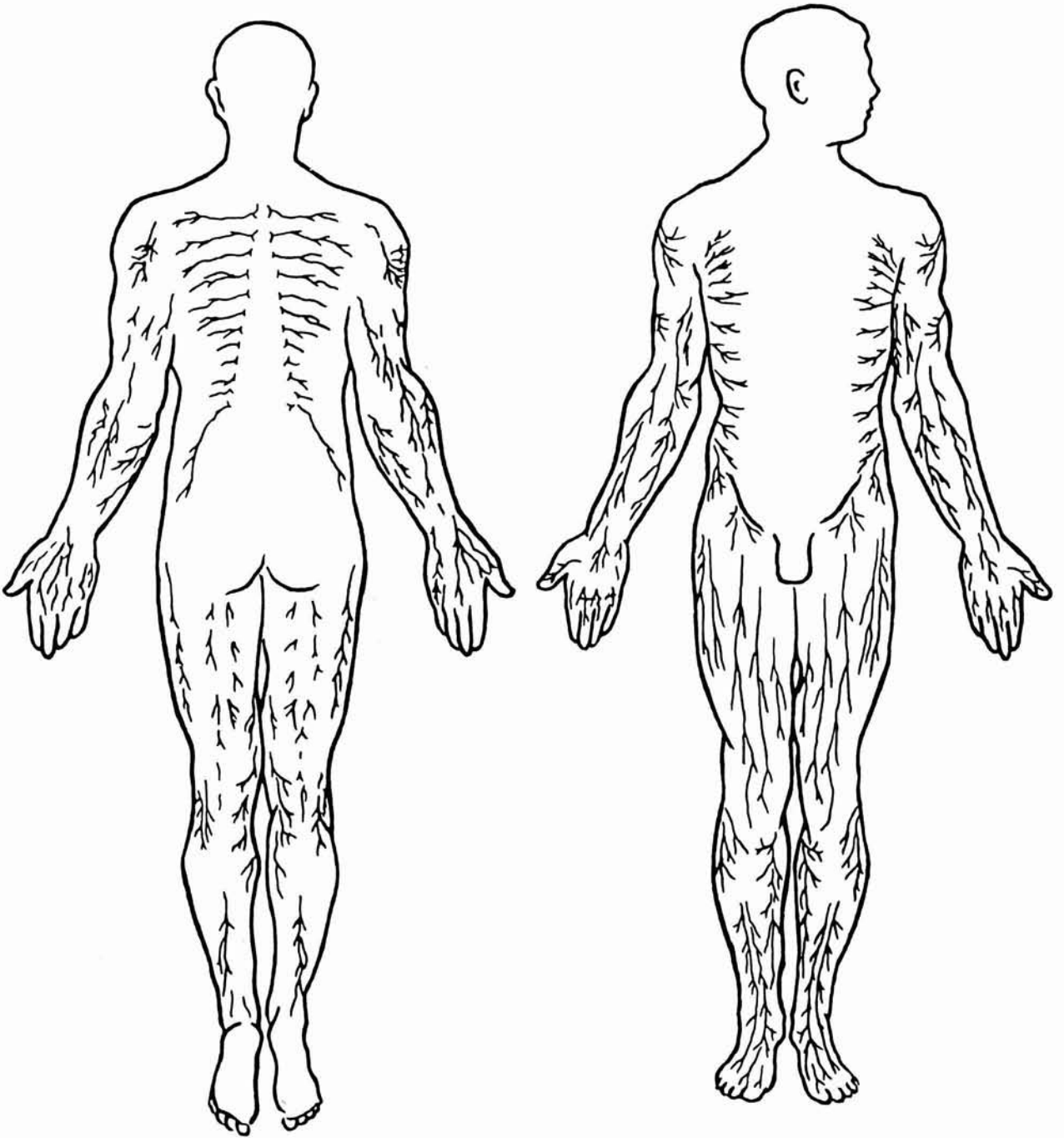
It could be called a Nerve Assist.

THEORY

Chiropractic spinal adjustment is often successful. But sometimes the spine goes out of place again and has to be adjusted time after time. The Nerve Assist was actually developed as a favor to chiropractors, many of whom now use it.

In our theory, it is nerves that hold the muscles tense, which then hold the spine out of place.

There are twelve big nerves which run down a person's spine, spreading out from the spine across both sides of the shoulders and back. These twelve nerves branch out into smaller nerve channels and nerve endings. Nerves affect the muscles and can, if continually tensed, pull the spine and other parts of the body structure out of place.

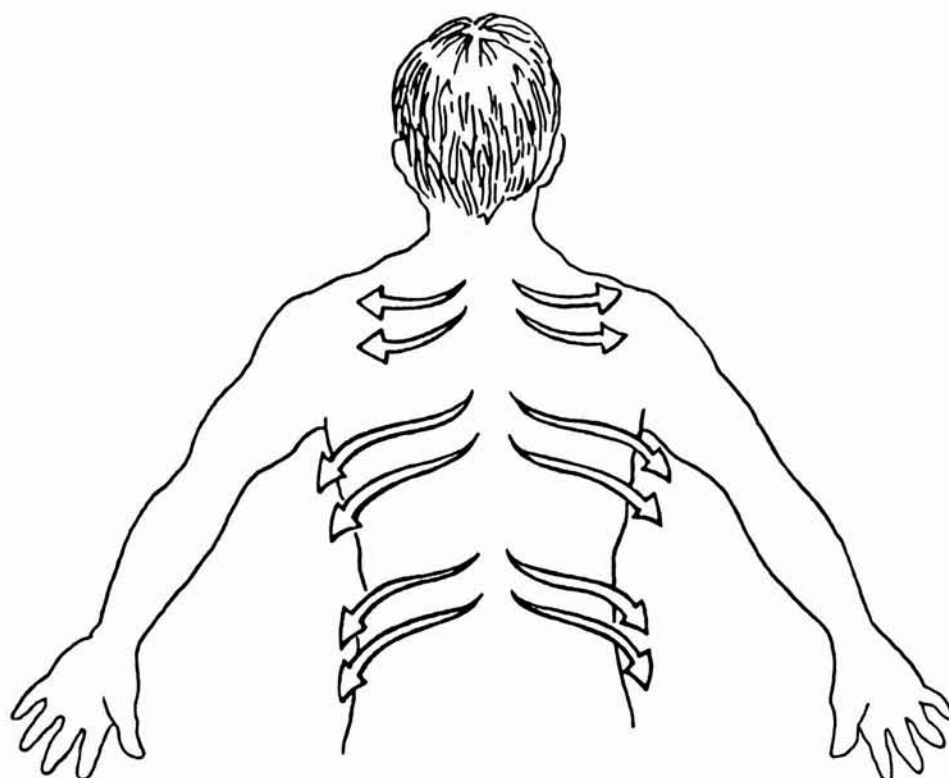


Nerves carry the shock of impacts. Such a shock should dissipate, but it seldom does entirely. Nerves give orders to muscles. With an impact, a surge of energy starts down the nerve channels. Then, from the small ends of the nerve channels, the energy surge reverses and the result is a bulge of energy which stops midway along the channel. This gives what is called a “standing wave.” It is just standing there, not going anywhere.

The Nerve Assist consists of gently releasing the standing waves in the nerve channels of the body.

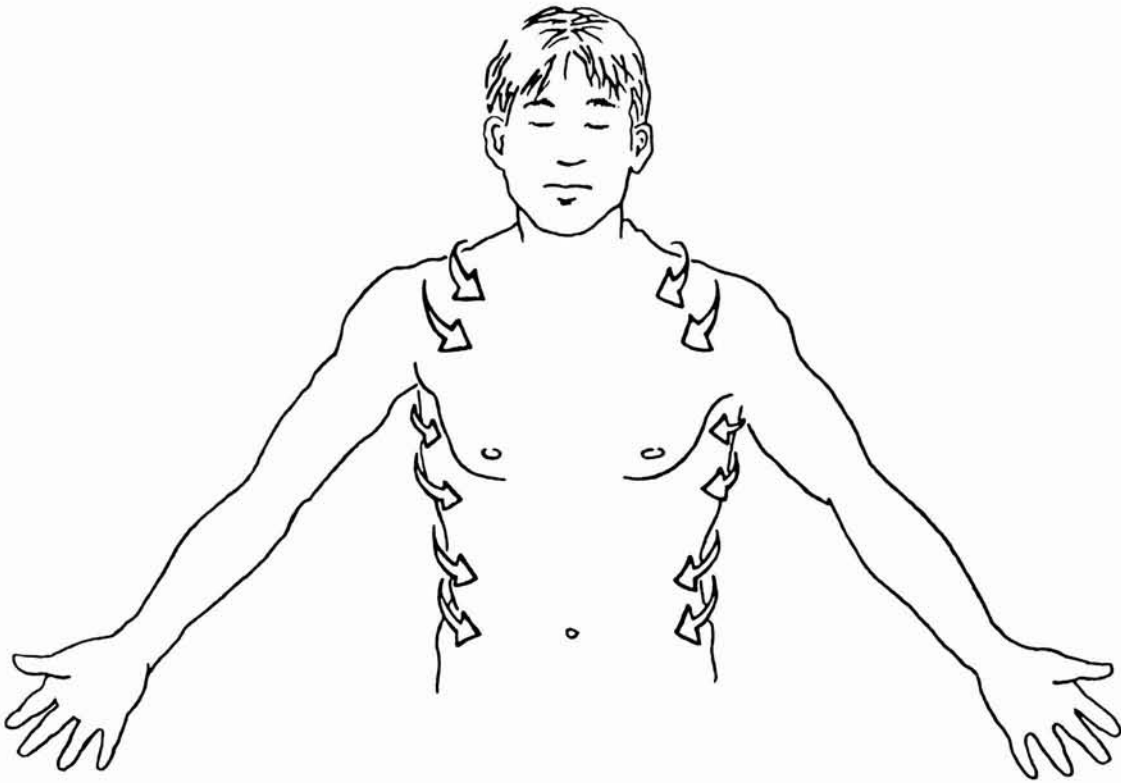
PROCEDURE

1. The auditor has the person lie face down on a bed or cot. Then, with his two index fingers, the auditor strokes down close to the spine on either side, fairly rapidly but not very forcefully. This action is then repeated twice.
2. The auditor then reverses his original action, following the same channels with his two fingers back UP the spine. This is done three times.
3. Now, with his fingers spread fan-like, the auditor strokes the nerve channels, using both hands at the same time. He strokes away from the spine and to the sides of the body. Once he has covered the whole back in this way (working down from the top of the spine to the bottom of the spine), he repeats this step two more times.



4. The auditor now reverses the direction of his strokes so they go back up to the spine.
5. The auditor now has the person turn over so he is lying face up. The auditor, using both hands, continues to parallel the nerve channels around to the front of the body.

(Note: In following the nerve channels around to the front of the body, the auditor strokes only as far as the points of the arrows in the illustration below. The nerve channels being handled do not extend across the chest or abdomen, so stroking is not done across those areas.)



6. He then reverses his direction on those same nerve channels.

(Note: In following the nerve channels in step 6, the auditor begins stroking at the spots indicated by the points of the arrows in the illustration above, stroking towards the back.)

7. Then the auditor strokes down the arms and legs.

The person is again turned face down, lying on his stomach, and the auditor starts over at step 1.

This procedure is continued until the person has a cognition or expresses some relief, and has very good indicators. He may also experience a bone going into place, often accompanied by a dull popping sound. At this point the Nerve Assist should be ended off for that session.

The pc is then taken to the Examiner, and the assist is written up and placed with the Exam Form in the pc's folder.

The Nerve Assist should be repeated daily until ALL the standing waves are released.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 AUGUST 1987
Issue II

Remimeo
Tech/Qual
Medical Liaison
Officer

TOUCH ASSISTS, MORE ABOUT

Refs:

Tape 5406C17	“Assists”
Tape 5703C21ACC	“The Assist”
HCOB 2 Apr. 69RA	DIANETIC ASSISTS
Rev. 28.7.78	
HCOB 14 May 69	SICKNESS
HCOB 2 Jan. 71	ILLEGAL AUDITING
HCOB 5 July 71RB	C/S Series 49RB
Rev. 20.9.78	ASSISTS
HCOB 23 July 71R	ASSISTS
Rev. 16.7.78	
HCOB 21 Oct. 71	ASSISTS IN SCIENTOLOGY
HCOB 7 Apr. 72RA	TOUCH ASSISTS, CORRECT ONES
Rev. 25.8.87	
HCOB 11 July 73RB	ASSIST SUMMARY
Rev. 21.9.78	
LRH Technical Training Film number TR Ten, “Assists”	

(The data contained in this HCOB is not to be construed as a recommendation of medical treatment or medication. This issue does not supplant, nor is it intended to dissuade, anyone from seeking competent medical attention for any physical condition. The method given in this issue is undertaken or delivered by anyone on his own responsibility.)

The Touch Assist is the most widely used and probably best known assist. It was first developed in the early 1950s and has been in use ever since.

The application of Touch Assists is not, as some may have thought, limited to injuries. They are not just for the banged hand or the burned wrist. They can be done on a dull pain in the back, a constant earache, an infected boil, an upset stomach. Even warts and scars could be handled with Touch Assists. In fact, the number of things this simple but powerful process can be applied to is unlimited!

REQUIREMENTS

A Touch Assist may be done by anyone, on anyone of any case level. There is no requirement that an auditor be of the same case level as the person receiving the Touch Assist.

THEORY

The purpose of a Touch Assist is to reestablish communication with injured or ill body parts. It brings the person's attention to the injured or affected body areas. This is done by repetitively touching the ill or injured person's body and



putting him into communication with the injury. His communication with it brings about recovery. The technique is based on the principle that the way to heal anything or remedy anything is to put somebody into communication with it.

Every single physical illness stems from a failure to communicate with the thing or area that is ill. Prolongation of a chronic injury occurs in the absence of physical communication with the affected area or with the location of the spot of injury in the physical universe.

When attention is withdrawn from injured or ill body areas, so are circulation, nerve flows and energy. This limits nutrition to the area and prevents the drain of waste products. Some ancient healers attributed remarkable flows and qualities to the “laying on of hands.” Probably the workable element in this was simply heightening awareness of the affected area and restoring the physical communication factors.

For example, if you do a Touch Assist on somebody who has a sprained wrist, you are putting him almost forcefully back into communication with that wrist, as completely as possible. When he is fully back in communication with it, he hasn’t got a sprained wrist.

In addition to control and direction of the person’s attention, a Touch Assist also handles the factors of *location* and *time*. If a person has been injured, his attention avoids the injured or affected part but at the same time is stuck in it. He is also avoiding the *location* of the injury, and the person himself and the injured body part are stuck in the *time* of the impact. A Touch Assist permits healing to occur by restoring the person to the present and his whereabouts to some degree.

PROCEDURE

0. Administer any first aid that may be needed *before* you begin the assist. If the person is bleeding from an artery and is going to lose all the blood in his body in the next four or five minutes, the proper sequence is to apply a tourniquet and then do a Touch Assist.
1. Have the preclear sit down or lie down—whatever position will be more comfortable for him.
2. Tell the pc that you are going to be doing a Touch Assist and explain briefly the procedure.

Tell the pc the command you will be using and ensure he understands it. The command used is “Look at my finger,” except when you are dealing with somebody who is a lower-level case. The command used for such a pc is “Feel my finger.”

When using the command “Look at my finger,” you want the person to “look” down *through* the body at your finger each time you touch. He puts his attention on your finger with his eyes closed.

Tell the pc that he should let you know when he has done the command.

3. Tell the pc to close his eyes. (Note: If you are using the command “Feel my finger” this step is omitted.)



4. Give the command “Look at my finger” (or “Feel my finger”), then touch a point, using moderate finger pressure.

Do NOT touch and then give the command; that would be backwards.

Touch with only *one* finger. If you used two fingers the pc could be confused about which he was supposed to look at or feel.

5. Acknowledge the person.
6. Continue giving the command, touching and acknowledging when the person has indicated he has done the command.

When doing a Touch Assist on a particular injured or affected area, you approach the area on a gradient and recede from it on a gradient.

You approach the injury or affected area, go away from it, approach it, go away from it, approach it closer, go away from it further, approach to a point where you are actually touching the injured or affected part and go away further. You try to follow the nerve channels of the body, which includes the spine, the limbs and the various relay points like the elbows, the wrists, the back sides of the knees and the fingertips. These are the points you head for. These are all points in which the shock wave can get locked up. What you are trying to do is get a communication wave flowing again through the body, because the shock of injury stopped it.

No matter what part of the body is being helped, the areas touched should include the extremities (hands and feet) and the spine.

The touching must be balanced to both left and right sides of the body. When you have touched the person’s right big toe, you next touch the left big toe; when you have touched a point a few inches to one side of the person’s spine, you next touch the spot the same distance from the spine on the opposite side. This is important because the brain and the body’s communication system interlock. You can find that a pain in the left hand runs out when you touch the right hand, because the right hand has got it locked up.

In addition to handling the left and right sides of the body, the body’s *back* and *front* sides must also be addressed. In other words, if attention has been given to the front of the body, attention must also be given to the back.

The same principle applies in handling a particular body *part*. For instance you might be handling an injury on the front of the right leg. Your Touch Assist would include the front of the right leg, the front of the left leg, the back of the right leg and the back of the left leg, in addition to the usual actions of handling the extremities and spine.

7. Continue the assist until the preclear has very good indicators and a cognition.
8. Tell the pc, “End of assist.”
9. Take the pc to the Examiner, write up the assist and get the assist report and Exam Form to the pc’s auditing folder.



END PHENOMENA

A Touch Assist is done to very good indicators and a cognition. Afterward the person should F/N with VGIs at the Examiner.

You may have to give Touch Assists day after day to achieve a result. On first doing a Touch Assist you might only get a small improvement. Giving another Touch Assist on the following day, you could expect a bit more improvement. Next day you may get a somatic blowing through completely. It might take many more days than this, with a Touch Assist given each day, before such a result is achieved; the point is that the number of Touch Assists you can do on the same thing is unlimited.

USES

Use on Injuries

Never do a Touch Assist as the first action on an injured person when you can do a Contact Assist. If the exact location where the injury occurred is available, do a Contact Assist. The Contact Assist can then be followed by a Touch Assist or any other assist action. (Ref: HCOB 9 Oct. 67RA, CONTACT ASSIST)

Use on Unconscious Persons

Touch Assists can even be done on an unconscious person. You establish a comm line with the person by gently taking his hand in yours and telling him, "When you have felt my finger, squeeze my hand." Then go ahead with the Touch Assist. If he doesn't respond right away, just continue with the Touch Assist, still holding his hand. He'll start picking up on it after a while.

Use on Animals

Touch Assists can be used to good results on animals.

In doing a Touch Assist on a sick or injured dog or cat, you should wear thick gloves, as they may snap and scratch and disassociate.

Persons on Drugs

A Touch Assist can be done on a person who has been given painkillers or other drugs. This isn't optimum but it is sometimes necessary under emergency conditions.

Where a person has been injured, your objective should be to get to him and give him a Touch Assist *before* anyone gives him a painkiller. If the body has been very badly damaged, the person may still be in agony after your assist, but you will have gotten some of the shock off. At this point a medical doctor could administer a painkiller and repair the physical damage.

If a person is given an assist over drugs, you must later come back to the person when he is off drugs and handle the injury or illness with formal auditing, including the drug part of the injury/illness incident.

CAUTIONS

Headaches

Do not do a Touch Assist on a person who has a headache. Research has shown that headaches are almost invariably an exteriorization–interiorization

problem, and a Touch Assist would not be the correct handling for that. If a person has a headache, write a report for his folder and get the folder sent to the C/S. The C/S should check the person's folder to determine whether Int needs to be handled or if any earlier handlings need correction and act accordingly, per the Interiorization Rundown Series HCOBs.

Head Injuries

If a person has received an actual *injury* to the head such as being poked in the eye or hit on the head with a bat, he can be given a Touch Assist. The same applies to injuries to the teeth or painful dental work.

As with headaches, though, one may collide with out-Int in doing a Touch Assist on a person with a head injury. So where possible, get the folder to the C/S so out-Int can be checked for before the Touch Assist is done.

No F/N at Examiner

If after a Touch Assist the person does not F/N when given an exam, an auditor should check for overrun and handle to F/N if overrun is found. If the Touch Assist was not overrun it should be resumed and taken to completion, with a final F/N at the Examiner.

Touch Assists and Case

It must be understood that a Touch Assist is a body process. It has little to do with case as such. Key-outs do occur but it's blocked nerve channels you are handling. A bad Touch Assist would be to chatter at the pc or not end on a cog or do something to cause the pc to start protesting. That could take it out of the realm of a body process and affect the person's case.

CASE SUPERVISION

In programing or C/Sing there is a longstanding rule that one does not do any auditing on a person who has out-Int or out-lists, other than Int repair or list repair. This datum also applies to Touch Assists.

A C/S should not order a Touch Assist on a case known to have out-Int or out-lists.

This does not mean that C/S okay must be gotten before anyone can be given a Touch Assist.

SUMMARY

The Touch Assist is easy to learn and can be quite remarkable in its results. It has the advantage of being easy to teach others. So use it well to help those around you, and teach them to help others in turn.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



Auditor Admin Series 1RA

**THE AUDITOR ADMIN SERIES
FOR USE BY ALL AUDITORS**

Cancels:

BTB 2 Nov. 72R

Auditor Admin Series 1R
THE AUDITOR ADMIN SERIES FOR
USE BY ALL AUDITORS

In auditing, the term “admin” (a contraction or shortening of the word “administration”) is used to denote the action or fact of keeping Auditor’s Reports, Summary Reports, worksheets and other records related to an auditing session. “He kept good admin” means that an auditor’s Summary Report, Auditor’s Report and worksheets were neat, exactly on pattern, in proper sequence and easily understood as well as complete. “His admin was bad” means that from the scribble and disorderly keeping of records of the session while it was in progress one could not make out what had happened in the session.

An auditor’s administration is a communication. Good administration by an auditor results in a communication of truth, not a communication of PR.

The different forms and reports in a folder communicate different aspects of the case. When all of these forms and reports are standardly done, the C/S or another auditor can pick up the folder and easily see what has been going on.

The Auditor Admin Series lays out the basics of administration as it applies to auditing. These HCOBs and HCO PLs should be studied and adhered to by all auditors and C/Ses.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 OCTOBER 1987

Remimeo
Tech/Qual

Auditor Admin Series 4R

THE FOLDER

Refs:

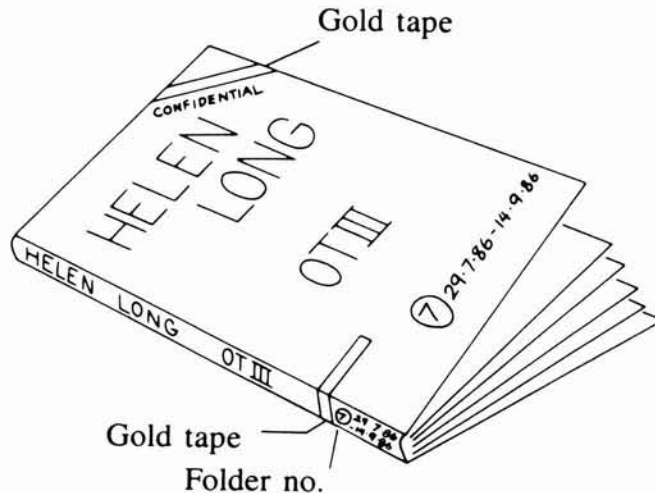
HCO PL	8 Aug. 66	OT COLOR FLASH
		COLOR FLASH ADDITION
HCOB	25 June 70	C/S SERIES 11

Cancels:

BTB	4 Nov. 72	Auditor Admin Series 4
		THE FOLDER

A folder is provided for each pc. It contains the consecutive sessions, Examiner reports, C/Ses and other reports and forms which show what has occurred with the pc in his auditing and other handlings. The folder is always legal size (large enough to hold 8" x 13" or 8½" x 14" paper) and is made of light cardboard.

EXAMPLE:



This is a folder of Helen Long, OT III.

The pc's *name* and *grade* are printed (using a fat felt pen) on the top face of the folder. The name and grade are also printed on the spine so that the folder can be recognized rapidly and pulled out of a stack when the folders are standing in piles.

A rubber band is placed around each folder to prevent loss of contents and to make for easy handling.

COLOR CODING

Folders of pcs and pre-OTs on confidential levels are marked "Confidential" and coded with colored tape as follows:

Red — L's rundowns

Dark Green — Clear and R6EW

Gold — New OT I, OT II, OT III and New OT IV

Gold and Red — New OT V

Gold and Purple — New OT VI and New OT VII

Gold and Blue — New OT VIII and above.

Tape of the correct color flash, for the level of auditing the pc is on in *that* folder, is placed diagonally across the top right-hand corner of the folder and also on the folder spine, from the front cover around to the back, a few inches from the bottom.

NEW FOLDERS

The folder mustn't get too fat. When it starts to get fat (about 2½ inches) a new folder is started.

When a new folder is made, the front cover and back cover items are all brought forward to the new folder.

The new folder is given a folder number which is the next consecutive number from the folder before. This is marked boldly on the bottom left-hand side of the front cover and along the spine.

The old folder, which is already numbered, has the dates of the contents marked next to the number (on the front face and on the spine), e.g., "(12) 29 July 86–14 Sept. 86."

The fact of the change to a new folder is marked in on the Folder Summary, with the date.

If the folders are correctly numbered, dated and entered in on the Folder Summary, a C/S can tell if he has *all* the folders and can easily find in which numbered folder a particular session, or series of sessions, appears.

It is the responsibility of HGC Admin (or Advanced Courses Admin, for Solo folders, in an Advanced Org) to see that all the above is done.

FOLDER SERIES

There may be only TWO numbered series of folders for any pc or pre-OT:

1. The *audited folders*, containing all audited sessions and related reports and forms. These are numbered consecutively 1, 2, 3, 4, 5, etc., starting with the person's very first folder.



2. The *Solo folders*, containing all Solo auditing session reports. Solo folders are given numbers just as the HGC folders are. They are numbered "SOLO #1," "SOLO #2" and so on. When a new Solo folder is started, the change to a new folder is marked in the Folder Summary of the Solo folder *and* in the current audited folder.

There are NO other folder series apart from these.

FOLDER STORAGE

Old folders and those of pcs not currently on auditing lines are carefully preserved in secure storage rooms, in alphabetical order.

A logbook of pc folders is maintained. This includes the number of folders for each pc and where stored if not in current use.

TRANSPORT OF FOLDERS

The pc's audited folders are never handed to the pc.

When pc folders are sent to another org such as an AO, the folders are checked for completeness and packaged securely. Packages containing confidential folders must be so marked with the word "Confidential" and the appropriate color-flash tape. This pack is then included in another pack *not* marked "Confidential."

A "Mail Slip" system is used to ensure that the folders are not lost in transit.

The mail slips are done in 3 copies; plain paper and carbon can be used or 3-copy invoice books can be purchased.

The original is kept by the sender. The other two copies (and they must be dark and legible) go inside the mail pack. They may *not* be put in an envelope in the pack. They are left on the top of the folders inside the wrapping so they will be easily visible when the package is opened.

The package is addressed to the Director of Tech Services of the org to which it is being sent.

On receipt of the folders, one of the mail slip copies is filed so that there is a complete record of all folders received by the org. The other copy is marked "well received," with the receiver's name and the date, and sent on normal despatch lines back to the originating org to complete the cycle.

Standardizing pc folders as above provides an accurate communication of basic data about pcs which HGC personnel need to know.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



Remimeo

Auditor Admin Series 6RA

THE YELLOW SHEET

Refs:

HCOB 9 Aug. 78 II Word Clearing Series 52
 CLEARING COMMANDS
HCOB 21 Jan. 77RB FALSE TA CHECKLIST
 Rev. 25.5.80

Cancel:

BTB 5 Nov. 72R II THE YELLOW SHEET

The Yellow Sheet is a sheet detailing each correction list or set of commands which have been word cleared on a pc. It also lists the pc's current Havingness Process and the size of can the pc uses.

The sheet is kept up-to-date by the auditor on a yellow sheet of paper. As additional lists are word cleared or as the pc's Havingness Process changes, they are noted on the sheet, with the date. The Yellow Sheet is stapled inside the front cover of the pc folder under the Folder Summary.

Example:

YELLOW SHEET	
Pc:	Judy Smith
Can size:	medium
Havingness Process:	
	Look around here and find something you could have. 22 Aug. 85
	Touch that _____. 14 Apr. 86
Commands/Correction Lists Cleared:	
Ruds	20 Aug. 85
Scn C/S-1	20 Aug. 85
WCCL	24 Aug. 85
L1C	10 Jan. 86
Rehabs	29 Mar. 86
L4BRA	12 July 86



Data from the Yellow Sheet is useful and auditors should see that one exists in the folder of each pc they audit.

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Compilation assisted by
LRH Technical Research
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 OCTOBER 1987

Remimeo
Tech/Qual
Academies

Auditor Admin Series 7RA

THE FOLDER SUMMARY

Cancels:

BTB 5 Nov. 72R III Auditor Admin Series 7R
THE FOLDER SUMMARY

The Folder Summary (abbreviation: FS) is a summary of the actions taken on a pc in consecutive order. It is kept up every session by the auditor and is stapled to the left inside front cover of the folder as a running summary for C/S use.

CONTENTS

All entries on the Folder Summary are done in blue or black ink, except where otherwise noted. The following data is entered:

1. ADMIN DETAILS

Session date, length of time of session and admin time. When a new folder is started. When an OCA is taken. When a Folder Error Summary is done.

2. PROCESSING DETAILS

What processes were run and the result of each. Mark an EP beside each action taken, or if it was not taken to EP mark in red "UNFLAT," "O/R," "BOGGED," etc., as applicable.

The listing question of an L&N action is written out in full.

Dianetic items run are written out in full.

Any rock slam that occurred in the session is noted in red, giving the session worksheet page where it occurred and the question or subject which rock slammed, phrased exactly.

Any evil purpose or service facsimile stated by the pc is noted in red, giving the session worksheet page where it occurred.

3. EXAM REPORT

At the bottom of the process details mark "F/N," indicating an F/N occurred at the Examiner, or "BER" (red) if a Bad Exam Report. If TA was high or low at exam, that datum is also noted in red.



4. **ATTESTS**

Date and what was attested.

If pc sent to attest but did NOT attest, this is noted in red.

5. **ADVANCED COURSE DATA**

Date started Advanced Course, level, date attested to completion.

(The individual Solo sessions are NOT noted but should be entered on a separate Folder Summary in the Solo folder.)

6. **MEDICAL DATA**

When pc reports sick or injured. Give date and a brief statement of illness or injury. Written in red.

When pc is off Medical Liaison Officer lines another entry is made to indicate this.

The auditor is responsible for keeping up this summary after each session and immediately on receipt of a medical report or pc-volunteered BER. It is a standard part of the auditor's session admin.

FORMAT

The Folder Summary sheets are on 8" x 13" or 8½" x 14" paper divided into four columns, as in the following example:

(see example on following page)

FOLDER SUMMARY

PC NAME Jody Smith

PAGE 3

Date/Time	What was run/Result	Date/Time	What was run/Result
4 July 87 2:12 :10	ARC Brk to EP ARC S/W Quad: F1 to EP F2 to EP F/N		
5 July 87	New Folder – No. 3		
5 July 87 1:25 :12	ARC S/W Quad: F3 bogged BER TA 3.5		
6 July 87 :37 :08	3 Ruds to EP ARC S/W Quad: F3 rehabbed to EP F/N		
7 July 87 1:51 :12	ARC S/W Quad: F0 to EP ARC S/W Havingness: F1 to EP F2 to EP F3 to EP F0 to EP F/N		
7 July 87	Declared ARC S/W Release		

Folder Summary sheets are stapled to the inside front cover, earliest at the bottom to most recent on top. When a new pc folder is made, ALL Folder Summary sheets are removed from the old folder and advanced to the inside cover of the new folder so that the complete Folder Summary of the case is always in the current folder.

A Folder Summary, standardly kept, is a communication. It makes what has been run on the pc visible. It communicates fully and rapidly amongst a technical elite who know how these things are done. Someone who is trained as an



auditor or Case Supervisor can look through the Folder Summary and immediately see what has been run on the case, what has been omitted, the items that were run and any actions that were started but never completed. This summary is vitally important to both the auditor and the C/S for study of the pc's case and seeing that he is correctly programed and handled.

Failure to keep up the Folder Summary can lead to C/S errors, so the auditor must always remember to fill it out after every session.

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 NOVEMBER 1987

Remimeo
Tech/Qual

Auditor Admin Series 8R

OCA GRAPHS

Refs:

HCOB	17 July	71R	C/S Series 51R
	Rev. 6.7.78		OUT OF VALENCE
HCOB	19 Dec.	71	C/S Series 71
			D OF P OPERATES BY OCAs
HCOB	24 Feb.	72	C/S Series 71A
			WORD CLEARING OCAs

Cancels:

BTB	5 Nov.	72 IV	Auditor Admin Series 8
			OCA GRAPHS

The OCA (Oxford Capacity Analysis) graph is a specially prepared graph which plots 10 traits of a pc's personality from an OCA test.

An OCA test is taken by the pc to give information to the auditor, C/S and Director of Processing to help them in properly programing the pc and to monitor his progress. For example, if a pc takes an OCA test before he starts his NED auditing and then again after he has completed it, the results of the OCA can help the C/S and the Director of Processing ascertain if the required high-quality result has been achieved.

The results of the test are entered on a printed or mimeographed OCA graph sheet. If IQ or aptitude tests are also taken, their scores and testing dates should be neatly entered in the appropriate blank spaces so they can be easily referred to. The IQ score should additionally be shown by extending the graph line to the IQ column on the far right.

A series of results from OCA tests can be drawn on the same graph to give a comparison and show change that has occurred. The results of each test are drawn in a different color (red, blue, black, green) or in a different fashion (bold line, normal line, broken line, dotted line) so that the lines can be distinguished from each other. A key should be drawn on the top edge of the graph to show what testing date is represented by each of the different lines. The month is written in letters so no confusion on numbers occurs.

OCA graphs are kept in the front of the pc's folder, on top of the Folder Summary and FES checklists and underneath the Program Sheets and Grade Chart.

When a new OCA test is called for by the C/S or Director of Processing, the Director of Tech Services sees that the pc gets tested and that the results are entered on the graph and filed in the pc's folder.



Properly marked OCA graphs provide the C/S, the auditor and the D of P with information they need to correctly handle the pc.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

NAME Jane Smith

IQ 110 **DATE** 5 May 1987

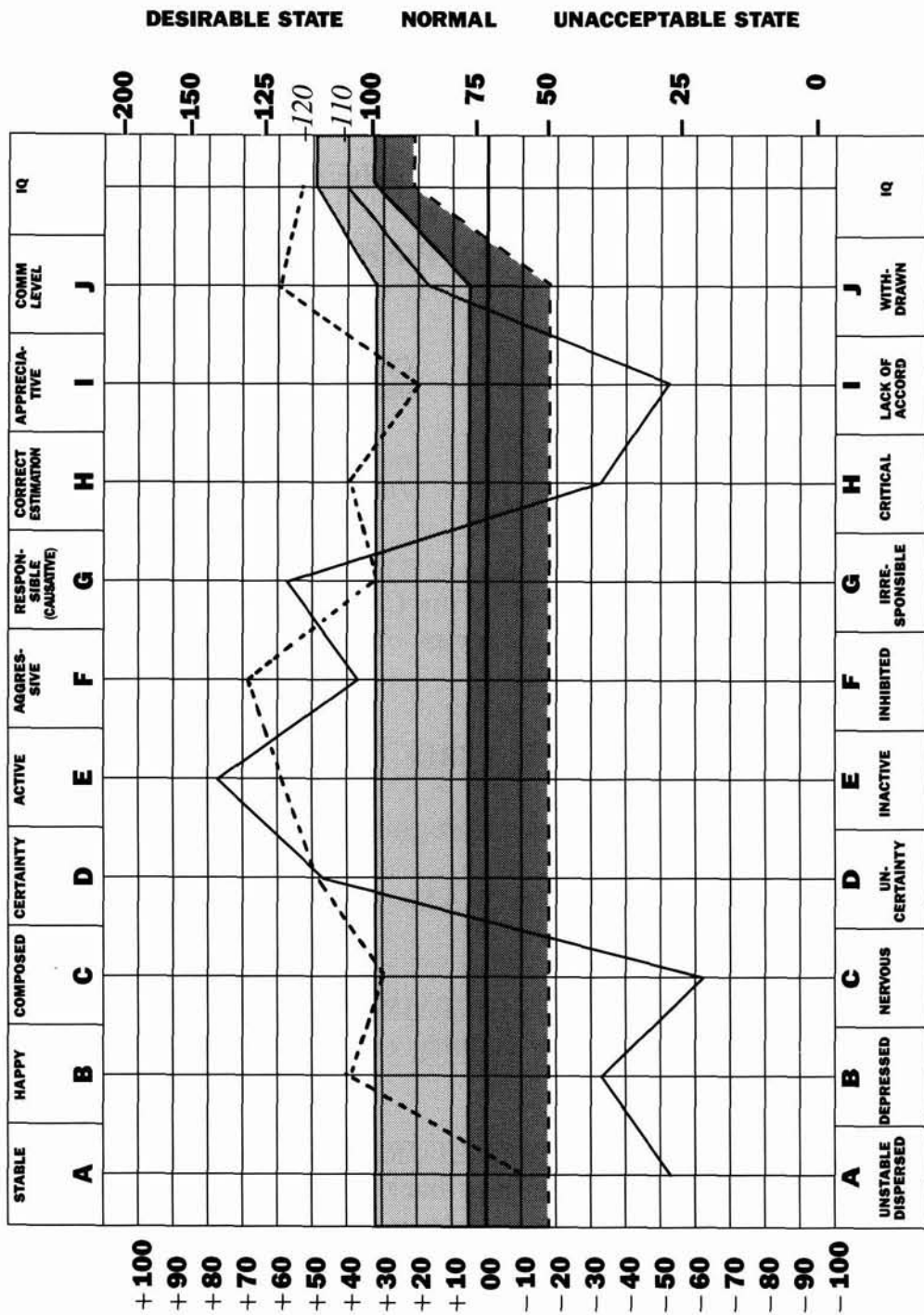
ADDRESS 4233 Jackson

IQ 120 **DATE** 20 May 1987

Miami, FL

HOURS GIVEN 25

HOURS GIVEN _____



Auditor Admin Series 9RA

THE PROGRAM SHEET

Ref:

HCOB 12 June 70

C/S Series 2

PROGRAMING OF CASES

Cancels:

BTB 6 Nov. 72R II

Auditor Admin Series 9R

THE PROGRAM SHEET

A PROGRAM is defined as: (1) The sequence of actions, session by session, to be undertaken on a case by the C/S in his directions to the auditor or auditors auditing the case. (2) Any series of actions designed by a C/S to bring about definite results in a pc.

THE THREE TYPES OF PROGRAMS

There are three types of programs:

1. **THE BASIC PROGRAM:** laid out in the Classification and Gradation Chart.
2. **THE PROGRESS (REPAIR) PROGRAM:** to eradicate case mishandling by current life or auditing errors. This program is written on pink (light red) paper.
3. **THE ADVANCE (RETURN) PROGRAM:** major actions to be undertaken to get the case back on the Class Chart from wherever he has erroneously gotten to on it. This program is written on a blue sheet of paper.

The program gives the pc's name and the date at the top of the sheet. Brief case notes or the reason the program is being written may be included. The program steps are numbered 1, 2, 3, etc., in the sequence they are to be done. The person writing the program signs his name at the bottom.

The program sheets are kept paper-clipped on the inside front cover of the pc's current folder, earliest at the bottom to latest on top.

C/S RESPONSIBILITY FOR MARKING PROGRAMS

A C/S works at completing the program that is topmost. As each step of the program is completed, it is checked off as done with the date.

When the whole program is done, it is marked "PROGRAM DONE (date)."

All flubs made in doing the program are marked in on the program and repaired.

If a program must be departed from before it has been completed, the C/S marks it at the point it was left. This way, he can find his place when the program is resumed.

Any program retired because of new data about a case should be so marked with the date.

The C/S is responsible for marking the programs as above.

EVIL PURPOSES AND R/Ses

Evil purposes and R/S items are neatly marked on the left-hand edge of the topmost program in red with the date and worksheet page number.

L. RON HUBBARD
Founder

Compilation assisted by
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Auditor Admin Series 13RA

THE AUDITOR'S REPORT FORM

Ref:

HCOB 7 May 69 VI SUMMARY OF HOW TO WRITE AN AUDITOR'S
REPORT, WORKSHEETS AND SUMMARY
REPORT, WITH SOME ADDITIONAL
INFORMATION

Cancels:

BTB 6 Nov. 72R VI Auditor Admin Series 13R
THE AUDITOR REPORT FORM

The Auditor's Report Form (abbreviation: ARF) is a printed form filled out by the auditor after a session. It gives the details of the beginning and end of the session, condition of the pc, the wording of the process, etc.

The form is so written that one can see the whole session at a glance, just by looking at the one side of the Auditor's Report Form.

The form is filled in at the top with:

1. Name of pc.
2. Name of auditor.
3. Pc's grade.
4. Date.
5. Time length of session, excluding time for breaks (example: "1 hour 58 minutes"). This is "hours in the chair."
6. Total number of hours paid for (12½, 25, 50, etc.).
7. Running total of paid hours used to date.
8. Total tone arm motion for the session. (Often neglected but important as an indicator of case progress.)

The body of the form is filled in with:

9. Time session started.
10. TA and sensitivity setting at start of session.
11. Condition of pc at session start.
12. Rudiments.
13. What process was run—LISTING THE EXACT COMMANDS (often forgotten by most auditors).
14. Time and TA at start and end of each process.
15. End phenomena (including F/N, cognition, pc indicators).
16. Whether process is flat or not.
17. Time session ended.
18. TA at end of session.
19. Condition of pc at session end.
20. Pc gains or comments.

21. TA range.
22. Meter trim check result and notation of any known meter calibration error, per HCOB 11 May 69R, METER TRIM CHECK.

Example:

AUDITOR'S REPORT FORM

Preclear Jody Smith Date 26 Oct. 1986

Auditor Dave Swift Session Length 1 hr 58 min

No. of Intensive Hours 12½

Total Intensive
Hours Used to Date 1 hr 58 min

Total TA 19.4

Pc's Grade ARC SW Expanded

Process	Time	Tone Arm Reads	Sensitivity	Results and Comments
<i>This is the session</i>	3:32	2.8	8	<i>Pc is GIs</i>
<i>Rudiments</i>	3:34	2.5	8	<i>F/N VGIs</i>
<i>A Basic Comm Process:</i>				
<i>F1 "Recall a time another communicated to you."</i>	3:57	2.4	8	<i>F/N, cog, VGIs</i>
<i>F2 "Recall a time you communicated to another."</i>	4:28	2.5	8	<i>F/N, cog, VGIs</i>
<i>F3 "Recall a time others communicated to others."</i>	4:59	2.3	8	<i>F/N, cog, VGIs</i>
<i>F0 "Recall a time you communicated to yourself."</i>	5:28	2.3	8	<i>F/N, cog, VGIs</i>
<i>End of session</i>	5:30	2.3	8	<i>F/N, VGIs, "feel terrific!"</i>
TA Range: 2.2-3.7				Trim Check — TA = 2.0

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AUDITOR'S REPORT FORM

Preclear _____ Date _____

Auditor _____ Session Length _____

No. of Intensive Hours _____

Total Intensive
Hours Used to Date _____

Total TA _____

Pc's Grade _____

Process	Time	Tone Arm Reads	Sensi- tivity	Results and Comments
<p>TA Range:</p>				<p>Trim Check - TA =</p>



Auditor Admin Series 14RA

THE WORKSHEETS

Refs:

HCOB 7 May 69 VI SUMMARY OF HOW TO WRITE AN
AUDITOR'S REPORT, WORKSHEETS AND
SUMMARY REPORT, WITH SOME
ADDITIONAL INFORMATION

HCOB 3 Nov. 71 Auditor Admin Series 15
C/S Series 66
AUDITOR'S WORKSHEETS

Cancels:

BTB 6 Nov. 72R VII Auditor Admin Series 14R
THE WORKSHEETS

An auditor's worksheet (abbreviation: W/S) is supposed to be a complete running record of the session from beginning to end. The auditor should not be skipping from one page to another but should just be writing page after page as the session goes along.

A worksheet is always on 8" x 13" or 8½" x 14" paper. It is written on both sides of the page, 2 columns on each side and with every page numbered front and back. The pc's name is written on each separate sheet.

Numbering the worksheet pages is important, as it makes it possible to quickly refer to something that occurred in a session. "The rock slam occurred on page 26" in a report to the C/S tells him exactly where in the worksheets to find this and can save more time than you ever cared to look at. Numbering the pages also gives you the proper number of pages the session went.

WORKSHEET CONTENT

During auditing one keeps his worksheet in PT as the session progresses, with comments, time and TA.

The important points of a session worksheet are:

- A. When the TA goes up (on what?).
- B. When the TA goes down (on what?).
- C. When an F/N occurs (on what?).
- D. When GIs or VGIs occur (on what?).
- E. Any cognitions that occur (on what?).

- F. When BIs occur (on what?).
- G. The process being run, including time it was started, process command numbers and time it was completed.
- H. Reads on questions, commands, items, etc. (e.g., sF, F, LF, LFBD).

TA and time notations should be made at *regular* intervals throughout the session.

When a process EP is reached, mark the F/N and note whether it was indicated, the pc's indicators, cognition, time and TA position.

Good worksheet action results in a communication—a communication of truth. The C/S should be able to look the worksheets over and see what the auditor did, what the meter said, the key things that the pc did or said and how the session went. It is a running record of the session.

CORRECTION

One NEVER writes up the worksheet *after* the session from notes. One never copies the worksheet into “more readable form” from “notes taken in session.” A worksheet *is* the worksheet.

The auditor should always read over his worksheets before turning in the folder to the Case Supervisor and if any words or letters are missing or cannot be read, they should be written in with red ink in block print.

Example:

UNCONSCIOUS (red)

I must have been ~~unconsi~~ at the time.

People often do this too extensively. It is just the word which is not decipherable that is marked in block letters. At the most this would be about one or two corrections to a page.

If the auditor is having to do a lot of correction of his worksheets, he should learn how to write more clearly faster.

“STENOGRAPHIC” AUDITING

Admin must not be used to stop or slow a pc.

Sometimes one sees an auditor sit there trying to write everything down and interrupting the pc with “Just a minute, just a minute—wait a minute, wait a minute. . . .” That is stenographic auditing, and it violates the Auditor's Code.

If you start writing down every word said, all you do is slow up the session and you really slow up the C/S, too. An honest auditing report is not necessarily a verbose auditing report.

SHORTHAND

Auditors sometimes develop a sort of shorthand. For example, any time anybody says “without” it is written “w/o” and every time somebody says “understanding” it is written “U.” That is all right just as long as the auditor



and the C/S know what is meant. Remember, a worksheet must result in a *communication*.

ROCK SLAMS, EVIL PURPOSES AND SERVICE FACSIMILES

If a rock slam occurs in a session, make sure it isn't a mechanical fault of the E-Meter and note that a check for a mechanically caused R/S was done. Then write the R/S down **BIG** on the worksheet, write down **EXACTLY** what the pc was saying and note **EXACTLY** what question was asked. After the session go back and circle your notes at that point in red. During the session you can simply put a bar on the worksheet alongside the portion to be circled; it could be very distracting to the pc if he noticed you picking up another pen and heard a circle being drawn.

If the pc voices an evil purpose or service facsimile during a session, note it down in full, put a bar beside it and circle it in red after the session.

FALSIFYING WORKSHEETS

Falsifying a worksheet makes it so the C/S can't C/S and nobody can trace what happened to the pc. It is quite an overt act. It is a violation of the Auditor's Code and in fact is probably the most covert and vicious crime in auditing. A falsified auditing report is inevitably detected and the penalty is severe. (Ref: HCOB 26 Oct. 76 I, C/S Series 97, Auditor Admin Series 25, **AUDITING REPORTS, FALSIFYING OF**)

Keeping accurate session worksheets will ensure the Case Supervisor has all the data he needs to keep you and your preclears winning with the correct application of standard tech.

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Auditor Admin Series 19RA

DIANETIC ASSESSMENT LISTS

Refs:

HCOB	29 Apr. 69	ASSESSMENT AND INTEREST
HCOB	21 May 69	ASSESSMENT
HCOB	28 Feb. 71	C/S Series 24 METERING READING ITEMS
HCOB	13 Sept. 72	ExDn Series 7 C/S Series 85 CATASTROPHES FROM AND REPAIR OF "NO INTEREST" ITEMS
HCOB	18 June 78R Rev. 20.9.78	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB	11 July 78	NED Series 4-1 THE PREASSESSMENT LIST
HCOB	5 Aug. 78	INSTANT READS
<i>Cancels:</i>		
BTB	7 Nov. 72R IV	Auditor Admin Series 19R DIANETIC ASSESSMENT LISTS

A Dianetic assessment list is a list of somatics/items given by a pc and written down by the auditor with the reads marked that occur on the meter.

A Dianetic assessment list is always done on a separate sheet.

A New Era Dianetics preassessment is done using the Preassessment List, HCOB 11 July 78.

The pc's name and the date are put on the top of the sheet.

The assessment question is noted.

Any read on an item is noted on the list next to the item. If a button is put in on an item, this too is noted along with any read. When the auditor checks for pc interest before running an item from the list, this should also be noted.

R3RAed ITEMS

Items on the list that are run with R3RA should be marked "R3RA (flows run) (date)." For example, if an item was run on all four flows on 28 September 1987, the item would be marked "R3RA Quad 28 Sept. 87."

All items from the list run with R3RA are noted IN FULL on the Folder Summary.

POSITION IN FOLDER

When writing up a session in which Dianetic assessment lists (including Preassessment Lists) were made or used, they are paper-clipped (not stapled) under that session's worksheets.

Dianetic lists do not get scattered through folders. They are kept together and brought forward session to session. When the lists are no longer needed for sessions, they are all kept at the back of the current folder.

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Auditor Admin Series 20RA

MISCELLANEOUS REPORTS

Refs:

HCOB	28 Oct.	76	Auditor Admin Series 26 C/S Series 98 AUDITING FOLDERS, OMISSIONS IN COMPLETENESS
HCO PL	30 Oct.	80 III	DELIVERY DUTIES
HCO PL	17 June	65	STAFF AUDITOR ADVICES
HCOB	29 Mar.	70	AUDITING AND ETHICS
HCOB	28 Sept.	71	C/S Series 62 KNOW BEFORE YOU GO
HCOB	13 Oct.	82	C/S Series 116 ETHICS AND THE C/S

A miscellaneous report is a report such as a Medical Liaison Officer (MLO) report, a D of P interview, an ethics report, a success story, etc., which is put in the pc's folder and gives a C/S more information about a case.

It is the responsibility of the HGC Admin to see that such reports get filed in the folder.

D OF P INTERVIEWS

D of P interviews are done on a meter, and the worksheets from the interview are filed in the folder.

DECLARE? AND SUCCESS

When a person goes to Declare? and through lines, an Exam Report is made, the pc signs an attestation form and then writes a success story. The exam, attestation and a copy of the success story are stapled to the completed "HGC pc to declare" routing form and filed in the pc folder, on top of the latest C/S sheet. The fact of the attestation and what the person attested to is also noted in the Folder Summary.

CRAMMING ORDERS

Cramming orders written on auditors, C/Ses or other tech personnel who have erred on a case are made out in duplicate. The original goes direct to the Cramming Officer. The copy of the cram goes in the folder of the pc on whom the error was made.

By leaving a copy in the folder, the corrective actions assigned to those handling the case can be viewed.

WORD CLEARING AND OTHER WORKSHEETS

Worksheets from Word Clearing actions, Cramming interviews, Qual or HCO Why Finding actions must be routed to Tech Services who files them in date order in the person's pc folder.

MEDICAL LIAISON OFFICER REPORTS

A pc goes to the MLO on a routing form via the Pc Examiner. The Examiner makes a carbon copy of the Exam Report and gives it to the MLO, then gets the original to Tech Services quickly.

Tech Services must get the original into the folder so the C/S can correctly program and C/S the case.

While the pc is on medical lines, Tech Services sees to it that reports from the MLO get filed in the folder.

When going off MLO lines, the pc goes to the Examiner and the "now well" Exam Report is given to Tech Services who puts it in the pc's folder.

ETHICS REPORTS

When an auditor finds an ethics situation with a pc, he should note it for the C/S. It is, however, illegal to try a pc on data revealed in his sessions. For this reason, a report is not written to Ethics nor is any data turned over to Ethics on the matter. But the auditor must make mention of the ethics situation on his Auditor's C/S so that the C/S is informed.

Sometimes one finds another person's offenses than the pc's in getting off withholds. These *are* reported to Ethics for any needed investigation, with a copy to the folder.

The *only* exception to the above is when a pc is receiving an HCO Confessional. In this case, a Knowledge Report of the overt and out-ethics disclosed in the Confessional is written to HCO. A copy of the report is always left in the pc folder.

When a person is undergoing an ethics action, such as a lower condition, Court of Ethics or Comm Ev, the D of P should be advised and make note of this in the person's pc folder. Copies of any Ethics interviews done on a pc must be routed to Tech Services for filing in the folder.

SUMMARY

Miscellaneous reports are vital in order to ensure that the pc's folder is complete and the C/S has full data on the case.

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HCO BULLETIN OF 11 NOVEMBER 1987

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FES Unit Hats
Auditors
C/Ses

Auditor Admin Series 22RB

FOLDER ERROR SUMMARY FORMAT

Ref:

HCOB 6 Oct. 70 C/S Series 19
FOLDER ERROR SUMMARIES

Cancel:

BTB 8 Nov. 72RA Auditor Admin Series 22RA
FOLDER ERROR SUMMARIES

A Folder Error Summary (abbreviated FES) is a complete summary of the errors which have been made in the auditing and handling of a pc's case along with notations of what actions were taken to correct specific errors.

An FES is done to provide the Case Supervisor with information from which Progress and Advance Programs can be done.

An FES should be comprehensive, accurate and complete.

WHAT IS WANTED IN AN FES

An FES should contain the points of out-tech in the auditing of a case so that correction can occur.

The most important points which can bog a case are well covered in the C/S Series, with which an FESer should be familiar. In particular, anyone doing an FES must know very well C/S Series 1, 2, 15R, 19, 29R, 30, 34, 38R and 59R. He must be able to recognize and pick out any of the case errors described in these issues.

FORMAT

The following is an example of what an FES should look like. It is done on 8½" x 14" or 8" x 13" pink paper. The list of errors is chronological from earliest to latest.

(see example on following page)



DATE	C/S AUDITOR	ERROR	HANDLING DONE
22/10/85	C/S: J. Jones Aud: R. Smith	3 reading items on Scn Drug RD lists not run: Ether (F), Marijuana (sF), Aspirin (sF). Flunked declare.	Each unrun item completed. Attested 29/10/85.
15/2/86	C/S: Same Aud: Same	Self Analysis List 7 bogs. No EP. BER.	Ruds flown "In your last session ____." List run to EP. 16/2/86
17/7/86	C/S: Same Aud: B. Brown	Pc roller coaster. Sick. Interview shows PTS to mother.	Handled as PTS Type A 28/7/86. PTS RD completed 19/4/87.
18/10/86	C/S: Same Aud: Same	Sick after list: "WHO OR WHAT WOULD EAT APPLES?" Item: "A GOURMET."	

The right-hand column is filled in by the FESer as he goes along, or by the auditor as correction is done. For example, a note, "Chronic high TA," would be marked off by the auditor "C/S 53RM to F/Ning list, TA normal" with the date, when that action had been completed.

One can see at a glance that all the noted errors have been corrected. A blank space in the right-hand column would indicate that the error had not yet been handled.

The FES is kept inside the back cover of the pc's current folder and is kept in PT by the auditor or FESer as errors are noted and handled.

The C/S uses the FES in programing of the pc's case.

Folder Error Summaries which do not show clearly whether an error has been corrected later in the pc's auditing can lead the C/S into overrepair. Such a flaw lessens the usefulness of an FES and must be avoided.

WHAT ISN'T WANTED IN AN FES

An FES is NOT the same as a Folder Summary. The two must not be combined or confused.

Opinions have no part in an FES.

Any error which is not part of the case or its auditing has no place on the FES. An example of this would be: "Auditor did not fill in the Auditor Report Form correctly."

TWO METHODS OF FESing

There are two methods of FESing a case. The first is a full FES where one goes back and picks up and notes down *all* past errors on the case so that a full Progress Program can be done.

The other method is shorter and is an action a C/S uses to handle the case more rapidly. Let us say a pc was already fully repaired but was goofed in further auditing or was running smoothly and then stopped running well. One would go back in the folder to where the pc was running well and come forward and find the error on the case which would then be repaired. This method stems from the rule: “Go back in the folder to where the case was running well and come forward.”

The reason for the FES—pc needing a Progress Program *or* pc already fully repaired but goofed in later sessions—determines which method is employed.

FESes are valuable. Done well, they provide the C/S with the data he needs to solve cases left, right and center.

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HCO BULLETIN OF 12 NOVEMBER 1987

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Ds of P
Tech Services

Auditor Admin Series 23RB

INVOICE FORM AND ROUTING FORMS

Refs:

HCO PL 20 Jan. 79	INCOME CUTATIVES AND SALARY SUM
HCO PL 4 June 59	INVOICING AND COLLECTION OF MONEY
HCO PL 25 July 72	Esto Series 24
	THE FORM OF THE ORG

When a person signs up and pays for auditing, he arrives at the HGC Administrator with a routing form and an invoice copy.

The invoice does not go into the pc's auditing folder. The HGC Admin fills in the invoice details on a form called the Invoice Form which is stapled to the inside back cover of the pc folder. This form has columns for the date, invoice number, any special details, hours paid, hours used and balance on account. (See Attachment 1 for an example of this form.)

Once he has recorded this data, the HGC Admin routes the invoice copy to the invoice basket. (The invoices go to the Director of Tech Services' file of invoices.)

The completed routing form is then placed in the back of the folder, on top of the Invoice Form.

The auditor enters the intensive hours paid (e.g., 12½ or 25) on his next Auditor's Report Form and keeps a running total of hours used on the succeeding Auditor's Report Forms.

When the pc's total of used hours approaches the total intensive hours paid, the auditor notifies the Director of Tech Services, who puts the pc on a routing form to buy more auditing. As the first step of the routing form, the Director of Tech Services updates the Invoice Form by filling in the number of hours used and subtracting this from the balance column of the Invoice Form. When the pc has purchased additional intensive hours, he is routed back with a routing form and a copy of the invoice to the HGC Admin who updates the Invoice Form, routes the invoice copy and files the routing form in the pc's folder. The pc can now receive further auditing.

The auditor is *not* to continue auditing a pc who has run out of hours. He should see to it that the pc does get onto the correct routing form to purchase more intensive hours.

A staff is deprived of its pay and welfare when the Director of Processing and Director of Tech Services and auditors keep no track of the number of hours pcs have paid for and neglect to return the pc to the Registrar for re-sign and further payment for continuing.

Continuing to audit a pc who has no more paid hours on account with the org is an ethics offense, and it should be reported and the offending auditor routed to Ethics.

By using the Invoice Form in conjunction with the running total of hours on the Auditor's Report Forms, Directors of Processing, Directors of Tech Services and auditors will be able to keep track of the auditing hours paid for and used by the pc, and so avoid delivering free service.

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HCOB 12.11.87
Attachment 1

DATE	INVOICE NO.	ANY SPECIAL DETAILS	HRS PAID	HRS USED	BALANCE
4.10.86	000372	GRADES	50		50
11.10.86				47	3
12.10.86	000764	GRADES	50		53
25.10.86				51 hrs.& 3 min.	1 hr.& 57 min.
25.10.86	001075	NED	25		26 hrs.& 57 min.



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HCO BULLETIN OF 13 NOVEMBER 1987

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Tech/Qual
Academies

Auditor Admin Series 3RA

THE PC FOLDER AND ITS CONTENTS

Refs:

The HCOBs and HCO PLs of the Auditor Admin Series

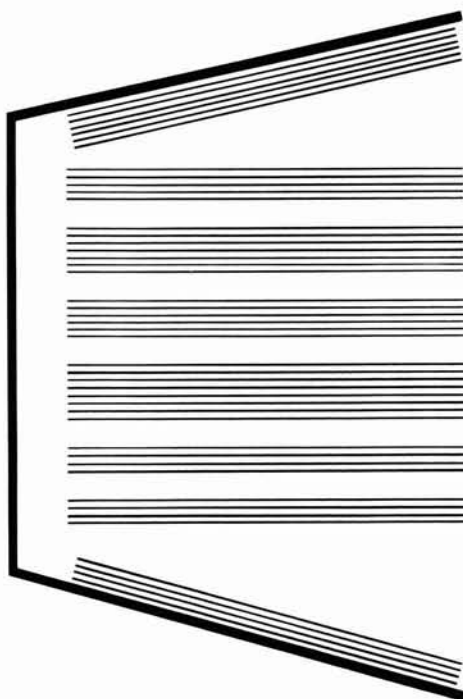
Cancels:

BTB	3 Nov. 72R	Auditor Admin Series 3R THE PC FOLDER AND ITS CONTENTS
BTB	5 Nov. 72R I	Auditor Admin Series 5R CASE PROGRESS SHEET
BPL	14 Sept. 71RA I	CASE PROGRESS SHEET

The pc folder represents a record of all the auditing actions and other handlings taken on a preclear as he moves up the Bridge. With the administration of the folder in good shape, following the exact forms and in correct sequence, it is a *communication*. An auditor or C/S can pick it up and see what has been done with the pc.

THE FOLDER

The folder itself is a folded sheet of cardboard which encloses all the session reports and other items. The folder is legal size—large enough to hold 8" x 13" or 8½" x 14" paper. (Ref: HCOB 29 Oct. 87, Auditor Admin Series 4R, THE FOLDER) The folder's contents are arranged as shown here:



FRONT COVER
ITEMS

Yellow Sheet
Folder Summary
FES Checklist
OCA Graph
Grade Chart
Program Sheets

FOLDER
CONTENTS

Auditor's C/S
Exam Report Form
Summary Report Form
(when used)
Auditor's Report Form
Worksheets
Correction Lists
L&N Lists and/or
Dn Assessment Lists
Miscellaneous Reports

BACK COVER
ITEMS

Dn Full Flow Table
FES and FES Summary
Routing Form
Invoice Form

FRONT COVER ITEMS

Attached to the inside front cover of the folder are several forms.

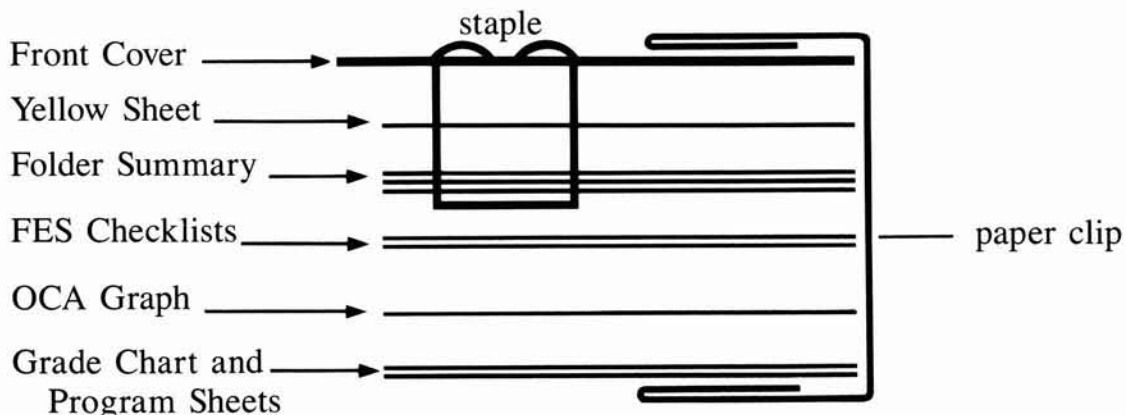
The Yellow Sheet is a yellow sheet of paper on which is noted the different correction lists or sets of commands which have been word cleared on the pc, his Havingness Process and the size cans he uses. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

The Folder Summary is a very brief summary of the actions taken on a pc listed out consecutively session by session. The Folder Summary is placed on top of the Yellow Sheet and both are stapled to the front cover. (Ref: HCOB 31 Oct. 87, Auditor Admin Series 7RA, THE FOLDER SUMMARY)

An FES (Folder Error Summary) Checklist provides data a C/S needs to ensure that full setups have been done before a pc starts a major level. FES checklists for starting or continuing Expanded Grades, New Era Dianetics and other rundowns are included as attachments to HCOB 29 Jan. 81R I, Auditor Admin Series 24RA, FES CHECKLISTS AND SUMMARY. FES checklists are placed inside the front cover of the folder, on top of the Folder Summary. (Ref: HCOB 29 Jan. 81R I, Auditor Admin Series 24RA, FES CHECKLISTS AND SUMMARY)

The OCA (Oxford Capacity Analysis) Graph is a graph which plots 10 traits of the pc's personality based on his answers to the OCA test questions. The OCA graph goes on top of the FES checklists. (Ref: HCOB 1 Nov. 87, Auditor Admin Series 8R, OCA GRAPHS)

The Program Sheet is a sheet which outlines the sequence of actions, session by session, to be run on the pc to bring about a definite result. It is placed on top of the OCA graph and secured to the front cover of the folder with a large clip as shown in the diagram below. The pc's current program is the topmost item inside the front cover of the folder. The master program for every case is given on the Classification and Gradation Chart, and a copy of the chart is put in every pc's folder along with any other program sheets written. (Ref: HCOB 2 Nov. 87, Auditor Admin Series 9RA, THE PROGRAM SHEET, and HCOB 12 June 70, C/S Series 2, PROGRAMING OF CASES)



SESSION REPORTS

Each auditing session the pc receives is written up by the auditor and placed in the pc's folder.

The Worksheets are the sheets on which the auditor notes what is happening in the session from beginning to end. After the session the auditor puts his worksheets in sequence (page 1, 2, 3, 4, etc.) for inclusion in his session report. (Ref: HCOB 6 Nov. 87, Auditor Admin Series 14RA, THE WORKSHEETS, and HCOB 3 Nov. 71, Auditor Admin Series 15, C/S Series 66, AUDITOR'S WORKSHEETS)

The Auditor's Report Form is a form made out after each session, giving an outline of what actions were taken during it. The form is placed on top of the session worksheets and the resulting packet is stapled together at the top left-hand corner. (Ref: HCOB 5 Nov. 87, Auditor Admin Series 13RA, THE AUDITOR'S REPORT FORM)

The Summary Report Form is a fill-in-type standard form. It provides data on what happened and what was observed during the session. When used, it is placed on top of the Auditor's Report Form. (Ref: HCOB 17 Mar. 69R, Auditor Admin Series 12RA, SUMMARY REPORT FORM)

The Exam Report Form is a report made out by the Qual Examiner when the pc goes to the Examiner after session. It includes the pc's name and grade, date, time, meter details, pc's indicators and any pc statement. It is placed on top of the Summary Report Form. (Ref: HCO PL 8 Mar. 71, Auditor Admin Series 11, EXAMINER'S FORM)

The Auditor's C/S is a sheet on which the auditor writes the C/S instructions for the next session. It is placed on top of the Exam Report Form and the whole packet is clipped together with a paper clip. (Ref: HCOB 5 Mar. 71, C/S Series 25, Auditor Admin Series 10, THE FANTASTIC NEW HGC LINE)

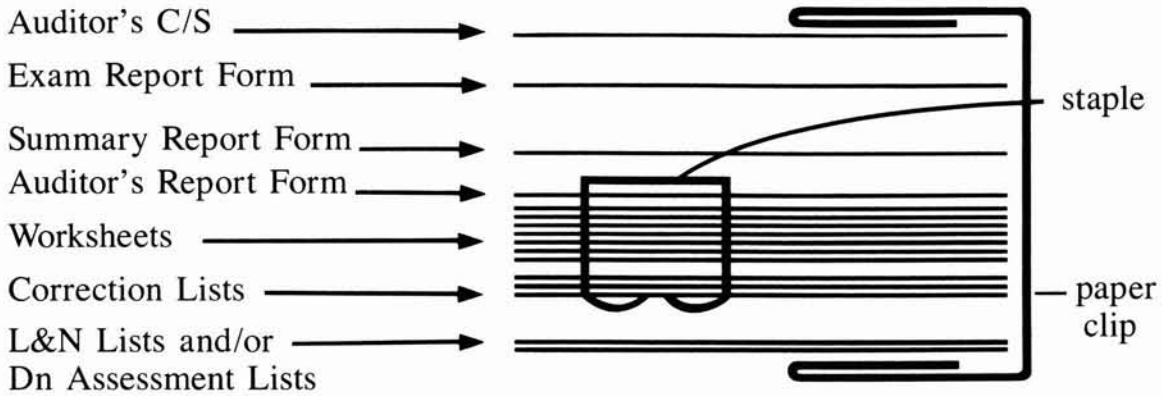
There are several other forms that are part of some session reports, depending on what was done in the session.

Correction Lists are lists of prepared questions in HCOB or HCO PL form, designed to find bypassed charge and *repair* a faulty auditing action or life situation. If a correction list is used in a session, it is placed just beneath the worksheets and stapled along with the worksheets and Auditor's Report Form. (Ref: HCOB 7 Nov. 87, Auditor Admin Series 16RA, CORRECTION LISTS)

An L&N List (Listing and Nulling List) is a list of items said by the pc in response to a specific listing and nulling question from the auditor. Each list is done on a separate sheet. If an L&N list is made in a session, it is placed underneath the worksheets and paper-clipped in place as part of the whole session report. It is not stapled to the worksheets. (Ref: HCOB 8 Nov. 87, Auditor Admin Series 18RA, L&N LISTS)

A Dianetic Assessment List is a list of somatic items given by the pc to the auditor. The auditor writes each one down along with any meter read. Such lists are made as part of New Era Dianetics auditing. They go underneath the worksheets and are paper-clipped in place as part of the whole session report. They

are not stapled to the worksheets. (Ref: HCOB 9 Nov. 87, Auditor Admin Series 19RA, DIANETIC ASSESSMENT LISTS)



MISCELLANEOUS REPORTS

A “miscellaneous report” is a report such as a medical report, a D of P interview, a report from the Ethics Officer, a success story, etc. These are filed in the pc’s folder at the correct chronological point. Such reports give a C/S important information about the case. They must be filed at the proper place in the folder and must not be omitted. (Ref: HCOB 10 Nov. 87, Auditor Admin Series 20RA, MISCELLANEOUS REPORTS, and HCOB 22 Oct. 76, C/S Series 98, Auditor Admin Series 26, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)

THE BACK COVER ITEMS

Attached to the inside of the back cover of the folder is another set of forms.

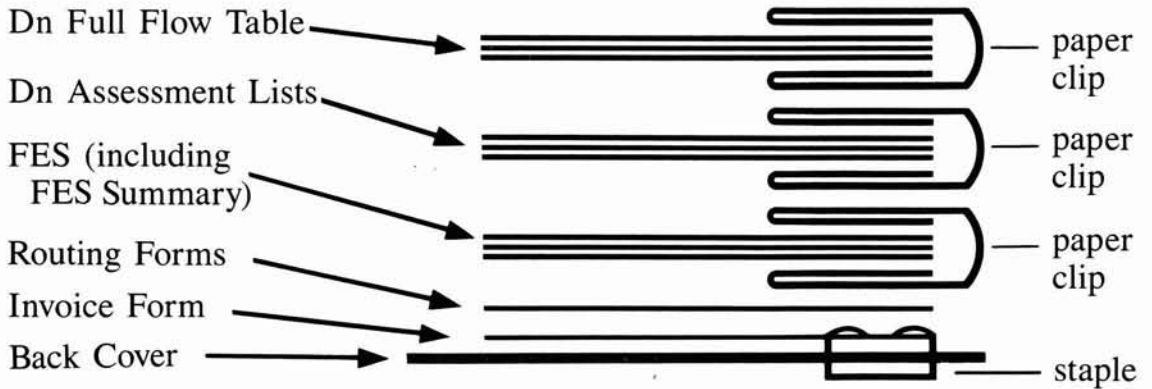
The Invoice Form is a sheet which shows how much auditing a pc has signed up and paid for, and how much of that has been delivered. It is stapled just inside the back cover of the folder. (Ref: HCOB 12 Nov. 87, Auditor Admin Series 23RB, INVOICE FORM AND ROUTING FORMS)

A Routing Form is a form that gives the step-by-step sequence of actions that are taken in routing a person or particle into, within and out of an organization. It gives the post titles of those responsible for each step and the actions they take in handling the person or particle. A routing form gives the full road map by which someone or something is routed. The routing forms filed in a pc folder are those used to route the pc into the HGC and through his service. Routing forms are placed on top of the invoice form. (Ref: HCOB 12 Nov. 87, Auditor Admin Series 23RB, INVOICE FORM AND ROUTING FORMS)

The FES (Folder Error Summary) is a summary of any errors made in handling the pc’s case. The FES also should show the actions which have been taken to correct specific errors. All FES sheets and the FES summary are kept clipped together and are placed on top of the routing forms. (Ref: HCOB 11 Nov. 87, Auditor Admin Series 22RB, FOLDER ERROR SUMMARY FORMAT, and HCOB 29 Jan. 81R I, Auditor Admin Series 24RA, FES CHECKLISTS AND SUMMARY)

Dianetic Assessment Lists not being used in the pc's current auditing are clipped together and kept at the back of the folder. They are placed on top of the FES. (Ref: HCOB 9 Nov. 87, Auditor Admin Series 19RA, DIANETIC ASSESSMENT LISTS)

The Dianetic Full Flow Table lists in chronological order all Dianetic items the pc has run. Beside each item it shows whether or not each flow was run to EP. The table is placed on top of the Dianetic Assessment Lists. (HCOB 8 Nov. 72RA, Auditor Admin Series 21RA, THE DIANETIC FULL FLOW TABLE)



A pc folder that contains the necessary forms, reports and information, all in good order, makes it much easier to get auditing delivered. And that benefits everyone.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 NOVEMBER 1987
Issue I

Remimeo
Class 0
Auditors
and above
C/Ses

(This HCOB gives the full list of processes for Expanded ARC Straightwire, assembled per HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP. It is to be run on all cases programed for Expanded ARC Straightwire, effective immediately.)

**EXPANDED ARC STRAIGHTWIRE
GRADE PROCESS CHECKLIST**

Refs:

CLASSIFICATION, GRADATION AND AWARENESS CHART
OF LEVELS & CERTIFICATES

Tape: 6607C26 SH Spec 71 "Classification Chart and Auditing"

Cancels:

BTB 15 Nov. 76 I

0-IV EXPANDED GRADE PROCESSES—
QUADS PART A, ARC STRAIGHTWIRE

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES) it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking, "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS)

All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.



1. **REMEMBER SOMETHING**
(Ref: Book: *Dianetics 55!*, Chapter on “The Six Basic Processes”)

REMEMBER SOMETHING.

(Run repetitively to EP.) _____

2. **RECALL A TIME**
(Ref: STAFF AUDITORS’ CONFERENCE OF FEBRUARY 16, 1959)

RECALL A TIME.

(Run repetitively to EP.) _____

3. **COMM RECALL PROCESS**
(Ref: HCOB 20 Oct. 59, AN EXPERIMENTAL PROCESS)

RECALL A COMMUNICATION.

(Run repetitively to EP.) _____

4. **KNOW-TO-MYSTERY RECALL PROCESSES**
(Ref: HCOB 20 Oct. 59, AN EXPERIMENTAL PROCESS
HCOB 25 Sept. 71RB, TONE SCALE IN FULL)

A. **RECALL AN UNCONSCIOUSNESS.**

(Run repetitively to EP.) _____

B. **RECALL WAITING.**

(Run repetitively to EP.) _____

C. **RECALL A MYSTERY.**

(Run repetitively to EP.) _____

D. **RECALL SEX.**

(Run repetitively to EP.) _____

E. **RECALL EATING.**

(Run repetitively to EP.) _____

F. **RECALL FOOD.**

(Run repetitively to EP.) _____

G. **RECALL A SYMBOL.**

(Run repetitively to EP.) _____

H. **RECALL THINKING.**

(Run repetitively to EP.) _____

I. **RECALL AN EFFORT.**

(Run repetitively to EP.) _____



J. RECALL AN EMOTION.

(Run repetitively to EP.)

K. RECALL LOOKING.

(Run repetitively to EP.)

L. RECALL KNOWING ABOUT.

(Run repetitively to EP.)

M. RECALL NOT KNOWING.

(Run repetitively to EP.)

N. RECALL KNOWING.

(Run repetitively to EP.)

5. EXHAUSTION

(Ref: HCOB 20 Oct. 59, AN EXPERIMENTAL PROCESS)

RECALL EXHAUSTION.

(Run repetitively to EP.)

6. FORGETTING, 6-WAY BRACKET

(Ref: HCOB 8 Apr. 58 II, A PAIR OF PROCESSES)

NOTE: Clear the first command of this process with both “recall” and “think of” and run whichever reads best. Then use the same version (either “recall” or “think of”) in clearing and running the remaining legs of the process.

1. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND FORGETTING YOURSELF.

2. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND ANOTHER PERSON FORGETTING.

3. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND FORGETTING ABOUT ANOTHER.

4. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND ANOTHER FORGETTING ABOUT YOU.

5. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND OTHER PEOPLE FORGETTING.

6. RECALL (THINK OF) SOMETHING YOU WOULDN'T MIND ANOTHER PERSON FORGETTING ABOUT ANOTHER PERSON.

(Run consecutively, i.e., 1,2,3,4,5,6,1,2, etc., to EP.)



7. **NOT-IS STRAIGHTWIRE**

(Ref: HCOB 3 July 59, GENERAL INFORMATION)

1. **RECALL A TIME YOU IMPLIED SOMETHING WAS UNIMPORTANT.** _____

2. **RECALL A TIME SOMEBODY ELSE THOUGHT SOMETHING WAS IMPORTANT.** _____

(Run alternately to EP.) _____

8. **TIME LIES**

(Ref: Tape: 6307C18 SHSBC-316, ERRORS IN TIME)

RECALL A LIE ABOUT TIME.

(Run repetitively to EP.) _____

9. **RECALL SOME SPACE**

(Ref: *Ability* Major 6 1955, ca. early September)

1. **RECALL SOME SPACE.**

2. **IS IT TOO MUCH OR TOO LITTLE?**

(Run alternately to EP.) _____

10. **SELF ANALYSIS LISTS**

(Ref: Book: *Self Analysis*, Chapter, "Processing Section")

NOTE: All lists are run per instructions in the book.

LIST ONE: GENERAL INCIDENTS

to EP _____

LIST TWO: TIME ORIENTATION

to EP _____

LIST THREE: ORIENTATION OF SENSES:

TIME SENSE

to EP _____

SIGHT

to EP _____

RELATIVE SIZES

to EP _____

SOUND

to EP _____

OLFACTORY

to EP _____

TOUCH

to EP _____

PERSONAL EMOTION

to EP _____

ORGANIC SENSATION

to EP _____

MOTION PERSONAL

to EP _____

MOTION EXTERNAL

to EP _____

BODY POSITION

to EP _____

- LIST FOUR: STANDARD PROCESSING to EP _____
- LIST FIVE: ASSISTS TO REMEMBERING to EP _____
- LIST SIX: FORGETTER SECTION to EP _____
- LIST SEVEN: SURVIVAL FACTORS to EP _____
- LIST EIGHT: IMAGINATION to EP _____
- LIST NINE: VALENCES to EP _____
- LIST TEN: INTERRUPTIONS to EP _____
- LIST ELEVEN: INVALIDATION to EP _____
- LIST TWELVE: THE ELEMENTS to EP _____

11. STRAIGHTWIRE

(Ref: *Ability* Major 4 1955, ca. early July, Article 7)

Get from the preclear any subjects of any concern or consideration, whether theta or entheta. Note down the reads on each item pc gives and run all reading items, in order of largest read. On any reading items that are not reading, put in the Suppress and Invalidate buttons.

For example, if the pc gave a reading item "studious," you would run "studiousness" in the commands below as "Recall a moment of studiousness" and "Recall a moment of prevented studiousness."

- 1. **RECALL A MOMENT OF _____.**
- 2. **RECALL A MOMENT OF PREVENTED _____.**
 (Run command #1 until it seems flat, then command #2 until it seems flat and so on, back and forth to EP.) _____

12. THE ONLY BASIC AFFINITY PROCESS

(Ref: HCOB 20 Oct. 59, AN EXPERIMENTAL PROCESS)

- F1 **WHAT WOULD YOU LIKE TO CONFRONT?**
 (Run repetitively to EP.) _____
- F2 **WHAT WOULD ANOTHER LIKE TO CONFRONT?**
 (Run repetitively to EP.) _____
- F3 **WHAT WOULD OTHERS LIKE TO CONFRONT?**
 (Run repetitively to EP.) _____
- F0 **WHAT ABOUT YOURSELF WOULD YOU LIKE TO CONFRONT?**
 (Run repetitively to EP.) _____



13. FIRST POSTULATE PROCESS

(Ref: PAB 64, FIRST POSTULATE)

F1 WHAT ISN'T LOOKING AT YOU?

(Run repetitively to EP.) _____

F2 WHAT AREN'T YOU LOOKING AT?

(Run repetitively to EP.) _____

F3 WHAT AREN'T OTHERS LOOKING AT?

(Run repetitively to EP.) _____

F0 WHAT ABOUT YOURSELF AREN'T YOU LOOKING AT?

(Run repetitively to EP.) _____

14. PAST AND FUTURE EXPERIENCE

(Ref: HCOB 16 Feb. 59, HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING OR TRAINED IN THESE PROCESSES—STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959)

1. WHAT PART OF YOUR LIFE WOULD YOU BE WILLING TO REEXPERIENCE?

2. WHAT PART OF THE FUTURE WOULD YOU BE WILLING TO EXPERIENCE?

(Run alternately to EP.) _____

15. CAUSE ELEMENTARY STRAIGHTWIRE

(Ref: HCOB 9 Mar. 60, EXPANSION OF OT-3A PROCEDURE, STEP TWO, HGC ALLOWED PROCESSES)

F1 WHAT WOULD IT BE ALL RIGHT FOR YOU TO MAKE FORGOTTEN?

(Run repetitively to EP.) _____

F2 WHAT WOULD IT BE ALL RIGHT FOR ANOTHER TO MAKE FORGOTTEN?

(Run repetitively to EP.) _____

F3 WHAT WOULD IT BE ALL RIGHT FOR OTHERS TO MAKE FORGOTTEN?

(Run repetitively to EP.) _____

F0 WHAT ABOUT YOURSELF WOULD IT BE ALL RIGHT TO MAKE FORGOTTEN?

(Run repetitively to EP.) _____



16. DUPLICATION STRAIGHTWIRE

(Ref: HCOB 9 Mar. 60, EXPANSION OF OT-3A PROCEDURE, STEP TWO, HGC ALLOWED PROCESSES)

F1 WHAT WOULD YOU PERMIT TO HAVE HAPPEN AGAIN?

(Run repetitively to EP.) _____

F2 WHAT WOULD ANOTHER PERMIT TO HAVE HAPPEN AGAIN?

(Run repetitively to EP.) _____

F3 WHAT WOULD OTHERS PERMIT TO HAVE HAPPEN AGAIN?

(Run repetitively to EP.) _____

F0 WHAT WOULD YOU PERMIT TO HAVE HAPPEN TO YOURSELF AGAIN?

(Run repetitively to EP.) _____

17. WHAT WOULD YOU BE WILLING TO FORGET

(Ref: HCOB 7 Apr. 60, A NEW SUMMARY OF AUDITING)

F1 WHAT WOULD YOU BE WILLING TO FORGET?

(Run repetitively to EP.) _____

F2 WHAT WOULD ANOTHER BE WILLING TO FORGET?

(Run repetitively to EP.) _____

F3 WHAT WOULD OTHERS BE WILLING TO FORGET?

(Run repetitively to EP.) _____

F0 WHAT ABOUT YOURSELF WOULD YOU BE WILLING TO FORGET?

(Run repetitively to EP.) _____

18. FORGETTINGNESS

(Ref: Tape: 6108C08 SHSBC-35, FORGETTINGNESS)

WHAT SHOULD BE FORGOTTEN?

(Run repetitively to EP.) _____

19. UNKNOWN DATUM

(Ref: PAB 60, "ANYTHING—EVERYTHING—NOTHING")

GIVE ME AN UNKNOWN DATUM.

(Run repetitively to EP.) _____



20. OBJECTIVE NOT-KNOW

(Ref: HCO Training Bulletin 6 Feb. 57, PROCEDURE CCH)

**F1 LOOK AROUND HERE AND FIND SOMETHING YOU
WOULDN'T MIND NOT KNOWING.**

(Run repetitively to EP.)

**F2 LOOK AROUND HERE AND FIND SOMETHING
ANOTHER WOULDN'T MIND NOT KNOWING.**

(Run repetitively to EP.)

**F3 LOOK AROUND HERE AND FIND SOMETHING
OTHERS WOULDN'T MIND NOT KNOWING.**

(Run repetitively to EP.)

**F0 FIND SOMETHING IN OR ON YOURSELF YOU
WOULDN'T MIND NOT KNOWING.**

(Run repetitively to EP.)

21. KNOWING PROCESS

(Ref: HCOB 5 May 72R, THE REMEDY OF HAVINGNESS)

F1 WHAT WOULDN'T YOU MIND KNOWING?

(Run repetitively to EP.)

F2 WHAT WOULDN'T ANOTHER MIND KNOWING?

(Run repetitively to EP.)

F3 WHAT WOULDN'T OTHERS MIND KNOWING?

(Run repetitively to EP.)

**F0 WHAT ABOUT YOURSELF WOULDN'T YOU MIND
KNOWING?**

(Run repetitively to EP.)

22. HAS CO-AUDIT PROCESS I

(Ref: HCOB 29 Dec. 60, THE NEW PE AND
THE NEW HAS CO-AUDIT)

1. FIND SOMETHING YOU DISAGREE WITH.

2. FIND SOMETHING YOU AGREE WITH.

**3. FIND SOMETHING YOU WOULD RATHER NOT
COMMUNICATE WITH.**

**4. FIND SOMETHING YOU WOULD COMMUNICATE
WITH.**

5. FIND SOMETHING THAT SEEMS UNREAL.



6. **FIND SOMETHING THAT IS REAL.**

(Run consecutively, i.e., 1,2,3,4,5,6,1,2, etc., to EP.)

23. **ARC PROCESSING**

(Ref: Book: *Dianetics 55!*, Chapter on "ARC Processing")

Part One:

F1 1. **TELL ME SOMETHING YOU MIGHT
COMMUNICATE WITH.**

2. **TELL ME SOMETHING THAT WOULD
COMMUNICATE WITH YOU.**

(Run alternately to EP.)

F2 1. **TELL ME SOMETHING ANOTHER MIGHT
COMMUNICATE WITH.**

2. **TELL ME SOMETHING THAT WOULD
COMMUNICATE WITH ANOTHER.**

(Run alternately to EP.)

F3 1. **TELL ME SOMETHING OTHERS MIGHT
COMMUNICATE WITH.**

2. **TELL ME SOMETHING THAT WOULD
COMMUNICATE WITH OTHERS.**

(Run alternately to EP.)

F0 1. **TELL ME SOMETHING IN OR ON YOURSELF
YOU MIGHT COMMUNICATE WITH.**

2. **TELL ME SOMETHING IN OR ON YOURSELF
THAT WOULD COMMUNICATE WITH YOU.**

(Run alternately to EP.)

Part Two:

F1 1. **WHAT MIGHT YOU AGREE WITH?**

2. **WHAT MIGHT AGREE WITH YOU?**

(Run alternately to EP.)

F2 1. **WHAT MIGHT ANOTHER AGREE WITH?**

2. **WHAT MIGHT AGREE WITH ANOTHER?**

(Run alternately to EP.)



F3 1. **WHAT MIGHT OTHERS AGREE WITH?**

2. **WHAT MIGHT AGREE WITH OTHERS?**

(Run alternately to EP.)

F0 1. **WHAT IN OR ON YOURSELF MIGHT YOU AGREE WITH?**

2. **WHAT IN OR ON YOURSELF MIGHT AGREE WITH YOU?**

(Run alternately to EP.)

Part Three:

F1 1. **TELL ME SOMETHING YOU COULD LIKE.**

2. **TELL ME SOMETHING THAT MIGHT LIKE YOU.**

(Run alternately to EP.)

F2 1. **TELL ME SOMETHING ANOTHER COULD LIKE.**

2. **TELL ME SOMETHING THAT MIGHT LIKE ANOTHER.**

(Run alternately to EP.)

F3 1. **TELL ME SOMETHING OTHERS COULD LIKE.**

2. **TELL ME SOMETHING THAT MIGHT LIKE OTHERS.**

(Run alternately to EP.)

F0 1. **TELL ME SOMETHING IN OR ON YOURSELF YOU COULD LIKE.**

2. **TELL ME SOMETHING IN OR ON YOURSELF THAT MIGHT LIKE YOU.**

(Run alternately to EP.)

Part Four:

NOTE: Clear the commands for F1 of this process with both “something” and “someone” and run whichever reads best. Then use the same version (either “something” or “someone”) in clearing and running F2 and F3. Run F0 as written.

F1 1. **TELL ME SOMETHING (SOMEONE) YOU COULD UNDERSTAND.**

2. **TELL ME SOMETHING THAT (SOMEONE WHO) COULD UNDERSTAND YOU.**

(Run alternately to EP.)



F2 1. **TELL ME SOMETHING (SOMEONE) ANOTHER
COULD UNDERSTAND.**

2. **TELL ME SOMETHING THAT (SOMEONE WHO)
COULD UNDERSTAND ANOTHER.**

(Run alternately to EP.) _____

F3 1. **TELL ME SOMETHING (SOMEONE) OTHERS
COULD UNDERSTAND.**

2. **TELL ME SOMETHING THAT (SOMEONE WHO)
COULD UNDERSTAND OTHERS.**

(Run alternately to EP.) _____

F0 1. **TELL ME SOMETHING IN OR ON YOURSELF YOU
COULD UNDERSTAND.**

2. **TELL ME SOMETHING IN OR ON YOURSELF
THAT COULD UNDERSTAND YOU.**

(Run alternately to EP.) _____

1. **ARC STRAIGHTWIRE QUAD**

(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.)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 NOVEMBER 1987
Issue II

Remimeo
Class 0 Auditors
and above
C/Ses

(This HCOB gives the full list of processes for Expanded Grade 0, assembled per HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP. It is to be run on all cases programed for Expanded Grade 0, effective immediately.)

**EXPANDED GRADE 0
PROCESS CHECKLIST**

Refs:

CLASSIFICATION, GRADATION AND AWARENESS CHART OF LEVELS
& CERTIFICATES

Tape: 6607C26 SH Spec 434 "Classification Chart and Auditing"

Cancels:

BTB 15 Nov. 76 II 0-IV EXPANDED GRADE PROCESSES—
QUADS PART B, GRADE 0 PROCESSES

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES), it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS)

Some of the processes on the checklist require that the auditor find terminals to use in the process commands. The following are references for use in finding terminals: HCOB 7 Aug. 59, THE HANDLING OF COMMUNICATION PROCESSES, SOME RAPID DATA; HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO; HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA; HCOB 27 May 70R, UNREADING QUESTIONS AND ITEMS; HCOB 19 Aug. 59, HAS CO-AUDIT-FINDING TERMINALS; and HCOB 10 Nov. 60, FORMULA 13.

All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.



1. A BASIC COMM PROCESS

(Ref: HCOB 4 May 59, AN AFFINITY PROCESS)

F1 RECALL A TIME ANOTHER COMMUNICATED TO YOU.

(Run repetitively to EP.)

F2 RECALL A TIME YOU COMMUNICATED TO ANOTHER.

(Run repetitively to EP.)

F3 RECALL A TIME OTHERS COMMUNICATED TO OTHERS.

(Run repetitively to EP.)

F0 RECALL A TIME YOU COMMUNICATED TO YOURSELF.

(Run repetitively to EP.)

2. A NEW COMM PROCESS

(Ref: HCOB 2 Mar. 61, NEW PREHAV COMMAND)

Part One:

1. RECALL NOT WANTING TO COMMUNICATE.

2. RECALL ANOTHER NOT WANTING TO COMMUNICATE.

3. RECALL NOT WANTING ANOTHER TO COMMUNICATE.

4. RECALL ANOTHER NOT WANTING YOU TO COMMUNICATE.

5. RECALL ANOTHER NOT WANTING OTHERS TO COMMUNICATE.

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)

Part Two:

F1 1. RECALL ANOTHER'S COMMUNICATION TO YOU.

2. RECALL ANOTHER'S NO-COMMUNICATION TO YOU.

(Run alternately to EP.)

F2 1. RECALL A COMMUNICATION OF YOURS TO ANOTHER.

2. RECALL A NO-COMMUNICATION OF YOURS TO ANOTHER.

(Run alternately to EP.)



- F3 1. **RECALL OTHERS' COMMUNICATION TO OTHERS.**
- 2. **RECALL OTHERS' NO-COMMUNICATION TO OTHERS.**

(Run alternately to EP.)

- F0 1. **RECALL A COMMUNICATION OF YOURS, TO YOURSELF.**
- 2. **RECALL A NO-COMMUNICATION OF YOURS, TO YOURSELF.**

(Run alternately to EP.)

3. LOCATIONAL COMMUNICATION PROCESS

(Ref: HCOB 7 May 59, NEW PROCESS)

Part One:

- F1 **RECALL A PLACE FROM WHICH ANOTHER HAS COMMUNICATED TO YOU.**

(Run repetitively to EP.)

- F2 **RECALL A PLACE FROM WHICH YOU HAVE COMMUNICATED TO ANOTHER.**

(Run repetitively to EP.)

- F3 **RECALL A PLACE FROM WHICH OTHERS HAVE COMMUNICATED TO OTHERS.**

(Run repetitively to EP.)

- F0 **RECALL A PLACE FROM WHICH YOU HAVE COMMUNICATED TO YOURSELF.**

(Run repetitively to EP.)

Part Two:

- F1 **FROM WHERE COULD ANOTHER COMMUNICATE TO YOU?**

(Run repetitively to EP.)

- F2 **FROM WHERE COULD YOU COMMUNICATE TO ANOTHER?**

(Run repetitively to EP.)

- F3 **FROM WHERE COULD OTHERS COMMUNICATE TO OTHERS?**

(Run repetitively to EP.)

- F0 **FROM WHERE COULD YOU COMMUNICATE TO YOURSELF?**

(Run repetitively to EP.)



Part Three:

F1 FIND A PLACE FROM WHICH ANOTHER COULD COMMUNICATE TO YOU.

(Run repetitively to EP.) _____

F2 FIND A PLACE FROM WHICH YOU COULD COMMUNICATE TO ANOTHER.

(Run repetitively to EP.) _____

F3 FIND A PLACE FROM WHICH OTHERS COULD COMMUNICATE TO OTHERS.

(Run repetitively to EP.) _____

F0 FIND A PLACE FROM WHICH YOU COULD COMMUNICATE TO YOURSELF.

(Run repetitively to EP.) _____

4. R2-31 BEINGNESS PROCESSING

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-31)

Part A:

- 1. LOOK AROUND THE ROOM AND DISCOVER SOME OBJECT WHICH YOU DON'T MIND BEING PRESENT.**
- 2. LOCATE SOMETHING ELSE YOU DON'T MIND BEING PRESENT.**

(Give the first command, then run second command repetitively to EP.) _____

Part B:

- 1. NOW SEE THIS (room object) HERE.**
- 2. ALL RIGHT, WHAT ELSE WOULDN'T YOU MIND THIS (room object) BEING?**

To start with, the auditor picks an object that the pc was comfortable with in running Part A and uses it in commands 1 and 2 above. Command 2 is run repetitively on that object until all comm lag is gone from the question.

The auditor then selects other objects in the area and uses the same question on them. This is continued, i.e., 1, 2, 2, 2, 2, 1, 2, 2, 1, 2, 2, 2, 2, etc., each time selecting a different object in (1) and then running (2) on it repetitively until there is no comm lag.

(Run per instructions above to EP.) _____

Part C:

- 1. NOW WHAT WOULDN'T YOU MIND YOUR BODY BEING?**
- 2. AND NOW WHAT ELSE WOULDN'T YOU MIND YOUR BODY BEING?**

(Give the first command, then run second command repetitively to EP.) _____

Part D:

1. **NOW LET'S FIND SOMETHING YOU WOULDN'T MIND BEING.**

2. **WHAT ELSE WOULDN'T YOU MIND BEING?**

(Give the first command, then run second command repetitively to EP.)

5. **VIEWPOINT STRAIGHTWIRE**

(Ref: VIEWPOINT STRAIGHTWIRE, 3 May 54)

Note: Clear the second command for part A of this process with both "another" and "others" and run whichever reads best. Then use the same version (either "another" or "others") in clearing and running the remaining parts.

A. 1. **WHAT QUESTION WOULDN'T YOU MIND ASKING?**

2. **WHAT QUESTION WOULDN'T YOU MIND ANOTHER (OTHERS) ASKING?**

(Run alternately to EP.)

B. 1. **WHAT WOULDN'T YOU MIND KNOWING?**

2. **WHAT WOULDN'T YOU MIND ANOTHER (OTHERS) KNOWING?**

(Run alternately to EP.)

C. 1. **WHAT WOULDN'T YOU MIND LOOKING AT?**

2. **WHAT WOULDN'T YOU MIND ANOTHER (OTHERS) LOOKING AT?**

(Run alternately to EP.)

D. 1. **WHAT EMOTION WOULDN'T YOU MIND OBSERVING?**

2. **WHAT EMOTION WOULDN'T YOU MIND ANOTHER (OTHERS) OBSERVING?**

(Run alternately to EP.)

E. 1. **WHAT EMOTION WOULDN'T YOU MIND EXPERIENCING?**

2. **WHAT EMOTION WOULDN'T YOU MIND ANOTHER (OTHERS) EXPERIENCING?**

(Run alternately to EP.)



- F. 1. **WHAT EFFORT WOULDN'T YOU MIND OBSERVING?**
 2. **WHAT EFFORT WOULDN'T YOU MIND ANOTHER (OTHERS) OBSERVING?**
 (Run alternately to EP.) _____
- G. 1. **WHAT EFFORT WOULDN'T YOU MIND EXPERIENCING?**
 2. **WHAT EFFORT WOULDN'T YOU MIND ANOTHER (OTHERS) EXPERIENCING?**
 (Run alternately to EP.) _____
- H. 1. **WHAT WOULDN'T YOU MIND THINKING ABOUT?**
 2. **WHAT WOULDN'T YOU MIND ANOTHER (OTHERS) THINKING ABOUT?**
 (Run alternately to EP.) _____
- I. 1. **WHAT SYMBOL WOULDN'T YOU MIND OBSERVING?**
 2. **WHAT SYMBOL WOULDN'T YOU MIND ANOTHER (OTHERS) OBSERVING?**
 (Run alternately to EP.) _____
- J. 1. **WHAT EATINGNESS WOULDN'T YOU MIND VIEWING?**
 2. **WHAT EATINGNESS WOULDN'T YOU MIND ANOTHER (OTHERS) VIEWING?**
 (Run alternately to EP.) _____
- K. 1. **WHAT WOULDN'T YOU MIND EATING?**
 2. **WHAT WOULDN'T YOU MIND ANOTHER (OTHERS) EATING?**
 (Run alternately to EP.) _____
- L. 1. **WHAT SEXUAL ACTIVITY WOULDN'T YOU MIND OBSERVING?**
 2. **WHAT SEXUAL ACTIVITY WOULDN'T YOU MIND ANOTHER (OTHERS) OBSERVING?**
 (Run alternately to EP.) _____
- M. 1. **WHAT SEXUAL ACTIVITY WOULDN'T YOU MIND EXPERIENCING?**
 2. **WHAT SEXUAL ACTIVITY WOULDN'T YOU MIND ANOTHER (OTHERS) EXPERIENCING?**
 (Run alternately to EP.) _____



N. 1. **WHAT SOUND WOULDN'T YOU MIND HEARING?**

2. **WHAT SOUND WOULDN'T YOU MIND ANOTHER (OTHERS) HEARING?**

(Run alternately to EP.) _____

O. 1. **WHAT MOTION WOULDN'T YOU MIND OBSERVING?**

2. **WHAT MOTION WOULDN'T YOU MIND ANOTHER (OTHERS) OBSERVING?**

(Run alternately to EP.) _____

Note: Clear the first command for part P of this process with both "what" and "who" and run whichever reads best. Then use the same version (either "what" or "who") in clearing and running parts P through U. Continue using "another" or "others" in the second part of the process as determined in part A above.

P. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT TO LIKE?**

2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO LIKE?**

(Run alternately to EP.) _____

Q. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR YOU TO DISLIKE?**

2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO DISLIKE?**

(Run alternately to EP.) _____

R. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR YOU TO AGREE WITH?**

2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO AGREE WITH?**

(Run alternately to EP.) _____

S. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR YOU TO DISAGREE WITH?**

2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO DISAGREE WITH?**

(Run alternately to EP.) _____



- T. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR YOU TO COMMUNICATE WITH?**
2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO COMMUNICATE WITH?**
(Run alternately to EP.) _____

- U. 1. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR YOU TO REFUSE TO COMMUNICATE WITH?**
2. **WHAT (WHO) WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO REFUSE TO COMMUNICATE WITH?**
(Run alternately to EP.) _____

- V. 1. **WHAT WOULD IT BE ALL RIGHT FOR YOU TO REMAIN IGNORANT OF?**
2. **WHAT WOULD IT BE ALL RIGHT FOR ANOTHER (OTHERS) TO REMAIN IGNORANT OF?**
(Run alternately to EP.) _____

6. **AN OBVIOUS PROCESS**

(Ref: HCOB 17 Mar. 60, STANDARDIZED SESSIONS)

Part One:

Find by folder study what *forms* of life and MEST the preclear's attention is fixed upon. Write down the terminals found and assess them on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons. Run all reading terminals in order of largest read, using the following command:

THINK OF A _____.

(Run repetitively to EP.) _____

When all reading terminals have been run, go on to the next part of the process.

Part Two:

A. **THINK ABOUT MATTER.**

(Run repetitively to EP.) _____

B. **THINK ABOUT ENERGY.**

(Run repetitively to EP.) _____

C. **THINK ABOUT SPACE.**

(Run repetitively to EP.) _____

D. **THINK ABOUT TIME.**

(Run repetitively to EP.) _____



E. **THINK ABOUT A THETAN.**

(Run repetitively to EP.) _____

7. **VALENCE SPLITTING PROCESS**

(Ref: HCOB 18 Nov. 59, 1st MELBOURNE ACC MATERIAL)

Write down a list of terminals found by folder study. These can be either specific terminals (e.g., "Bill" or "Mary") or general terminals (e.g., "a husband" or "a policeman"). Either type of terminal can be used in this process.

Assess them on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

1. **TELL ME A DIFFERENCE BETWEEN _____ AND YOURSELF.**

2. **TELL ME A SIMILARITY BETWEEN _____ AND YOURSELF.**

(Run alternately to EP.) _____

8. **R2-60 THE HIDDEN COMMUNICATION**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-60)

Part One:

In running this process the auditor may have to direct the preclear closely with "Point to the spot," "How far away does it seem?" "Are you spotting a hidden communication there?" and such questions, meanwhile keeping good ARC.

F1 **SPOT SOME COMMUNICATIONS ANOTHER HAS HIDDEN FROM YOU.**

(Run per instructions above, to EP.) _____

F2 **SPOT SOME COMMUNICATIONS YOU HAVE HIDDEN FROM ANOTHER.**

(Run per instructions above, to EP.) _____

F3 **SPOT SOME COMMUNICATIONS OTHERS HAVE HIDDEN FROM OTHERS.**

(Run per instructions above, to EP.) _____

F0 **SPOT SOME COMMUNICATIONS YOU HAVE HIDDEN FROM YOURSELF.**

(Run per instructions above, to EP.) _____

Part Two:

In running this process the auditor may have to direct the preclear closely with “Point to the spot,” “How far away does it seem?” “Are you spotting a protected communication there?” and such questions, meanwhile keeping good ARC.

F1 SPOT SOME COMMUNICATIONS ANOTHER HAS PROTECTED FROM YOU.

(Run per instructions above, to EP.) _____

F2 SPOT SOME COMMUNICATIONS YOU HAVE PROTECTED FROM ANOTHER.

(Run per instructions above, to EP.) _____

F3 SPOT SOME COMMUNICATIONS OTHERS HAVE PROTECTED FROM OTHERS.

(Run per instructions above, to EP.) _____

F0 SPOT SOME COMMUNICATIONS YOU HAVE PROTECTED FROM YOURSELF.

(Run per instructions above, to EP.) _____

Part Three:

In running this process the auditor may have to direct the preclear closely with “Point to the spot,” “How far away does it seem?” “Are you spotting an owned communication there?” and such questions, meanwhile keeping good ARC.

F1 SPOT SOME COMMUNICATIONS OF YOURS THAT ANOTHER HAS OWNED.

(Run per instructions above, to EP.) _____

F2 SPOT SOME COMMUNICATIONS OF ANOTHER’S THAT YOU HAVE OWNED.

(Run per instructions above, to EP.) _____

F3 SPOT SOME COMMUNICATIONS OF OTHERS’ THAT OTHERS HAVE OWNED.

(Run per instructions above, to EP.) _____

F0 SPOT SOME COMMUNICATIONS OF YOURS THAT YOU HAVE OWNED.

(Run per instructions above, to EP.) _____



Part Four:

In running this process the auditor may have to direct the preclear closely with, "Point to the spot," "How far away does it seem?" "Are you spotting an inhibited communication there?" and such questions, meanwhile keeping good ARC.

F1 SPOT SOME COMMUNICATIONS OF YOURS THAT ANOTHER HAS INHIBITED.

(Run per instructions above, to EP.) _____

F2 SPOT SOME COMMUNICATIONS OF ANOTHER'S THAT YOU HAVE INHIBITED.

(Run per instructions above, to EP.) _____

F3 SPOT SOME COMMUNICATIONS OF OTHERS' THAT OTHERS HAVE INHIBITED.

(Run per instructions above, to EP.) _____

F0 SPOT SOME COMMUNICATIONS OF YOURS THAT YOU HAVE INHIBITED.

(Run per instructions above, to EP.) _____

Part Five:

In running this process the auditor may have to direct the preclear closely with "Point to the spot," "How far away does it seem?" "Are you spotting an enforced communication there?" and such questions, meanwhile keeping good ARC.

F1 SPOT SOME COMMUNICATIONS ANOTHER HAS ENFORCED ON YOU.

(Run per instructions above, to EP.) _____

F2 SPOT SOME COMMUNICATIONS YOU HAVE ENFORCED ON ANOTHER.

(Run per instructions above, to EP.) _____

F3 SPOT SOME COMMUNICATIONS OTHERS HAVE ENFORCED ON OTHERS.

(Run per instructions above, to EP.) _____

F0 SPOT SOME COMMUNICATIONS YOU HAVE ENFORCED ON YOURSELF.

(Run per instructions above, to EP.) _____



Part Six:

In running this process the auditor may have to direct the preclear closely with, "Point to the spot," "How far away does it seem?" "Are you spotting a desired communication there?" and such questions, meanwhile keeping good ARC.

F1 SPOT SOME COMMUNICATIONS ANOTHER HAS DESIRED FROM YOU.

(Run per instructions above, to EP.) _____

F2 SPOT SOME COMMUNICATIONS YOU HAVE DESIRED FROM ANOTHER.

(Run per instructions above, to EP.) _____

F3 SPOT SOME COMMUNICATIONS OTHERS HAVE DESIRED FROM OTHERS.

(Run per instructions above, to EP.) _____

F0 SPOT SOME COMMUNICATIONS YOU HAVE DESIRED FROM YOURSELF.

(Run per instructions above, to EP.) _____

Part Seven:

In running the remaining steps of this process, once the preclear has spotted the thing asked for, ask: "Are you spotting it in the physical universe?" If so, "All right, point to it," "How far away does it seem?" "Spot some more _____" and so on, using these commands consecutively.

A. SPOT SOME HIDDEN KNOWINGNESS.

(Run per instructions above, to EP.) _____

B. SPOT SOME PROTECTED KNOWINGNESS.

(Run per instructions above, to EP.) _____

C. SPOT SOME OWNED KNOWINGNESS.

(Run per instructions above, to EP.) _____

D. SPOT SOME INHIBITED KNOWINGNESS.

(Run per instructions above, to EP.) _____

E. SPOT SOME ENFORCED KNOWINGNESS.

(Run per instructions above, to EP.) _____

F. SPOT SOME DESIRED KNOWINGNESS.

(Run per instructions above, to EP.) _____

G. SPOT SOME KNOWINGNESS THAT PEOPLE COULD BE CURIOUS ABOUT.

(Run per instructions above, to EP.) _____



9. **R2-60 HIDDEN KNOWINGNESS (KNOW TO MYSTERY)**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-60)

In running each leg of this process, once the preclear has spotted the thing asked for, ask: "Are you spotting it in the physical universe?" If so, "All right, point to it," "How far away does it seem?" "Spot some more _____" and so on, using these commands consecutively.

A1. SPOT SOME MYSTERIES.

(Run per instructions above, to EP.) _____

A2. SPOT SOME HIDDEN SEX.

(Run per instructions above, to EP.) _____

A3. SPOT SOME HIDDEN EATING.

(Run per instructions above, to EP.) _____

A4. SPOT SOME HIDDEN SYMBOLS.

(Run per instructions above, to EP.) _____

A5. SPOT SOME HIDDEN THINKING.

(Run per instructions above, to EP.) _____

A6. SPOT SOME HIDDEN EFFORTS.

(Run per instructions above, to EP.) _____

A7. SPOT SOME HIDDEN EMOTIONS.

(Run per instructions above, to EP.) _____

A8. SPOT SOME HIDDEN LOOKING.

(Run per instructions above, to EP.) _____

A9. SPOT SOME HIDDEN KNOWING.

(Run per instructions above, to EP.) _____

B1. SPOT SOME PROTECTED MYSTERIES.

(Run per instructions above, to EP.) _____

B2. SPOT SOME PROTECTED SEX.

(Run per instructions above, to EP.) _____

B3. SPOT SOME PROTECTED EATING.

(Run per instructions above, to EP.) _____

B4. SPOT SOME PROTECTED SYMBOLS.

(Run per instructions above, to EP.) _____

B5. SPOT SOME PROTECTED THINKING.

(Run per instructions above, to EP.) _____



B6. SPOT SOME PROTECTED EFFORTS.

(Run per instructions above, to EP.)

B7. SPOT SOME PROTECTED EMOTIONS.

(Run per instructions above, to EP.)

B8. SPOT SOME PROTECTED LOOKING.

(Run per instructions above, to EP.)

B9. SPOT SOME PROTECTED KNOWING.

(Run per instructions above, to EP.)

C1. SPOT SOME OWNED MYSTERIES.

(Run per instructions above, to EP.)

C2. SPOT SOME OWNED SEX.

(Run per instructions above, to EP.)

C3. SPOT SOME OWNED EATING.

(Run per instructions above, to EP.)

C4. SPOT SOME OWNED SYMBOLS.

(Run per instructions above, to EP.)

C5. SPOT SOME OWNED THINKING.

(Run per instructions above, to EP.)

C6. SPOT SOME OWNED EFFORTS.

(Run per instructions above, to EP.)

C7. SPOT SOME OWNED EMOTIONS.

(Run per instructions above, to EP.)

C8. SPOT SOME OWNED LOOKING.

(Run per instructions above, to EP.)

C9. SPOT SOME OWNED KNOWING.

(Run per instructions above, to EP.)

D1. SPOT SOME INHIBITED MYSTERIES.

(Run per instructions above, to EP.)

D2. SPOT SOME INHIBITED SEX.

(Run per instructions above, to EP.)

D3. SPOT SOME INHIBITED EATING.

(Run per instructions above, to EP.)

D4. SPOT SOME INHIBITED SYMBOLS.

(Run per instructions above, to EP.)



- D5. **SPOT SOME INHIBITED THINKING.**
(Run per instructions above, to EP.) _____
- D6. **SPOT SOME INHIBITED EFFORTS.**
(Run per instructions above, to EP.) _____
- D7. **SPOT SOME INHIBITED EMOTIONS.**
(Run per instructions above, to EP.) _____
- D8. **SPOT SOME INHIBITED LOOKING.**
(Run per instructions above, to EP.) _____
- D9. **SPOT SOME INHIBITED KNOWING.**
(Run per instructions above, to EP.) _____

- E1. **SPOT SOME ENFORCED MYSTERIES.**
(Run per instructions above, to EP.) _____
- E2. **SPOT SOME ENFORCED SEX.**
(Run per instructions above, to EP.) _____
- E3. **SPOT SOME ENFORCED EATING.**
(Run per instructions above, to EP.) _____
- E4. **SPOT SOME ENFORCED SYMBOLS.**
(Run per instructions above, to EP.) _____
- E5. **SPOT SOME ENFORCED THINKING.**
(Run per instructions above, to EP.) _____
- E6. **SPOT SOME ENFORCED EFFORTS.**
(Run per instructions above, to EP.) _____
- E7. **SPOT SOME ENFORCED EMOTIONS.**
(Run per instructions above, to EP.) _____
- E8. **SPOT SOME ENFORCED LOOKING.**
(Run per instructions above, to EP.) _____
- E9. **SPOT SOME ENFORCED KNOWING.**
(Run per instructions above, to EP.) _____

- F1. **SPOT SOME DESIRED MYSTERIES.**
(Run per instructions above, to EP.) _____
- F2. **SPOT SOME DESIRED SEX.**
(Run per instructions above, to EP.) _____
- F3. **SPOT SOME DESIRED EATING.**
(Run per instructions above, to EP.) _____



- F4. **SPOT SOME DESIRED SYMBOLS.**
 (Run per instructions above, to EP.) _____
- F5. **SPOT SOME DESIRED THINKING.**
 (Run per instructions above, to EP.) _____
- F6. **SPOT SOME DESIRED EFFORTS.**
 (Run per instructions above, to EP.) _____
- F7. **SPOT SOME DESIRED EMOTIONS.**
 (Run per instructions above, to EP.) _____
- F8. **SPOT SOME DESIRED LOOKING.**
 (Run per instructions above, to EP.) _____
- F9. **SPOT SOME DESIRED KNOWING.**
 (Run per instructions above, to EP.) _____
- G1. **SPOT SOME MYSTERIES THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G2. **SPOT SOME SEX THAT PEOPLE COULD BE CURIOUS
 ABOUT.**
 (Run per instructions above, to EP.) _____
- G3. **SPOT SOME EATING THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G4. **SPOT SOME SYMBOLS THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G5. **SPOT SOME THINKING THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G6. **SPOT SOME EFFORTS THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G7. **SPOT SOME EMOTIONS THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G8. **SPOT SOME LOOKING THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____
- G9. **SPOT SOME KNOWING THAT PEOPLE COULD BE
 CURIOUS ABOUT.**
 (Run per instructions above, to EP.) _____



10. **PREHAV SCALE COMM PROCESSES**

(Ref: HCOB 2 Feb. 61, COMMAND SHEET, PREHAVINGNESS SCALE)

Part One:

1. **WHAT COMMUNICATION WOULD YOU CONSIDER BAD?**
2. **WHAT COMMUNICATION WOULD ANOTHER CONSIDER GOOD?**

(Run alternately to EP.) _____

Part Two:

1. **WHO HAS FAILED TO COMMUNICATE TO YOU?**
2. **WITH WHOM HAVE YOU FAILED TO COMMUNICATE?**
3. **WHAT HAS FAILED TO COMMUNICATE TO YOU?**
4. **WITH WHAT HAVE YOU FAILED TO COMMUNICATE?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

Part Three:

1. **WHO HAS COMMUNICATED TO YOU?**
2. **WITH WHOM HAVE YOU COMMUNICATED?**
3. **WHAT HAS COMMUNICATED TO YOU?**
4. **WITH WHAT HAVE YOU COMMUNICATED?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

11. **AXIOM 51 COMM PROCESS**

(Ref: PAB 56, AXIOM 51 AND COMMUNICATION PROCESSING)

Write down a list of terminals found by folder study. If any of these are specific terminals (e.g., "Bill"), convert each one to a general terminal. Don't peg the pc to one lifetime with a proper name.

Right: "a husband"

Wrong: "Bill"

Wrong: "your husband"

For example, if the terminal is worded as "Bill," find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be "a husband" or "a friend" or "a mechanic" or some generalized terminal. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are *already* in generalized form should simply be assessed on the meter to see if they now read.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.



F1 **WHAT WOULDN'T _____ MIND YOU COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F2 **WHAT WOULDN'T YOU MIND _____ COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F3 **WHAT WOULDN'T OTHERS MIND _____ COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F0 **WHAT WOULDN'T YOU MIND COMMUNICATING TO YOURSELF ABOUT _____?**

(Run repetitively to EP.) _____

12. **PAB 54 COMMUNICATION PROCESS**

(Ref: PAB 54, REALITY LEVEL OF PRECLEAR)

Part One:

THINK A THOUGHT.

The preclear is given this command time and time again, and he vocalizes the thought back to the auditor, and the auditor acknowledges the fact that he has received that thought, aloud.

Part of the "Think a thought" process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have his hat think a thought, have a lamp think the thought, have a rug think the thought. This gets the preclear into the practice of placing the thought somewhere.

(Run per the instructions to EP.) _____

Part Two:

F1 **TELL ME A THOUGHT YOU WOULD BE WILLING TO RECEIVE FROM ANOTHER.**

(Run repetitively to EP.) _____

F2 **TELL ME A THOUGHT ANOTHER WOULD BE WILLING TO RECEIVE FROM YOU.**

(Run repetitively to EP.) _____

F3 **TELL ME A THOUGHT OTHERS WOULD BE WILLING TO RECEIVE FROM OTHERS.**

(Run repetitively to EP.) _____

F0 **TELL ME A THOUGHT YOU WOULD BE WILLING TO RECEIVE FROM YOURSELF.**

(Run repetitively to EP.) _____

13. **UNIVERSAL PROCESSES**
(Ref: HCOB 25 Sept. 59, HAS CO-AUDIT)

Assess the following:

- a. **the physical universe** _____
- b. **a body** _____
- c. **a mind** _____
- d. **a thetan** _____

Run each reading item, in order of largest read, in the following process.

F1 **FROM WHERE COULD _____ COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD _____ COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO YOURSELF ABOUT _____?**

(Run repetitively to EP.) _____

14. **LOCATION BODY COMM PROCESS**
(Ref: HCOB 14 Apr. 60, NEW PE DATA)

Make a list of body parts and assess them on a meter. Assess for a body part that falls, not what the pc says. The body parts that fall will be real to the pc. An obviously ill part may not be real. On any body parts that are not reading, put in the Suppress and Invalidate buttons. Reach each reading body part, in order of largest read, in the following process.

F1 **FROM WHERE COULD A _____ COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO A _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD A _____ COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO YOURSELF ABOUT A _____?**

(Run repetitively to EP.) _____



15. PAB 60 COMM PROCESS

(Ref: PAB 60, "ANYTHING—EVERYTHING—NOTHING")

- 1. **GIVE ME SOME THINGS YOUR BODY WOULDN'T MIND COMMUNICATING WITH.**
- 2. **GIVE ME SOME THINGS YOU WOULDN'T MIND YOUR BODY COMMUNICATING WITH.**

(Run alternately to EP.) _____

16. SEPARATING UNIVERSES

(Ref: PAB 60, "ANYTHING—EVERYTHING—NOTHING")

Find out from the preclear what people in his family he thinks he most resembles. (Do not ask the pc, "Who do you think you most resemble?" Ask, "Tell me some people in your family you think you most resemble.") Write down the terminals pc gives, noting any reads.

All terminals run on this process should be general terminals.

Example: If the pc says "my father" (LF), the auditor would run "a father" in the process. (No further meter read is needed, as the terminal "father" is reading.)

Example: If the pc says "I most resemble Jane" (F), the auditor needs to get the generalized form of this terminal. This is done by asking the pc, "What is Jane to you?" and watching the meter as the pc replies, noting any read. The pc will say, "She is my sister" (F), and the auditor would then run "a sister" in the process.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

F1 GIVE ME SOME THINGS YOU WOULDN'T MIND _____ SAYING TO YOU.

(Run repetitively to EP.) _____

F2 GIVE ME SOME THINGS YOU WOULDN'T MIND SAYING TO _____.

(Run repetitively to EP.) _____

F3 GIVE ME SOME THINGS YOU WOULDN'T MIND _____ SAYING TO OTHERS.

(Run repetitively to EP.) _____

F0 GIVE ME SOME THINGS YOU WOULDN'T MIND SAYING TO YOURSELF ABOUT _____.

(Run repetitively to EP.) _____



17. **A CLEARING PROCEDURE**

(Ref: HCOB 21 July 59, HGC ALLOWED PROCESSES)

- Assess the following:
- a. **male bodies** _____
 - b. **female bodies** _____
 - c. **bodies** _____
 - d. **MEST** _____

Run each reading item, in order of largest read, in the following process. On any items that are not reading, put in the Suppress and Invalidate buttons.

F1 **FROM WHERE COULD _____ COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD _____ COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO YOURSELF ABOUT _____?**

(Run repetitively to EP.) _____

18. **A COMM PROCESS**

(Ref: HCOB 21 July 59, HGC ALLOWED PROCESSES)

Ask the pc, "Tell me any persons or things you have been most sorry for or pitied." Note down the answers and their meter reads. (This is *not* listing and nulling.)

Any generalized terminals given by the pc (e.g., "a nun") are runnable as they are, providing they read on the meter.

Any specific terminals given by the pc (e.g., "George") must be converted to their generalized form. For example, if the pc said, "I have often pitied George" (F), the auditor needs to get the generalized form of this terminal. This is done by asking the pc, "What is George to you?" and watching the meter as the pc replies, noting any read. If the pc says, "George is a beggar" (F), the auditor would then run "a beggar" in the process.

On any generalized terminals that are not reading put in Suppress and Invalidate buttons.

Run each reading general terminal in the following process in order of largest read.



F1 FROM WHERE COULD A _____ COMMUNICATE TO YOU?

(Run repetitively to EP.) _____

F2 FROM WHERE COULD YOU COMMUNICATE TO A _____?

(Run repetitively to EP.) _____

F3 FROM WHERE COULD A _____ COMMUNICATE TO OTHERS?

(Run repetitively to EP.) _____

F0 FROM WHERE COULD YOU COMMUNICATE TO YOURSELF ABOUT A _____?

(Run repetitively to EP.) _____

19. AN HGC PROCESS

(Ref: HCOB 5 Aug. 59, HGC PROCESSES)

F1 FROM WHERE COULD A PERSON WITH DIFFICULTIES COMMUNICATE TO YOU?

(Run repetitively to EP.) _____

F2 FROM WHERE COULD YOU COMMUNICATE TO A PERSON WITH DIFFICULTIES?

(Run repetitively to EP.) _____

F3 FROM WHERE COULD A PERSON WITH DIFFICULTIES COMMUNICATE TO OTHERS?

(Run repetitively to EP.) _____

F0 FROM WHERE COULD YOU COMMUNICATE TO YOURSELF ABOUT A PERSON WITH DIFFICULTIES?

(Run repetitively to EP.) _____

20. EXPANDED CDEI COMM PROCESS

(Ref: HCOB 13 Oct. 59, DEI EXPANDED SCALE
HCOB 11 Aug. 78 I, RUDIMENTS DEFINITIONS AND PATTERN
Book: *Scientology 0-8*, Chapter V, part viii, "DEI to CDEI")

Write down a list of terminals found by folder study.

If any of these are specific terminals (e.g., "Bill"), convert each one to a generalized form.

Right: "a husband"

Wrong: "Bill"

Wrong: "your husband"



For example, if the terminal is worded as “Bill,” find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be “a husband” or “a friend” or “a mechanic” or some generalized terminal. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are *already* in generalized form should simply be assessed on the meter to see if they now read.

On any terminals that are not reading, put in Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

Part One:

**F1 FROM WHERE COULD A REFUSED _____
COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

**F2 FROM WHERE COULD YOU COMMUNICATE TO A
REFUSED _____?**

(Run repetitively to EP.) _____

**F3 FROM WHERE COULD A REFUSED _____
COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

**F0 FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT A REFUSED _____?**

(Run repetitively to EP.) _____

Part Two:

**F1 FROM WHERE COULD A NO-_____
COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

**F2 FROM WHERE COULD YOU COMMUNICATE TO A
NO-_____
?**

(Run repetitively to EP.) _____

**F3 FROM WHERE COULD A NO-_____
COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

**F0 FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT A NO-_____
?**

(Run repetitively to EP.) _____



Part Three:

F1 FROM WHERE COULD AN UNWANTED _____
COMMUNICATE TO YOU?

(Run repetitively to EP.) _____

F2 FROM WHERE COULD YOU COMMUNICATE TO AN
UNWANTED _____?

(Run repetitively to EP.) _____

F3 FROM WHERE COULD AN UNWANTED _____
COMMUNICATE TO OTHERS?

(Run repetitively to EP.) _____

F0 FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT AN UNWANTED _____?

(Run repetitively to EP.) _____

Part Four:

F1 FROM WHERE COULD A NECESSARY _____
COMMUNICATE TO YOU?

(Run repetitively to EP.) _____

F2 FROM WHERE COULD YOU COMMUNICATE TO A
NECESSARY _____?

(Run repetitively to EP.) _____

F3 FROM WHERE COULD A NECESSARY _____
COMMUNICATE TO OTHERS?

(Run repetitively to EP.) _____

F0 FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT A NECESSARY _____?

(Run repetitively to EP.) _____

Part Five:

F1 FROM WHERE COULD A DESIRABLE _____
COMMUNICATE TO YOU?

(Run repetitively to EP.) _____

F2 FROM WHERE COULD YOU COMMUNICATE TO A
DESIRABLE _____?

(Run repetitively to EP.) _____

F3 FROM WHERE COULD A DESIRABLE _____
COMMUNICATE TO OTHERS?

(Run repetitively to EP.) _____

F0 FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT A DESIRABLE _____?

(Run repetitively to EP.) _____



Part Six:

F1 **FROM WHERE COULD AN INTERESTING _____
COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO AN
INTERESTING _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD AN INTERESTING _____
COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT AN INTERESTING _____?**

(Run repetitively to EP.) _____

Part Seven:

F1 **FROM WHERE COULD AN UNKNOWN _____
COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO AN
UNKNOWN _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD AN UNKNOWN _____
COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT AN UNKNOWN _____?**

(Run repetitively to EP.) _____

Part Eight:

F1 **FROM WHERE COULD A KNOWN _____
COMMUNICATE TO YOU?**

(Run repetitively to EP.) _____

F2 **FROM WHERE COULD YOU COMMUNICATE TO A
KNOWN _____?**

(Run repetitively to EP.) _____

F3 **FROM WHERE COULD A KNOWN _____
COMMUNICATE TO OTHERS?**

(Run repetitively to EP.) _____

F0 **FROM WHERE COULD YOU COMMUNICATE TO
YOURSELF ABOUT A KNOWN _____?**

(Run repetitively to EP.) _____



21. **REMEDY OF COMMUNICATION SCARCITY**
(Ref: Book: *Scientology 8-8008*, Chapter “Six Levels of Processing—Issue 5”)

F1 **WHAT WOULDN'T ANOTHER MIND YOU COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F2 **WHAT WOULDN'T YOU MIND ANOTHER COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F3 **WHAT WOULDN'T OTHERS MIND OTHERS COMMUNICATING WITH?**

(Run repetitively to EP.) _____

F0 **WHAT WOULDN'T YOU MIND YOURSELF COMMUNICATING WITH?**

(Run repetitively to EP.) _____

22. **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.)

23. GRADE 0 HAVINGNESS

OH F1 **LOOK AROUND HERE AND FIND SOMETHING YOU COULD TOUCH.**

(Run repetitively to EP.)

OH F2 **LOOK AROUND HERE AND FIND SOMETHING ANOTHER COULD TOUCH.**

(Run repetitively to EP.)

OH F3 **LOOK AROUND HERE AND FIND SOMETHING OTHERS COULD TOUCH.**

(Run repetitively to EP.)

OH F0 **FIND SOMETHING IN OR ON YOURSELF YOU COULD TOUCH.**

(Run repetitively to EP.)

L. RON HUBBARD
Founder

Compilation assisted by
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HCO BULLETIN OF 14 NOVEMBER 1987

Issue III

Remimeo
Class I Auditors
and Above
C/Ses

**EXPANDED GRADE I
PROCESS CHECKLIST**

Refs:

Classification, Gradation and Awareness Chart of Levels & Certificates
Tape: 6607C26 SH Spec 434 "Classification Chart and Auditing"

Cancel:

BTB 15 Nov. 76 III 0-IV EXPANDED GRADE PROCESSES—
QUADS PART C, GRADE I PROCESSES

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES), it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking, "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS). Some of the processes on the checklist require that the auditor find terminals to use in the process commands. The following are references for use in finding terminals: HCOB 21 July 60, SOME HELP TERMINALS; HCOB 4 Aug. 60, REGIMEN I; HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO; HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA; HCOB 27 May 70R, UNREADING QUESTIONS AND ITEMS; HCOB 19 Aug. 59, HAS CO-AUDIT, FINDING TERMINALS; and HCOB 10 Nov. 60, FORMULA 13.

All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.



1. **OBJECTIVE ARC**
(Ref: HCOB 19 June 78, OBJECTIVE ARC)

The auditor and pc are ambulant. Auditor runs the following commands:

1. **LOOK AROUND HERE AND FIND SOMETHING THAT IS REALLY REAL TO YOU.**
2. **LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND COMMUNICATING WITH.**
3. **LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND BEING AROUND.**

(Run consecutively, i.e., 1,2,3,1,2,3, etc., to EP.)

2. **CCHs 1 TO 10**

(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
HCOB 11 June 57, TRAINING AND CCH PROCESSES,
Sections on CCHs 1 to 10
PAB 87, SCIENTOLOGY PROCESSING)

CCHs 1-4:

(Ref: 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.)



CCH 5 (LOCATION BY CONTACT)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor and preclear may be seated where the preclear is very unable, in which case they are seated at a table which has a number of objects scattered on its surface. Or auditor and preclear may be ambulant, with the auditor in manual contact with the preclear as is necessary to face him toward and guide him to the indicated object. Stress is upon gentleness, ARC and the raising of the preclear's certainty that he has touched the indicated object. Auditor uses the following command, selecting different objects each time the command is repeated.

TOUCH THAT (indicated object). **THANK YOU.**

(Run repetitively to EP.)

CCH 6 (BODY-ROOM CONTACT)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor and preclear move about together as needed, the auditor enforcing the commands by manual contact using the preclear's hands to touch objects and touch body parts. Stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the preclear ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the preclear in any case. Auditor selects a different body part and room object each time, using the following commands:

1. **TOUCH YOUR** (body part). **THANK YOU.**

2. **TOUCH THAT** (indicated room object). **THANK YOU.**

(Run alternately, i.e., 1,2,1,2,1,2, etc., to EP.)

CCH 7 (CONTACT BY DUPLICATION)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor may be seated. Preclear should be walking. Usually auditor standing by to manually enforce the commands. Maintain good ARC with the preclear, not picking one body part which is aberrated at first but flattening some nonaberrated body part before an aberrated body part is tackled. Auditor runs the following commands on a body part to no comm lag on that body part, then selects a different body part and runs it in the following commands:

1. **TOUCH THAT TABLE. THANK YOU.**

2. **TOUCH YOUR** (body part). **THANK YOU.**

3. **TOUCH THAT TABLE. THANK YOU.**

4. **TOUCH YOUR** (same body part). **THANK YOU.**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.)



CCH 8 (TRIO)

(Ref: PAB 87, SCIENTOLOGY PROCESSING

HCOB 2 Nov. 57RA, AN OBJECTIVE RUNDOWN)

Run per instructions in HCOB 2 Nov. 57RA. Auditor and preclear seated at a comfortable distance apart, both facing toward majority of the room. The following three commands are run several times for the first command, fewer for the second command and fewer for the third command.

1. **LOOK AROUND HERE AND TELL ME WHAT YOU COULD HAVE.**
2. **LOOK AROUND HERE AND TELL ME WHAT YOU WOULD PERMIT TO REMAIN IN PLACE.**
3. **LOOK AROUND HERE AND TELL ME WITH WHAT YOU COULD DISPENSE.**

(Run several times for the first command, fewer for the second command, fewer for the third command, then run several times for the first command, fewer for the second command, fewer for the third command, etc., to EP.)

CCH 9 (TONE 40 "KEEP IT FROM GOING AWAY")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT** (indicated object). **THANK YOU.**
2. **WALK OVER TO THAT** (indicated object). **THANK YOU.**
3. **TOUCH THAT** (indicated object). **THANK YOU.**
4. **KEEP IT FROM GOING AWAY. THANK YOU.**
5. **DID YOU KEEP IT FROM GOING AWAY? THANK YOU.**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)

CCH 10 (TONE 40 "HOLD IT STILL")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT** (indicated object). **THANK YOU.**
2. **WALK OVER TO THAT** (indicated object). **THANK YOU.**
3. **TOUCH THAT** (indicated object). **THANK YOU.**
4. **HOLD IT STILL. THANK YOU.**
5. **DID YOU HOLD IT STILL? THANK YOU.**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)



3. **START, CHANGE, STOP**

(Ref: *Scientology: Clear Procedure, Issue One, Dec. 57*

HCOB 2 Feb. 61, UK CASES DIFFERENT

HCOB 18 May 80R, START-CHANGE-STOP COMMANDS)

Part One: **START-CHANGE-STOP ON AN OBJECT**

Run on a gradient by first using a small object, such as a paper clip. Each stage—Start, Change and then Stop—is first run to a flat point. When Start, Change and Stop are flat with the first object, the auditor uses a larger object (such as a brick, a beach ball, etc.) until the process is flat with that object. Auditor and pc may be either seated or standing during the process, whichever is suitable for the object being used in the process.

These are the commands for SCS ON AN OBJECT:

START:

1. **I AM GOING TO ASK YOU TO START THE (indicated object) AND WHEN I TELL YOU TO START, YOU START THE _____ IN THAT DIRECTION.**

(Auditor indicates a direction with his hand.)

DO YOU UNDERSTAND THAT?

2. **START.**

3. **DID YOU START THE _____?**

(Repeat commands 1,2,3,1,2,3, etc., until START on that object has been run to a flat point. Then go on to CHANGE using the same object.)

CHANGE:

1. **THIS SPOT WE ARE GOING TO CALL “A.”**

(Auditor indicates spot “A” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

2. **THIS SPOT WE ARE GOING TO CALL “B.”**

(Auditor indicates spot “B” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

3. **THIS SPOT WE ARE GOING TO CALL “C.”**

(Auditor indicates spot “C” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

4. **THIS SPOT WE ARE GOING TO CALL “D.”**

(Auditor indicates spot “D” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

5. **WHEN I ASK YOU TO CHANGE THE (indicated object), I WANT YOU TO CHANGE THE _____'S POSITION FROM "A" TO "B." DO YOU UNDERSTAND THAT?**
6. **CHANGE.**
7. **DID YOU CHANGE THE _____?**
8. **WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FROM "B" TO "C." DO YOU UNDERSTAND THAT?**
9. **CHANGE.**
10. **DID YOU CHANGE THE _____?**
11. **WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FROM "C" TO "D." DO YOU UNDERSTAND THAT?**
12. **CHANGE.**
13. **DID YOU CHANGE THE _____?**

(Repeat commands 1–13, 1–13, etc., until CHANGE on that object has been run to a flat point. Then go on to STOP using the same object.)

(NOTE: When the commands 1–13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclar to predict the process too easily and do it machinewise.)

STOP:

1. **I AM GOING TO TELL YOU TO GET THE (indicated object) MOVING IN THAT DIRECTION.**

(Auditor indicates direction with his hand.)

SOMEWHERE ALONG THE LINE I WILL TELL YOU TO STOP. THEN YOU STOP THE _____. DO YOU UNDERSTAND THAT?

2. **GET THE _____ MOVING.**
3. **STOP!**
4. **DID YOU STOP THE _____?**

(Repeat commands 1,2,3,4,1,2,3,4, etc., until STOP on that object has been run to a flat point.)

(Start, Change, Stop are done in that order and then repeated on the object until the process is flat on that object. Then a larger object is selected and Start, Change, Stop are run on it as above until the process is flat on this object. Gradiently larger objects are selected and Start, Change, Stop are run to a flat point on each as above to EP for the process.)



Part Two: **START-CHANGE-STOP ON A BODY**

Auditor and pc are ambulant during the process.

START:

1. **I AM GOING TO ASK YOU TO START THE BODY. I AM NOT GOING TO ASK YOU TO STOP.**
2. **WHEN I ASK YOU TO START THE BODY, START THE BODY. OKAY?**
3. **START!**
4. **DID YOU START THE BODY?**

(Repeat commands 1,2,3,4,1,2,3,4, etc., until START has been run to a flat point.)

CHANGE:

1. **THIS SPOT WE ARE GOING TO CALL "A."**
(Auditor indicates spot "A" with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
2. **THIS SPOT WE ARE GOING TO CALL "B."**
(Auditor indicates spot "B" with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
3. **THIS SPOT WE ARE GOING TO CALL "C."**
(Auditor indicates spot "C" with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
4. **THIS SPOT WE ARE GOING TO CALL "D."**
(Auditor indicates spot "D" with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
5. **WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM "A" TO "B." DO YOU UNDERSTAND THAT?**
6. **CHANGE.**
7. **DID YOU CHANGE THE BODY?**
8. **WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM "B" TO "C." DO YOU UNDERSTAND THAT?**
9. **CHANGE.**
10. **DID YOU CHANGE THE BODY?**
11. **WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM "C" TO "D." DO YOU UNDERSTAND THAT?**
12. **CHANGE.**



13. DID YOU CHANGE THE BODY?

(Repeat commands 1-13, 1-13, etc., until CHANGE has been run to a flat point.)

(NOTE: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

STOP:

1. **I AM GOING TO TELL YOU TO GET THE BODY MOVING IN THAT DIRECTION.**

(Auditor indicates direction with his hand.)

THEN AT SOME POINT ALONG THE LINE I WILL TELL YOU TO STOP. WHEN I DO, I WANT YOU TO STOP THE BODY. DO YOU UNDERSTAND?

2. **GET THE BODY MOVING IN THAT DIRECTION.**
3. **STOP!**
4. **DID YOU STOP THE BODY?**

(Repeat commands 1,2,3,4,1,2,3,4, etc., until STOP has been run to a flat point.)

One should not then suppose that the whole of Start-Change-Stop is flat since he still has STOP SUPREME to run.

STOP SUPREME:

1. **I'M GOING TO ASK YOU TO GET THE BODY MOVING. AND AT SOME POINT I AM GOING TO TELL YOU TO STOP. AND WHEN I DO, I WANT YOU TO STOP THE BODY AS FAST AS YOU CAN AND HOLD IT AS STILL AS YOU CAN. OKAY?**
2. **GET THE BODY MOVING.**
3. **STOP!**
4. **DID YOU DO IT?**

(Repeat commands 1,2,3,4,1,2,3,4, etc., until STOP SUPREME has been run to a flat point.)

(Start, Change, Stop and Stop Supreme are done in that order and then repeated. One runs Start and one runs Change and one runs Stop and then one runs Stop Supreme, in that order, over and over and over again to EP.)

4. OPENING PROCEDURE SOP 8-C

(Ref: PAB 34, OPENING PROCEDURE SOP 8-C
Book: *Creation of Human Ability*, Section on Route 2,
R2-16)

Auditor and pc are ambulant during the process.



Part A:

1. **DO YOU SEE THAT CHAIR?**
2. **GO OVER TO IT AND PUT YOUR HAND ON IT.**
3. **NOW LOOK AT THAT LAMP.**
4. **NOW WALK OVER TO IT AND PUT YOUR HAND ON IT.**

This is done with various objects, without specifically designating spots of a more precise nature than an object, until the preclear is very certain that he is in good communication with these objects and walls and other parts of the room.

The above is run until the following manifestations of communication lag (and any others you may encounter) are well erased: the preclear just brushing the object he is told to touch, looking away from it very quickly, not looking at it at all, looking at the auditor instead of the object he was told to touch, carrying out the command before it is given, such as going over to touch the lamp when all the auditor has said is, "Do you see that lamp?" complaining about the process in any way, objecting to being ordered to do the actions, unwillingness to touch the items designated, putting all his attention on creating an effect on the auditor, and apathy, grief, anger, fear and boredom turned on by this process.

Then the auditor can become very specific about the selection of spots for the preclear to touch. For example:

1. **DO YOU SEE THAT BLACK MARK ON THE LEFT ARM OF THAT CHAIR?**
2. **GO OVER AND TOUCH IT WITH YOUR RIGHT INDEX FINGER.**
3. **NOW TAKE YOUR FINGER OFF IT.**
4. **DO YOU SEE THE LOWER BOLT ON THE LIGHT SWITCH PLATE?**
5. **NOW GO OVER TO IT AND TOUCH IT WITH YOUR LEFT RING FINGER.**
6. **NOW TAKE YOUR FINGER OFF IT.**

This step can be kept up for a long time. It has an infinity of variations. But it is not the variations that work, it is the making and breaking of communication with the actual designated spots. You can do the following at this point: make certain the preclear is doing the process by asking questions such as, "Are you touching the door knob?" "Where is the door knob?" "What is its shape?" "What is its color?" "What sort of texture does it have?" "Are you sure you are touching it?" "Can you feel it?" "Look at it." "Who is touching it?" "Whose hand is on that door knob?" "Who is holding your hand there?" "Where is that

door knob?” “When is it there?” You can badger the preclear in the above fashion until his actions show that he is in communication with the object and until he is not angered by your questioning and directions.

Run 1,2,3,4,5,6,1,2,3,4,5,6,1,2, etc., until the preclear has a uniform perception of any and all objects in the room including the walls, the floor and the ceiling. At that point, go on to Part B. _____

Part B:

1. **FIND A SPOT IN THIS ROOM.**
2. **GO OVER TO IT AND PUT YOUR FINGER ON IT.**
3. **NOW LET GO OF IT.**

It must be emphasized that the preclear is not to act upon a command until the command is given and must not let go until told to let go.

This is run 1,2,3,1,2,3,1,2,3, etc., permitting the preclear to select spots until such time as all communication lag is flat and until he is freely selecting spots on the walls, objects, chairs, etc., with no specialization whatsoever—which means that his perception of the room has become uniform. At that point, go on to Part C.

Part C:

1. **FIND A SPOT IN THE ROOM.**
2. **MAKE UP YOUR MIND WHEN YOU ARE GOING TO TOUCH IT AND THEN TOUCH IT.**
3. **MAKE UP YOUR MIND WHEN YOU ARE GOING TO LET GO OF IT, AND LET GO.**

(Run consecutively, i.e., 1,2,3,1,2,3, etc., to EP.) _____

5. **R2-17: OPENING PROCEDURE BY DUPLICATION**

(Ref: HCOB 4 Feb. 59, OP PRO BY DUP)

Book: *Creation of Human Ability*, Section on Route 2, R2-17

Book: *The Phoenix Lectures*, Chapters “Opening Procedure by Duplication” and “The Importance of Two-way Communication During Opening Procedure by Duplication”

HCOB 8 May 82, OP PRO BY DUP, END PHENOMENA)

This process is run with auditor and pc ambulant. Use two objects—a book and a bottle. Have the pc look them over and handle them to his satisfaction. Then have him place them at some walking distance apart in the room, on a couple of tables or similar locations.

The commands used are as follows:

1. **LOOK AT THAT BOOK. THANK YOU.**
2. **WALK OVER TO IT. THANK YOU.**
3. **PICK IT UP. THANK YOU.**
4. **WHAT IS ITS COLOR? THANK YOU.**
5. **WHAT IS ITS TEMPERATURE? THANK YOU.**
6. **WHAT IS ITS WEIGHT? THANK YOU.**
7. **PUT IT DOWN IN EXACTLY THE SAME PLACE.
THANK YOU.**
8. **LOOK AT THAT BOTTLE. THANK YOU.**
9. **WALK OVER TO IT. THANK YOU.**
10. **PICK IT UP. THANK YOU.**
11. **WHAT IS ITS COLOR? THANK YOU.**
12. **WHAT IS ITS TEMPERATURE? THANK YOU.**
13. **WHAT IS ITS WEIGHT? THANK YOU.**
14. **PUT IT DOWN IN EXACTLY THE SAME PLACE.
THANK YOU.**

(Run the set of commands 1-14, 1-14, 1-14, etc., over and over, to EP.)

6. **R2-69: PLEASE PASS THE OBJECT**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-69)

This process is run silently, no verbal commands. Run the process per the following instructions:

Step Ia:

The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until there is no comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

Step Ib:

When Step Ia is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear

is to offer the object to him. When the preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it. This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat. Then go to Step II.

Step II:

The auditor, just having accepted the object, makes a gesture that this part is over, then deliberately puts the object down where the preclear can see it, stands back and indicates that the preclear is to pick it up. When the preclear picks it up, the auditor gestures that he is to put it down again anywhere he likes in the room. The instant the preclear does so, the auditor snatches it up and puts it someplace else. You keep this up, till auditor and preclear are racing around the room, seizing the object as soon as the other's fingers have let go of it. The object isn't necessarily placed in a different spot each time. It may be picked up and put down again in the same place, but it must be handled each time. All sorts of tacit rules and understandings will probably develop while this is being run.

(Continue running Step II as above, to EP.) _____

7. **R2-35: LOCATION PROCESS**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-35)

WHERE ARE YOU NOW?

(Run repetitively to EP.) _____

8. **R2-36: SELF-DETERMINISM**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-36)

1. **INDICATE SOMETHING WHICH IS NOT MAKING SPACE FOR YOU.**

2. **INDICATE SOMETHING ELSE WHICH IS NOT MAKING SPACE FOR YOU.**

(Give the first command, then run the second command repetitively to EP.) _____

9. **R2-67: OBJECTS**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-67)

In clearing the command with the pc, ensure that the pc understands that by "objects" is meant physical universe, present time, visible objects.

LOCATE SOME OBJECTS.

(Pc looks at them and notes what they are. Run repetitively to EP.) _____



10. **3-PART LOCATIONAL PROCESS**
(Ref: PAB 153, CCH)

Part One: Locational Processing

This is a command-of-attention process. The auditor points to an object as he gives the command, and the preclear merely turns his head. The stress is on the auditor getting the preclear's attention to go smoothly to the object indicated.

Auditor selects a new object each time the command is repeated.

NOTICE THAT _____ . THANK YOU.

(Run repetitively to EP.) _____

Part Two: Locational, Body and Room

Auditor selects a different object and body part each time the commands are repeated.

1. **LOOK AT THAT _____ . (Auditor points to an object.)
THANK YOU.**

2. **LOOK AT YOUR (foot, hand or knee). THANK YOU.**

(Run alternately to EP.) _____

Part Three: Objective Show Me

Auditor selects a different object each time the command is repeated.

1. **SHOW ME THAT _____ . (Auditor points to an object.)
THANK YOU.**

When that is running fairly well, change to the following pair of commands. Auditor selects a different object and body part each time the commands are repeated.

1. **SHOW ME THAT _____ . (Auditor points to an object.)
THANK YOU.**

2. **SHOW ME YOUR (foot, hand or knee). THANK YOU.**

(Continue running these two commands alternately to EP.) _____

CONNECTEDNESS

(Ref: *Scientology: Clear Procedure, Issue One*, Dec. 57, Section
"STEP FIVE, Pc Versus MEST")

Auditor selects a different object each time the command is repeated.

**YOU GET THE IDEA OF MAKING THAT (indicated
object) CONNECT WITH YOU. DID YOU? THANK YOU.**

(Run repetitively to EP.) _____

12. **CONTROL TRIO**

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on Control Trio PAB 146, PROCEDURE CCH)

Auditor selects a different object each time the command is repeated.

1. **GET THE IDEA OF HAVING THAT** (indicated object).

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

2. **GET THE IDEA THAT IT IS ALL RIGHT TO PERMIT THAT** (indicated object) **TO CONTINUE.**

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

3. **GET THE IDEA OF MAKING THAT** (indicated object) **DISAPPEAR.**

(Run repetitively to EP.)

13. **GOALS**

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on Goals PAB 146, PROCEDURE CCH)

Part One:

1. **WHAT ARE YOU ABSOLUTELY SURE WILL HAPPEN IN THE NEXT TWO MINUTES?** (one hour, three days, one week, three months, one year, etc.)

Discuss it to complete pc certainty on each time span before continuing to the next one, i.e., one hour, three days, one week, three months, one year, etc. The auditor must all the time be sure that the preclear is certain that these things are going to happen in the next two minutes (or whatever the time span is) to ensure that the process really bites.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING THAT YOU WOULD LIKE TO DO IN THE NEXT TWO MINUTES** (one hour, etc., increasing span of time).

(Run to EP per instructions above.)

Part Two:

1. **TELL ME SOMETHING YOU ARE SURE WILL BE THERE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING YOU WOULD LIKE TO HAVE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)



14. HELP PROCESSES

(Ref: HCOB 5 May 60, HELP)

Part One:

Auditor does a two-way comm on the subject of help. One discusses the preclear helping others and others helping the preclear. One gets the preclear's views on the subject of help and, without evaluating for the preclear, lets the preclear express these views.

(Run to EP.) _____

Part Two:

1. **HOW COULD YOU HELP ANOTHER PERSON?**
2. **HOW COULD ANOTHER PERSON HELP ANOTHER PERSON?**
3. **HOW COULD ANOTHER PERSON HELP YOU?**
4. **HOW COULD YOU HELP ME?**
5. **HOW COULD I HELP YOU?**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.) _____

Part Three:

F1 WHAT PROBLEM COULD ANOTHER'S HELP BE TO YOU?

(Run repetitively to EP.) _____

F2 WHAT PROBLEM COULD YOUR HELP BE TO ANOTHER?

(Run repetitively to EP.) _____

F3 WHAT PROBLEM COULD OTHERS' HELP BE TO OTHERS?

(Run repetitively to EP.) _____

F0 WHAT PROBLEM COULD HELPING YOURSELF BE TO YOU?

(Run repetitively to EP.) _____

Part Three-A:

F1 WHAT PROBLEM HAS ANOTHER'S HELP BEEN TO YOU?

(Run repetitively to EP.) _____

F2 WHAT PROBLEM HAS YOUR HELP BEEN TO ANOTHER?

(Run repetitively to EP.) _____

F3 WHAT PROBLEM HAS OTHERS' HELP BEEN TO OTHERS?

(Run repetitively to EP.) _____

F0 WHAT PROBLEM HAS HELPING YOURSELF BEEN TO YOU?

(Run repetitively to EP.) _____



Part Three-B:

- F1 1. **WHAT HELP OF ANOTHER COULD YOU CONFRONT?**
2. **WHAT HELP OF ANOTHER WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

- F2 1. **WHAT HELP OF YOURS COULD ANOTHER CONFRONT?**
2. **WHAT HELP OF YOURS WOULD ANOTHER RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

- F3 1. **WHAT HELP OF OTHERS COULD OTHERS CONFRONT?**
2. **WHAT HELP OF OTHERS WOULD OTHERS RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

- F0 1. **WHAT HELP OF YOURS COULD YOU CONFRONT?**
2. **WHAT HELP OF YOURS WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

15. **CONCEPT HELP O/W**

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP
HCOB 21 July 60, SOME HELP TERMINALS)

Assess the following terminals on the meter:

- a. a confusion _____
- b. an unconscious person _____
- c. a responsible person _____
- d. a creative person _____
- e. a victim _____
- f. a practitioner _____

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

- F1 1. **THINK OF A _____ HELPING YOU.**
2. **THINK OF A _____ NOT HELPING YOU.**

(Run alternately to EP.) _____

- F2 1. **THINK OF HELPING A _____.**
2. **THINK OF NOT HELPING A _____.**

(Run alternately to EP.) _____



- F3 1. **THINK OF A _____ HELPING OTHERS.**
 2. **THINK OF A _____ NOT HELPING OTHERS.**
 (Run alternately to EP.) _____

- F0 1. **THINK OF HELPING YOURSELF BECAUSE OF A _____.**
 2. **THINK OF NOT HELPING YOURSELF BECAUSE OF A _____.**
 (Run alternately to EP.) _____

16. **FAILED HELP PROCESSES**
 (Ref: HCOB 3 Nov. 60, FAILED HELP)

Part One:

- F1 1. **WHO HAS FAILED TO HELP YOU?**
 2. **WHAT HAS FAILED TO HELP YOU?**
 (Run alternately to EP.) _____

- F2 1. **WHO HAVE YOU FAILED TO HELP?**
 2. **WHAT HAVE YOU FAILED TO HELP?**
 (Run alternately to EP.) _____

- F3 1. **WHO HAVE OTHERS FAILED TO HELP?**
 2. **WHAT HAVE OTHERS FAILED TO HELP?**
 (Run alternately to EP.) _____

- F0 1. **HOW HAVE YOU FAILED TO HELP YOURSELF?**
 2. **WHAT ABOUT YOURSELF HAVE YOU FAILED TO HELP?**
 (Run alternately to EP.) _____

Part Two:

- F1 1. **HOW COULD ANOTHER PREVENT YOUR HELP?**
 2. **HOW COULD ANOTHER FAIL TO HELP YOU?**
 (Run alternately to EP.) _____

- F2 1. **HOW COULD YOU PREVENT ANOTHER'S HELP?**
 2. **HOW COULD YOU FAIL TO HELP ANOTHER?**
 (Run alternately to EP.) _____

- F3 1. **HOW COULD OTHERS PREVENT OTHERS' HELP?**
 2. **HOW COULD OTHERS FAIL TO HELP OTHERS?**
 (Run alternately to EP.) _____



F0 1. **HOW COULD YOU PREVENT HELP FOR YOURSELF?**

2. **HOW COULD YOU FAIL TO HELP YOURSELF?**

(Run alternately to EP.) _____

17. **FORMULA 16**

(Ref: HCOB 15 Dec. 60, PRESESSION 37)

F1 1. **WHO HAS INTENDED NOT TO HELP YOU?**

2. **WHO HAS HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **WHOM HAVE YOU INTENDED NOT TO HELP?**

2. **WHOM HAVE YOU HELPED?**

(Run alternately to EP.) _____

F3 1. **WHO HAS INTENDED NOT TO HELP OTHERS?**

2. **WHO HAS HELPED OTHERS?**

(Run alternately to EP.) _____

F0 1. **HOW HAVE YOU INTENDED NOT TO HELP YOURSELF?**

2. **HOW HAVE YOU HELPED YOURSELF?**

(Run alternately to EP.) _____

18. **FORMULA 19**

(Ref: HCOB 16 Feb. 61, FORMULA 19)

1. **WHO HAS FAILED TO HELP YOU?**

2. **WHO HAVE YOU FAILED TO HELP?**

3. **WHAT HAS FAILED TO HELP YOU?**

4. **WHAT HAVE YOU FAILED TO HELP?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

19. **FORMULA 20**

(Ref: HCOB 2 Mar. 61, FORMULA 20)

Part One:

1. **WHO HAS FAILED TO CONTROL YOU?**

2. **WHO HAVE YOU FAILED TO CONTROL?**

3. **WHAT HAS FAILED TO CONTROL YOU?**

4. **WHAT HAVE YOU FAILED TO CONTROL?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____



Part Two:

1. **WHO HAVE YOU HELPED?**
2. **WHO HAS HELPED YOU?**

(Run alternately to EP.)

20. **HELP O/W FOR PROBLEMS**

(Ref: HCOB 12 May 60, HELP PROCESSING
HCOB 10 June 60, HGC PRECLEAR ASSESSMENT
HCOB 16 June 60, HINTS ON RUNNING
CASES WITH HELP
HCOB 21 July 60, SOME HELP TERMINALS)

Part One:

Part One of this process is run on either general or specific terminals.

Ask the pc, "In your first contact with Dianetics and Scientology, was there anything you were trying to help?" Write down the pc's answers and note any reads. (This is not listing and nulling.) It will often be found that the pc was trying to help his eyes or his wife or himself. Any specific or general terminals (e.g., "eyes" or "an arm" or "a wife" or "Joe" or "my friends" or "myself") the pc gives can be run in the process. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

If the pc answers with a condition (e.g., "headache" or "arthritis" or "unhappiness"), ask for any terminals that are connected with it. Write these down, noting their reads.

Run each reading terminal in the following process, in order of largest read.

- F1 1. **HOW HAS _____ HELPED YOU?**
2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.)

- F2 1. **HOW HAVE YOU HELPED _____?**
2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.)

- F3 1. **HOW HAS _____ HELPED OTHERS?**
2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.)

- F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.)

Part Two:

Part Two of this process is run on *general* terminals only.

Ask the pc, "Tell me some things you think are wrong with you." (This is *not* listing and nulling.) Then find the general terminal connected with each thing pc gave, as in the following examples:

Example:

Auditor: "Tell me some things you think are wrong with you."
Pc: "My wife." (F)
(Auditor would run "a wife.")

Example:

Auditor: "Tell me some things you think are wrong with you."
Pc: "I'm impatient."
Auditor: "Can you think of somebody who was impatient?"
Pc: "My father." (sF)
(Auditor would run "a father.")

Example:

Auditor: "Tell me some things you think are wrong with you."
Pc: "I think I'm attenuated."
Auditor: "Did you ever know an attenuated person?"
Pc: "Yes, George James."
Auditor: (since this is a specific terminal and we want a general one)
"What was George James?"
Pc: "A loafer!" (LF)
(Auditor would run "a loafer.")

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

- F1 1. **HOW HAS _____ HELPED YOU?**
- 2. **HOW HAS _____ NOT HELPED YOU?**
(Run alternately to EP.) _____
- F2 1. **HOW HAVE YOU HELPED _____?**
- 2. **HOW HAVE YOU NOT HELPED _____?**
(Run alternately to EP.) _____
- F3 1. **HOW HAS _____ HELPED OTHERS?**
- 2. **HOW HAS _____ NOT HELPED OTHERS?**
(Run alternately to EP.) _____
- F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**
- 2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**
(Run alternately to EP.) _____



Part Three:

Part Three of this process is run on *general* terminals only.

Ask the pc, "Tell me what professions you have had in this lifetime." (This is *not* listing and nulling.) Note all reads as pc gives the professions.

Take each of these professions and ask the pc, "Tell me any persons or things that profession helped." Write these terminals down, noting any reads.

If any of the terminals pc gives are specific terminals (e.g., "Bill"), convert each one to a generalized form.

Right: "a husband"
Wrong: "Bill"
Wrong: "your husband"

Right: "an aunt"
Wrong: "Aunt Agatha"

For example, if the pc was a doctor by profession and says that the medical profession helped "Mrs. Wilson," find out what "Mrs. Wilson" is to the pc. Use what the pc describes "Mrs. Wilson" to be, e.g., "a hospital patient" or "a patient." The less adjectives the better. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

- F1 1. **HOW HAS _____ HELPED YOU?**
2. **HOW HAS _____ NOT HELPED YOU?**
(Run alternately to EP.) _____
- F2 1. **HOW HAVE YOU HELPED _____?**
2. **HOW HAVE YOU NOT HELPED _____?**
(Run alternately to EP.) _____
- F3 1. **HOW HAS _____ HELPED OTHERS?**
2. **HOW HAS _____ NOT HELPED OTHERS?**
(Run alternately to EP.) _____
- F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**
2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**
(Run alternately to EP.) _____



Part Four:

Take the list of reading professions or beingnesses that the pc gave in Part Three above.

On any that did not read, put in the Suppress and Invalidate buttons.

Run each reading profession in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.) _____

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.) _____

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.) _____

Part Five:

Part Five of this process is run on *general* terminals only.

Ask the pc, "Tell me any beingnesses you have tried to be or hope to be or once hoped to be, in this lifetime." (This is *not* listing and nulling.) Write these terminals down, noting any reads.

For instance, the pc wants to be a painter or wishes he were a painter or wishes he could be a painter again. The process would be run on "a painter," providing it reads on the meter.

If the pc says, "I wanted to be a singer" (F), run the process on "a singer."

If any of the terminals pc gives are specific terminals (e.g., "Bill"), convert each one to a generalized form.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.) _____

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.) _____

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.) _____

21. FIVE-WAY CONCEPT HELP

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

Write down a list of terminals found by folder study.

If any of these are specific terminals (e.g., "Bill"), convert each one to a generalized form.

For example, if the terminal is worded as "Bill," find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be "a husband" or "a mechanic" or some generalized terminal. Not "the works mechanic at Pulman" but "a works mechanic" or "a mechanic." The less adjectives the better. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are already in generalized form should simply be written down as they are and assessed on the meter.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.



Run each reading general terminal in the following process, in order of largest read.

1. **THINK OF A _____ HELPING YOU.**
2. **THINK OF YOU HELPING A _____.**
3. **THINK OF A _____ HELPING OTHERS.**
4. **THINK OF OTHERS HELPING A _____.**
5. **THINK OF A _____ HELPING A _____.**

(Run consecutively, i.e., 1,2,3,4,5,1,2,3, etc., to EP.) _____

22. **KNOW TO MYSTERY 5-WAY CONCEPT HELP**

(Ref: HCOB 16 June 60, HINTS ON RUNNING CASES WITH HELP
HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

- A. Using the Know to Mystery Scale as given in HCOB 25 Sept. 71RB, TONE SCALE IN FULL, assess the levels of the scale on a meter.

KNOW
NOT-KNOW
KNOW ABOUT
LOOK
PLUS EMOTION
MINUS EMOTION
EFFORT
THINK
SYMBOLS
EAT
SEX
MYSTERY
WAIT
UNCONSCIOUS
UNKNOWABLE

- B. Take the largest reading level and ask the pc, "Tell me some terminals that could represent _____." (This is *not* listing and nulling.) Note down the answers and the reads. If the pc gives any specific terminals (e.g., "Bill"), convert each one to a generalized form.

- C. Run the largest reading general terminal in the following process:

1. **THINK OF A _____ HELPING YOU.**
2. **THINK OF YOU HELPING A _____.**
3. **THINK OF A _____ HELPING OTHERS.**
4. **THINK OF OTHERS HELPING A _____.**
5. **THINK OF A _____ HELPING A _____.**

(Run consecutively, i.e., 1,2,3,4,5,1,2,3, etc., to EP.) _____



- D. Run all reading terminals per step C, in order of largest read.
On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- E. When all reading terminals have been run from the first level of the Know to Mystery Scale, repeat steps B, C and D until all reading levels of the Know to Mystery Scale have been handled. On any levels of the scale that are not reading put in the Suppress and Invalidate buttons.

23. HELP ON AUDITORS AND PCs

(Ref: HCOB 14 July 58, 20TH ACC TRAINING PROCEDURE
HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP
Tape: 6108C04, "Methodology of Auditing —Not-Doingness and Occlusion")

1. **THINK OF AN AUDITOR HELPING YOU.**
2. **THINK OF YOU HELPING AN AUDITOR.**
3. **THINK OF AN AUDITOR HELPING OTHERS.**
4. **THINK OF OTHERS HELPING AN AUDITOR.**
5. **THINK OF AN AUDITOR HELPING AN AUDITOR.**
6. **THINK OF YOURSELF AS AN AUDITOR HELPING YOURSELF.**
7. **THINK OF A PRECLEAR HELPING YOU.**
8. **THINK OF YOU HELPING A PRECLEAR.**
9. **THINK OF A PRECLEAR HELPING OTHERS.**
10. **THINK OF OTHERS HELPING A PRECLEAR.**
11. **THINK OF A PRECLEAR HELPING A PRECLEAR.**
12. **THINK OF YOURSELF AS A PRECLEAR HELPING YOURSELF.**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,9,10,11,12,1,2,3, etc., to EP.)

24. FORMULA 17

(Ref: HCOB 15 Dec. 60, PRESESSION 37)

Part One:

Assess the following list of terminals on the meter:

- a. a healer _____
- b. a hypnotist _____
- c. a spiritualist _____
- d. a psychologist _____
- e. a minister _____
- f. a religious family member _____
- g. a psychoanalyst _____
- h. a doctor _____



Add to the above list of terminals by asking the pc for any healing, religious or mystic type persons that he has been to or has been connected with. These can be either general terminals (e.g., "a priest") or specific persons (e.g., "Dr. Smith"). Write down any terminals pc gives, noting their reads.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **HOW COULD YOU FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP YOU?**

(Run alternately to EP.) _____

F2 1. **HOW COULD ANOTHER FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP ANOTHER?**

(Run alternately to EP.) _____

F3 1. **HOW COULD OTHERS FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP OTHERS?**

(Run alternately to EP.) _____

F0 1. **HOW COULD YOU FAIL TO HELP YOURSELF
BECAUSE OF _____?**

2. **HOW COULD _____ FAIL TO HELP YOU
BECAUSE OF YOURSELF?**

(Run alternately to EP.) _____

Part Two:

On any terminals that were run on the process in Part One, if the pc insisted that they *helped*, run each of those same terminals in the following process. There is no need to reassess those terminals for new meter reads, just run them in the same order that they were run in Part One.

F1 1. **HOW COULD YOU HELP _____?**

2. **HOW COULD _____ HELP YOU?**

(Run alternately to EP.) _____

F2 1. **HOW COULD ANOTHER HELP _____?**

2. **HOW COULD _____ HELP ANOTHER?**

(Run alternately to EP.) _____

F3 1. **HOW COULD OTHERS HELP _____?**

2. **HOW COULD _____ HELP OTHERS?**

(Run alternately to EP.) _____



F0 1. **HOW COULD YOU HELP YOURSELF BECAUSE OF _____ ?**

2. **HOW COULD _____ HELP YOU BECAUSE OF YOURSELF?**

(Run alternately to EP.) _____

25. HELP O/W

(Ref: HCOB 12 May 60, HELP PROCESSING)

F1 1. **WHAT HELP HAS ANOTHER GIVEN YOU?**

2. **WHAT HELP HAS ANOTHER NOT GIVEN YOU?**

(Run alternately to EP.) _____

F2 1. **WHAT HELP HAVE YOU GIVEN ANOTHER?**

2. **WHAT HELP HAVE YOU NOT GIVEN ANOTHER?**

(Run alternately to EP.) _____

F3 1. **WHAT HELP HAVE OTHERS GIVEN OTHERS?**

2. **WHAT HELP HAVE OTHERS NOT GIVEN OTHERS?**

(Run alternately to EP.) _____

F0 1. **WHAT HELP HAVE YOU GIVEN YOURSELF?**

2. **WHAT HELP HAVE YOU NOT GIVEN YOURSELF?**

(Run alternately to EP.) _____

26. HELP BRACKETS

(Ref: HCOB 28 July 58, CLEAR PROCEDURE)

Part One:

1. **HOW COULD YOU HELP YOURSELF?**

2. **HOW COULD YOU HELP ME?**

3. **HOW COULD I HELP YOU?**

4. **HOW COULD I HELP MYSELF?**

5. **HOW COULD YOU HELP ANOTHER PERSON?**

6. **HOW COULD I HELP ANOTHER PERSON?**

7. **HOW COULD ANOTHER PERSON HELP YOU?**

8. **HOW COULD ANOTHER PERSON HELP ME?**

9. **HOW COULD ANOTHER PERSON HELP ANOTHER PERSON?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,9,1,2, etc., to EP.) _____

Part Two:

Part Two is run on generalized terminals.

Write down a list of terminals culled from the pc's folder.

If any of these are specific terminals (e.g., "Bill"), convert each one to a generalized form. For example, if the terminal is worded as "Bill," find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be "a husband" or "a salesman" or some generalized terminal. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are *already* in generalized form should simply be written down as they are and assessed on the meter.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

1. **HOW COULD YOU HELP A _____?**
2. **HOW COULD A _____ HELP YOU?**
3. **HOW COULD ANOTHER PERSON HELP A _____?**
4. **HOW COULD A _____ HELP ANOTHER PERSON?**
5. **HOW COULD A _____ HELP ITSELF?**
6. **HOW COULD YOU HELP YOURSELF?**
7. **HOW COULD I HELP YOU?**
8. **HOW COULD YOU HELP ME?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,1,2, etc., to EP.) _____

27. **REGIMEN TWO**

(Ref: HCOB 26 Aug. 60, REGIMEN TWO)

F1 1. **WHAT MOTION HAS HELPED YOU?**

2. **WHAT MOTION HAS NOT HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **WHAT MOTION HAVE YOU HELPED?**

2. **WHAT MOTION HAVE YOU NOT HELPED?**

(Run alternately to EP.) _____



- F3 1. **WHAT MOTION HAS HELPED OTHERS?**
- 2. **WHAT MOTION HAS NOT HELPED OTHERS?**
(Run alternately to EP.) _____

- F0 1. **WHAT MOTION OF YOURS HAS HELPED YOU?**
- 2. **WHAT MOTION OF YOURS HAS NOT HELPED YOU?**
(Run alternately to EP.) _____

28. **RECALL A PROBLEM**
(Ref: HCOB 6 July 61, ROUTINE 1A)

- F1 **RECALL A PROBLEM YOU HAVE HAD WITH ANOTHER.**
(Run repetitively to EP.) _____

- F2 **RECALL A PROBLEM ANOTHER HAS HAD WITH YOU.**
(Run repetitively to EP.) _____

- F3 **RECALL A PROBLEM OTHERS HAVE HAD WITH OTHERS.**
(Run repetitively to EP.) _____

- F0 **RECALL A PROBLEM YOU HAVE HAD WITH YOURSELF.**
(Run repetitively to EP.) _____

29. **R2-34: DESCRIPTION PROCESSING**
(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-34)

- 1. **CAN YOU RECALL A PROBLEM WHICH CONCERNED YOU?**
(When the preclear does:) _____
- 2. **HOW DID IT SEEM TO YOU THEN?**
(When pc describes this:) _____
- 3. **HOW DOES IT SEEM TO YOU NOW?**
(Run 1,2,3,1,2,3,1, etc., to EP.) _____

30. **31 MAR. 60 PROBLEMS PROCESSES**
(Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM)

Part One:

- F1 1. **TELL ME YOUR PROBLEM.**
- 2. **WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?**
(Run alternately to EP.) _____



- F2 1. **TELL ME ANOTHER'S PROBLEM.**
2. **WHAT PART OF THAT PROBLEM COULD HE/SHE CONFRONT?**
(Run alternately to EP.) _____

- F3 1. **TELL ME A PROBLEM OF OTHERS'.**
2. **WHAT PART OF THAT PROBLEM COULD THEY CONFRONT?**
(Run alternately to EP.) _____

- F0 1. **TELL ME YOUR PROBLEM WITH YOURSELF.**
2. **WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?**
(Run alternately to EP.) _____

Part Two:

- F1 **WHAT PROBLEM COULD YOU CONFRONT?**
(Run repetitively to EP.) _____

- F2 **WHAT PROBLEM COULD ANOTHER CONFRONT?**
(Run repetitively to EP.) _____

- F3 **WHAT PROBLEM COULD OTHERS CONFRONT?**
(Run repetitively to EP.) _____

- F0 **WHAT PROBLEM IN OR ON YOURSELF COULD YOU CONFRONT?**
(Run repetitively to EP.) _____

Part Three:

- F1 1. **TELL ME YOUR PROBLEM.**
2. **WHAT PART OF THAT PROBLEM HAVE YOU BEEN RESPONSIBLE FOR?**
(Run alternately to EP.) _____

- F2 1. **TELL ME ANOTHER'S PROBLEM.**
2. **WHAT PART OF THAT PROBLEM HAS HE/SHE BEEN RESPONSIBLE FOR?**
(Run alternately to EP.) _____

- F3 1. **TELL ME A PROBLEM OF OTHERS.**
2. **WHAT PART OF THAT PROBLEM HAVE THEY BEEN RESPONSIBLE FOR?**
(Run alternately to EP.) _____



F0 1. TELL ME YOUR PROBLEM WITH YOURSELF.

2. WHAT PART OF THAT PROBLEM HAVE YOU BEEN RESPONSIBLE FOR?

(Run alternately to EP.)

Part Four:

NOTE: Clear the command for F1 of this process with both “have you been” and “might you have been” and run whichever reads best. Then use the same version (either “have you been” or “might you have been”) in clearing and running the remaining flows.

F1 WHAT PROBLEM HAVE YOU BEEN (MIGHT YOU HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F2 WHAT PROBLEM HAS ANOTHER BEEN (MIGHT ANOTHER HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F3 WHAT PROBLEM HAVE OTHERS BEEN (MIGHT OTHERS HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F0 WHAT PROBLEM WITH YOURSELF HAVE YOU BEEN (MIGHT YOU HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

Part Five:

F1 WHAT MOTION HAVE YOU BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F2 WHAT MOTION HAS ANOTHER BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F3 WHAT MOTION HAVE OTHERS BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F0 WHAT MOTION OF YOURS HAVE YOU BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)



Part Six:

F1 **WHAT TWO THINGS CAN YOU CONFRONT?**

(Run repetitively to EP.)

F2 **WHAT TWO THINGS CAN ANOTHER CONFRONT?**

(Run repetitively to EP.)

F3 **WHAT TWO THINGS CAN OTHERS CONFRONT?**

(Run repetitively to EP.)

F0 **WHAT TWO THINGS ABOUT YOURSELF CAN YOU CONFRONT?**

(Run repetitively to EP.)

31. **A CONFRONT PROCESS**

(Ref: Tape: 6109C19, "Q&A Period—Prehav, Sec Checks, ARC Break Process, Sec Check and Withholds")

Assess the following on a meter:

- a. confusion _____
- b. problem _____
- c. motion _____

On any item that is not reading, put in the Suppress and Invalidate buttons.

Run each reading item in the following process, in order of largest read.

F1 1. **WHAT _____ COULD YOU CONFRONT?**

2. **WHAT _____ WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.)

F2 1. **WHAT _____ COULD ANOTHER CONFRONT?**

2. **WHAT _____ WOULD ANOTHER RATHER NOT CONFRONT?**

(Run alternately to EP.)

F3 1. **WHAT _____ COULD OTHERS CONFRONT?**

2. **WHAT _____ WOULD OTHERS RATHER NOT CONFRONT?**

(Run alternately to EP.)

F0 1. **WHAT _____ ABOUT YOURSELF COULD YOU CONFRONT?**

2. **WHAT _____ ABOUT YOURSELF WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.)



32. **ROUTINE 1A PROBLEMS PROCESS**
(Ref: HCOB 6 July 61, ROUTINE 1A)

NOTE: The third question may be “What problem could another confront?” also, whichever checks out on meter. Establish this while clearing the commands.

1. **WHAT PROBLEM COULD YOU CONFRONT?**
2. **WHAT PROBLEM DON'T YOU HAVE TO CONFRONT?**
3. **WHAT PROBLEM SHOULD (COULD) ANOTHER CONFRONT?**
4. **WHAT PROBLEM WOULDN'T ANOTHER CONFRONT?**
5. **WHAT PROBLEM WOULD BE CONFRONTED BY OTHERS?**
6. **WHAT PROBLEM WOULDN'T OTHERS CONFRONT?**

(Run consecutively, i.e., 1,2,3,4,5,6,1,2, etc., to EP.) _____

33. **CONFRONT OF PROBLEMS AND SOLUTIONS TO PROBLEMS**
(Ref: HCOB 17 Mar. 60, STANDARDIZED SESSIONS)

Part One:

TELL ME A PROBLEM THAT AUDITING WOULD BE A SOLUTION TO.

(Run repetitively to EP.) _____

Part Two:

Ask pc if he has any chronic somatics with the question “Tell me any chronic somatics or psychosomatic illnesses you have.” (This is *not* Listing and Nulling.) Write these down, noting any reads as the pc answers.

For example, if pc says “a bad leg,” the auditor would run, “Tell me a problem a bad leg would be a solution to.”

On any chronic somatics or psychosomatic illnesses that are not reading, put in the Suppress and Invalidate buttons.

Run each reading chronic somatic and psychosomatic illness in the following process, in order of largest read.

TELL ME A PROBLEM THAT A _____ WOULD BE A SOLUTION TO.

(Run repetitively to EP.) _____

Part Three:

Using the assessment list of chronic somatics and psychosomatic illnesses made in Part Two above, take each one and ask the pc what *body parts* are involved. (This is *not* listing and nulling.) Write these body parts down, noting the read on each.

For example, if pc gave “an ulcer” as a psychosomatic illness and then said that the body part was “my stomach” (F), the auditor would run “a stomach” in the command. The command would be “What problem about a stomach could you confront?”

Do not attempt to run a condition (e.g., “arthritis”) in this Part Three process, only a body part.

On any body parts that are not reading, put in the Suppress and Invalidate buttons.

Run each reading body part in the following process, in order of largest read.

F1 **WHAT PROBLEM ABOUT A _____ COULD YOU CONFRONT?**

(Run repetitively to EP.) _____

F2 **WHAT PROBLEM ABOUT A _____ COULD ANOTHER CONFRONT?**

(Run repetitively to EP.) _____

F3 **WHAT PROBLEM ABOUT A _____ COULD OTHERS CONFRONT?**

(Run repetitively to EP.) _____

F0 **WHAT PROBLEM WITH YOURSELF ABOUT A _____ COULD YOU CONFRONT?**

(Run repetitively to EP.) _____

34. **WHO HAS PROBLEMS**

(Ref: Tape: 6108C22, “PTPs—Unknownnesses”)

Run the following command repetitively (*not* as a Listing and Nulling process):

WHO HAS PROBLEMS?

(Run repetitively to EP.) _____

35. **PROBLEMS—UNKNOWINGNESS**

(Ref: Tape: 6108C22, “PTPs—Unknownnesses”)

Run the following command repetitively (*not* as a Listing and Nulling process):

WHAT UNKNOWINGNESS EXISTS ABOUT PROBLEMS?

(Run repetitively to EP.) _____

36. **PROBLEM NOT PRESENT**
(Ref: Tape: 6108C22, "PTPs—Unknownnesses")

Run the following command repetitively (*not* as a Listing and Nulling process):

WHAT PROBLEM ISN'T PRESENT?

(Run repetitively to EP.)

37. **HAS V**
(Ref: HCOB 19 Jan. 61, ADDITIONAL HAS PROCESSES)

Part One:

F1 1. **GET THE IDEA OF SOLVING A PROBLEM.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F2 1. **GET THE IDEA OF ANOTHER SOLVING A PROBLEM.**

2. **GET THE IDEA OF ANOTHER NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F3 1. **GET THE IDEA OF OTHERS SOLVING A PROBLEM.**

2. **GET THE IDEA OF OTHERS NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F0 1. **GET THE IDEA OF SOLVING A PROBLEM WITH YOURSELF.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH YOURSELF.**

(Run alternately to EP.)

Part Two:

A. Look through the pc's folder for any terminals that the pc complains about having lots of problems with. Write these down.

These may be either specific terminals (e.g., "Bill") or general terminals (e.g., "a teacher"). Either form can be run in this process.

Assess the list of terminals on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

B. Ask the pc, "Tell me some people that you have had lots of problems with." (This is *not* Listing and Nulling.) Write down any terminals that the pc gives, noting their reads. These may be either specific or general terminals. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

C. Run each reading terminal from steps A and B in the following process, in order of largest read.

F1 1. **GET THE IDEA OF SOLVING A PROBLEM WITH _____.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH _____.**

(Run alternately to EP.) _____

F2 1. **GET THE IDEA OF _____ SOLVING A PROBLEM WITH YOU.**

2. **GET THE IDEA OF _____ NOT SOLVING A PROBLEM WITH YOU.**

(Run alternately to EP.) _____

F3 1. **GET THE IDEA OF _____ SOLVING A PROBLEM WITH OTHERS.**

2. **GET THE IDEA OF _____ NOT SOLVING A PROBLEM WITH OTHERS.**

(Run alternately to EP.) _____

F0 1. **GET THE IDEA OF SOLVING A PROBLEM WITH YOURSELF ABOUT _____ .**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH YOURSELF ABOUT _____.**

(Run alternately to EP.) _____

38. SOLUTION TO SOLUTIONS

(Ref: HCOB 3 May 59, SOLUTION TO SOLUTIONS)

F1 **WHAT SOLUTION COULD YOU MAKE STICK?**

(Run repetitively to EP.) _____

F2 **WHAT SOLUTION COULD ANOTHER MAKE STICK?**

(Run repetitively to EP.) _____

F3 **WHAT SOLUTION COULD OTHERS MAKE STICK?**

(Run repetitively to EP.) _____

F0 **WHAT SOLUTION CONCERNING YOURSELF COULD YOU MAKE STICK?**

(Run repetitively to EP.) _____



39. **PROBLEMS INTENSIVE**

(Ref: HCOB 27 Sept. 62, PROBLEMS INTENSIVE USE
HCOB 30 July 62, A SMOOTH HGC 25-HOUR INTENSIVE
HCOB 7 Sept. 78R, MODERN REPETITIVE PREPCHECKING
Tape: 6110C11, "Problems Intensive Assessment")

- 1. Get the pc to tell you any self-determined changes he has made this lifetime (only self-determined major changes). Write them down, with their reads. (This is *not* listing and nulling.) The question may be varied in order to get all different angles of changes as per tape 6110C11, "Problems Intensive Assessment." _____
- 2. Take the biggest reading change and locate the prior confusion to that change. _____
- 3. Having located the *time* of the prior confusion, predate it by a month. _____
- 4. Prepcheck "**SINCE** (date from step 3), (button)?" to EP. _____
- 5. Take the next largest reading change off the list made in step 1. Run it using steps 2-4 to EP. _____
- 6. Repeat step 5 until all reading changes are handled. On any changes that are not reading, put in the Suppress and Invalidate buttons. _____

40. **GRADE I QUAD**

(Ref: HCOB 19 Nov. 65, PROBLEMS PROCESS)

- 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.) _____
- 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.) _____
- 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.) _____



- 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.)
-

41. **GRADE I HAVINGNESS**

- F1 1. **THINK OF A SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F2 1. **THINK OF ANOTHER'S SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F3 1. **THINK OF THE SPACE OF OTHERS'.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F0 1. **THINK OF YOUR OWN SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

L. RON HUBBARD
Founder



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HCO BULLETIN OF 14 NOVEMBER 1987
Issue IV

Remimeo
Class II
Auditors
and above
C/Ses

(This HCOB gives the full list of processes for Expanded Grade II, assembled per HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP. It is to be run on all cases programmed for Expanded Grade II, effective immediately.)

**EXPANDED GRADE II
PROCESS CHECKLIST**

Refs:

Chart: Classification, Gradation And Awareness Chart
Of Levels & Certificates
Tape: 6607C26 "Classification Chart and Auditing"

Cancel:

BTB 15 Nov. 76 IV 0-IV EXPANDED GRADE PROCESSES
QUADS PART D, GRADE 2 PROCESSES

Modifies:

HCOB 5 Aug. 68 CHANGE OF COMMANDS
OVERT-MOTIVATOR SEQUENCE

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES) it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS)

Some of the processes on the checklist require that the auditor find terminals to use in the process commands. The following are references for use in finding terminals: HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO; HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA; HCOB 27 May 70R, UNREADING QUESTIONS AND ITEMS; HCOB 19 Aug. 59, HAS CO-AUDIT-FINDING TERMINALS; and HCOB 10 Nov. 60, FORMULA 13.



All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.

1. **RECALL A SECRET**

(Ref: PAB 146, PROCEDURE CCH HCOB 29 July 57, WITHHOLDS AND COMMUNICATION)

RECALL A SECRET.

(Run repetitively to EP.) _____

2. **CRITICISM STRAIGHTWIRE**

(Ref: HCOB 13 Oct. 59, A USEFUL PROCESS)

F1 1. **RECALL ANOTHER BEING CRITICAL OF YOU.**

2. **RECALL ANOTHER WITHHOLDING CRITICISM OF YOU.**

(Run alternately to EP.) _____

F2 1. **RECALL BEING CRITICAL OF ANOTHER.**

2. **RECALL WITHHOLDING CRITICISM OF ANOTHER.**

(Run alternately to EP.) _____

F3 1. **RECALL OTHERS BEING CRITICAL OF OTHERS.**

2. **RECALL OTHERS WITHHOLDING CRITICISM OF OTHERS.**

(Run alternately to EP.) _____

F0 1. **RECALL BEING CRITICAL OF YOURSELF.**

2. **RECALL WITHHOLDING CRITICISM OF YOURSELF.**

(Run alternately to EP.) _____

3. **SELECTED PERSONS OVERT-WITHHOLD STRAIGHTWIRE**

(Ref: HCOB 24 Feb. 59, SELECTED PERSONS OVERT-WITHHOLD STRAIGHTWIRE HCOB 3 July 59, GENERAL INFORMATION)

Wherever the pc has a misidentification or a fixated terminal on any dynamic, those terminals should be selected out for this process.

- A. Find any terminals the pc is fixated on by studying the pc's folder. Write down any such terminals. Assess the list of terminals on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.



- B. Ask the pc, “**Tell me any terminals your attention has been fixated on.**” (This is *not* listing and nulling.) Write down the terminals that the pc gives, noting their reads. On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- C. Run each reading terminal from steps A and B in the following process, in order of largest read.

NOTE: Clear the command for Flow 1 of this process with both “recall” and “think of” and run whichever reads best. Then use the same version (either “recall” or “think of”) in clearing and running the remaining flows.

F1 1. **RECALL (THINK OF) SOMETHING _____ HAS DONE TO YOU.**

2. **RECALL (THINK OF) SOMETHING _____ HAS WITHHELD FROM YOU.**

(Run alternately to EP.) _____

F2 1. **RECALL (THINK OF) SOMETHING YOU HAVE DONE TO _____.**

2. **RECALL (THINK OF) SOMETHING YOU HAVE WITHHELD FROM _____.**

(Run alternately to EP.) _____

F3 1. **RECALL (THINK OF) SOMETHING _____ HAS DONE TO OTHERS.**

2. **RECALL (THINK OF) SOMETHING _____ HAS WITHHELD FROM OTHERS.**

(Run alternately to EP.) _____

F0 1. **RECALL (THINK OF) SOMETHING YOU HAVE DONE TO YOURSELF BECAUSE OF _____.**

2. **RECALL (THINK OF) SOMETHING YOU HAVE WITHHELD FROM YOURSELF BECAUSE OF _____.**

(Run alternately to EP.) _____

4. **GENERAL OVERTS STRAIGHTWIRE**

(Ref: PAB 155, PROCESSES USED IN 21ST ACC HCOB 24 Feb. 59, SELECTED PERSONS OVERT-WITHHOLD STRAIGHTWIRE HCOB 3 Feb. 59, HGC CURRENT PROCEDURE)

NOTE: Do not run General Overts Straightwire until Selected Persons Overt-Withhold Straightwire is flat. (Ref: HCOB 24 Feb. 59)



Part One:

F1 **RECALL A TIME WHEN SOMEBODY DID SOMETHING TO YOU.**

(Run repetitively to EP.) _____

F2 **RECALL A TIME WHEN YOU DID SOMETHING TO SOMEBODY.**

(Run repetitively to EP.) _____

F3 **RECALL A TIME WHEN OTHERS DID SOMETHING TO OTHERS.**

(Run repetitively to EP.) _____

F0 **RECALL A TIME WHEN YOU DID SOMETHING TO YOURSELF BECAUSE OF SOMEBODY.**

(Run repetitively to EP.) _____

Part Two:

F1 **RECALL A TIME WHEN SOMETHING DID SOMETHING TO YOU.**

(Run repetitively to EP.) _____

F2 **RECALL A TIME WHEN YOU DID SOMETHING TO SOMETHING.**

(Run repetitively to EP.) _____

F3 **RECALL A TIME WHEN OTHERS DID SOMETHING TO SOMETHING.**

(Run repetitively to EP.) _____

F0 **RECALL A TIME WHEN YOU DID SOMETHING TO YOURSELF BECAUSE OF SOMETHING.**

(Run repetitively to EP.) _____

5. **REMEDY OF FIXED ATTENTION**

(Ref: HCOB 28 Feb. 59, ANALYSIS OF CASES)

Part One:

Ask the pc, **“Tell me any persons or things your attention has been fixed on lately.”** (This is *not* listing and nulling.) Write down the answers that the pc gives, noting their reads.

Both specific and general terminals can be run in this process. The items must be *terminals* (e.g., persons, body parts, etc.).

If the pc answers with a condition (e.g., “headache” or “arthritis” or “unhappiness”), ask for any terminals that are connected with it. Write these down, noting their reads.



On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

- F1 1. **RECALL A TIME WHEN _____ DID SOMETHING TO YOU.**
2. **RECALL A TIME WHEN _____ WITHHELD SOMETHING FROM YOU.**
(Run alternately to EP.) _____

- F2 1. **RECALL A TIME WHEN YOU DID SOMETHING TO _____ .**
2. **RECALL A TIME WHEN YOU WITHHELD SOMETHING FROM _____ .**
(Run alternately to EP.) _____

- F3 1. **RECALL A TIME WHEN _____ DID SOMETHING TO OTHERS.**
2. **RECALL A TIME WHEN _____ WITHHELD SOMETHING FROM OTHERS.**
(Run alternately to EP.) _____

- F0 1. **RECALL A TIME WHEN YOU DID SOMETHING TO YOURSELF BECAUSE OF _____ .**
2. **RECALL A TIME WHEN YOU WITHHELD SOMETHING FROM YOURSELF BECAUSE OF _____ .**
(Run alternately to EP.) _____

Part Two:

Ask the pc, **“Tell me any persons or things your attention has been fixed on in this life.”** (This is *not* listing and nulling.) Write down the answers that the pc gives, noting their reads.

Run each reading terminal in the following process, as per the instructions in Part One, in order of largest read.

- F1 1. **RECALL A TIME WHEN _____ DID SOMETHING TO YOU.**
2. **RECALL A TIME WHEN _____ WITHHELD SOMETHING FROM YOU.**
(Run alternately to EP.) _____

- F2 1. **RECALL A TIME WHEN YOU DID SOMETHING TO _____ .**



2. **RECALL A TIME WHEN YOU WITHHELD SOMETHING FROM _____.**

(Run alternately to EP.) _____

F3 1. **RECALL A TIME WHEN _____ DID SOMETHING TO OTHERS.**

2. **RECALL A TIME WHEN _____ WITHHELD SOMETHING FROM OTHERS.**

(Run alternately to EP.) _____

F0 1. **RECALL A TIME WHEN YOU DID SOMETHING TO YOURSELF BECAUSE OF _____.**

2. **RECALL A TIME WHEN YOU WITHHELD SOMETHING FROM YOURSELF BECAUSE OF _____.**

(Run alternately to EP.) _____

6. **UNIVERSE O/W**

(Ref: HCOB 5 Oct. 59, UNIVERSE PROCESSES)

Assess the following on a meter:

a. a thetan _____

b. a mind _____

c. a body _____

d. the physical universe _____

On any of the assessment items that are not reading, put in the Suppress and Invalidate buttons.

Run each reading item in the following process, in order of largest read.

F1 1. **RECALL SOMETHING _____ HAS DONE TO YOU.**

2. **RECALL SOMETHING _____ HAS WITHHELD FROM YOU.**

(Run alternately to EP.) _____

F2 1. **RECALL SOMETHING YOU HAVE DONE TO _____.**

2. **RECALL SOMETHING YOU HAVE WITHHELD FROM _____.**

(Run alternately to EP.) _____

F3 1. **RECALL SOMETHING _____ HAS DONE TO OTHERS.**

2. **RECALL SOMETHING _____ HAS WITHHELD FROM OTHERS.**

(Run alternately to EP.) _____



F0 1. **RECALL SOMETHING YOU HAVE DONE TO YOURSELF BECAUSE OF _____.**

2. **RECALL SOMETHING YOU HAVE WITHHELD FROM YOURSELF BECAUSE OF _____.**

(Run alternately to EP.) _____

7. **KNOW-TO-MYSTERY STRAIGHTWIRE**

(Ref: HCOB 17 Apr. 59, KNOW-TO-MYSTERY STRAIGHTWIRE FOR EXTREME CASES HCOB 25 Sept. 71RB, TONE SCALE IN FULL HCOB 24 Feb. 59, SELECTED PERSONS OVERT-WITHHOLD STRAIGHT-WIRE)

A. Using the Know-to-Mystery Scale as given in HCOB 25 Sept. 71RB, TONE SCALE IN FULL, take up the lowest level of the scale (unknownable) and ask the pc, **“Tell me some terminals that could represent _____.”** (This is *not* listing and nulling.) Write down the terminals, with their reads.

KNOW

NOT KNOW

KNOW ABOUT

LOOK

PLUS EMOTION

MINUS EMOTION

EFFORT

THINK

SYMBOLS

EAT

SEX

MYSTERY

WAIT

UNCONSCIOUS

UNKNOWABLE

B. Select the terminal with the largest read and run it in the following process:



- F1 1. **RECALL SOMETHING _____ HAS DONE TO YOU.**
 2. **RECALL SOMETHING _____ HAS WITHHELD FROM YOU.**
 (Run alternately to EP.) _____
- F2 1. **RECALL SOMETHING YOU HAVE DONE TO _____.**
 2. **RECALL SOMETHING YOU HAVE WITHHELD FROM _____ .**
 (Run alternately to EP.) _____
- F3 1. **RECALL SOMETHING _____ HAS DONE TO OTHERS.**
 2. **RECALL SOMETHING _____ HAS WITHHELD FROM OTHERS.**
 (Run alternately to EP.) _____
- F0 1. **RECALL SOMETHING YOU HAVE DONE TO YOURSELF BECAUSE OF _____ .**
 2. **RECALL SOMETHING YOU HAVE WITHHELD FROM YOURSELF BECAUSE OF _____ .**
 (Run alternately to EP.) _____

- C. Repeat step B, running the next largest reading terminal from the list. Continue until each reading terminal has been run to EP. On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- D. Repeat step A, assessing for terminals on the next level of the scale (unconscious).
- E. Repeat steps B and C.

Continue as above until all levels of the Know-to-Mystery Scale have been handled.

8. **R2-25: VIEWPOINT**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-25)

Part One:

- F1 **GIVE ME SOME THINGS WHICH IT WOULD BE COMFORTABLE FOR YOU TO LOOK AT.**
 (Run repetitively to EP.) _____
- F2 **GIVE ME SOME THINGS WHICH IT WOULD BE COMFORTABLE FOR ANOTHER TO LOOK AT.**
 (Run repetitively to EP.) _____



F3 GIVE ME SOME THINGS WHICH IT WOULD BE COMFORTABLE FOR OTHERS TO LOOK AT.

(Run repetitively to EP.)

F0 GIVE ME SOME THINGS IN OR ON YOURSELF IT WOULD BE COMFORTABLE FOR YOU TO LOOK AT.

(Run repetitively to EP.)

Part Two:

F1 GIVE ME SOME EMOTIONS IT WOULD BE ALL RIGHT FOR YOU TO LOOK AT.

(Run repetitively to EP.)

F2 GIVE ME SOME EMOTIONS IT WOULD BE ALL RIGHT FOR ANOTHER TO LOOK AT.

(Run repetitively to EP.)

F3 GIVE ME SOME EMOTIONS IT WOULD BE ALL RIGHT FOR OTHERS TO LOOK AT.

(Run repetitively to EP.)

F0 GIVE ME SOME EMOTIONS OF YOURS IT WOULD BE ALL RIGHT FOR YOU TO LOOK AT.

(Run repetitively to EP.)

Part Three:

F1 GIVE ME SOME EFFORTS IT WOULD BE ALL RIGHT FOR YOU TO LOOK AT.

(Run repetitively to EP.)

F2 GIVE ME SOME EFFORTS IT WOULD BE ALL RIGHT FOR ANOTHER TO LOOK AT.

(Run repetitively to EP.)

F3 GIVE ME SOME EFFORTS IT WOULD BE ALL RIGHT FOR OTHERS TO LOOK AT.

(Run repetitively to EP.)

F0 GIVE ME SOME EFFORTS OF YOURS IT WOULD BE ALL RIGHT FOR YOU TO LOOK AT.

(Run repetitively to EP.)



9. **R2-25: VIEWPOINT ARC STRAIGHTWIRE**
(Ref: *Book: Creation of Human Ability*, Section on Route 2, R2-25)

Part One:

F1 **WHO WOULD IT BE ALL RIGHT TO HAVE LIKE YOU?**

(Run repetitively to EP.) _____

F2 **WHO WOULD IT BE ALL RIGHT FOR YOU TO LIKE?**

(Run repetitively to EP.) _____

F3 **WHO WOULD IT BE ALL RIGHT FOR OTHERS TO
HAVE LIKE THEM?**

(Run repetitively to EP.) _____

F0 **WHAT WOULD IT BE ALL RIGHT FOR YOU TO LIKE
IN OR ON YOURSELF?**

(Run repetitively to EP.) _____

Part Two:

F1 **WHO WOULD IT BE ALL RIGHT TO HAVE AGREE
WITH YOU?**

(Run repetitively to EP.) _____

F2 **WHO WOULD IT BE ALL RIGHT FOR YOU TO AGREE
WITH?**

(Run repetitively to EP.) _____

F3 **WHO WOULD IT BE ALL RIGHT FOR OTHERS TO
HAVE AGREE WITH THEM?**

(Run repetitively to EP.) _____

F0 **WHAT WOULD IT BE ALL RIGHT FOR YOU TO
AGREE WITH IN OR ON YOURSELF?**

(Run repetitively to EP.) _____

Part Three:

F1 **WHO WOULD IT BE ALL RIGHT TO HAVE
COMMUNICATE WITH YOU?**

(Run repetitively to EP.) _____

F2 **WHO WOULD IT BE ALL RIGHT FOR YOU TO
COMMUNICATE WITH?**

(Run repetitively to EP.) _____

F3 **WHO WOULD IT BE ALL RIGHT FOR OTHERS TO
HAVE COMMUNICATE WITH THEM?**

(Run repetitively to EP.) _____

F0 **WHAT WOULD IT BE ALL RIGHT FOR YOU TO
COMMUNICATE WITH IN OR ON YOURSELF?**

(Run repetitively to EP.) _____



10. REVELATION PROCESS X1

(Ref: HCOB 8 Mar. 62, THE BAD "AUDITOR")

1. **WHAT COULD YOU CONFRONT?**
2. **WHAT WOULD YOU PERMIT ANOTHER TO REVEAL?**
3. **WHAT MIGHT ANOTHER CONFRONT?**
4. **WHAT MIGHT ANOTHER PERMIT YOU TO REVEAL?**
5. **WHAT WOULD YOU RATHER NOT CONFRONT?**
6. **WHAT WOULD YOU RATHER NOT HAVE ANOTHER REVEAL?**
7. **WHAT MIGHT ANOTHER HATE TO CONFRONT?**
8. **WHAT MIGHT ANOTHER OBJECT TO YOUR REVEALING?**
9. **WHAT SHOULD BE CONFRONTED?**
10. **WHAT SHOULDN'T ANYONE EVER HAVE TO CONFRONT?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,9,10, 1,2,3,4, etc., to EP.)

11. CONTINUOUS CONFRONT

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

- F1
1. **WHAT COULD YOU CONTINUE TO CONFRONT?**
 2. **WHAT WOULD YOU RATHER NOT CONTINUE TO CONFRONT?**

(Run alternately to EP.)

- F2
1. **WHAT COULD ANOTHER CONTINUE TO CONFRONT?**
 2. **WHAT WOULD ANOTHER RATHER NOT CONTINUE TO CONFRONT?**

(Run alternately to EP.)

- F3
1. **WHAT COULD OTHERS CONTINUE TO CONFRONT?**
 2. **WHAT WOULD OTHERS RATHER NOT CONTINUE TO CONFRONT?**

(Run alternately to EP.)

- F0
1. **WHAT COULD YOU CONTINUE TO CONFRONT IN OR ON YOURSELF?**
 2. **WHAT WOULD YOU RATHER NOT CONTINUE TO CONFRONT IN OR ON YOURSELF?**

(Run alternately to EP.)



12. **ADDITIONAL HAS PROCESSES—HAS VIII**
(Ref: HCOB 19 Jan. 61, ADDITIONAL HAS PROCESSES)

Part One:

F1 1. **GET THE IDEA OF ANOTHER MAKING YOU FRIENDLY.**

2. **GET THE IDEA OF ANOTHER MAKING YOU UNFRIENDLY.**

(Run alternately to EP.) _____

F2 1. **GET THE IDEA OF YOU MAKING ANOTHER FRIENDLY.**

2. **GET THE IDEA OF YOU MAKING ANOTHER UNFRIENDLY.**

(Run alternately to EP.) _____

F3 1. **GET THE IDEA OF OTHERS MAKING OTHERS FRIENDLY.**

2. **GET THE IDEA OF OTHERS MAKING OTHERS UNFRIENDLY.**

(Run alternately to EP.) _____

F0 1. **GET THE IDEA OF MAKING YOURSELF FRIENDLY.**

2. **GET THE IDEA OF MAKING YOURSELF UNFRIENDLY.**

(Run alternately to EP.) _____

Part Two:

Write down a list of terminals found by folder study. These can be either general terminals *or* specific persons.

Assess the list of terminals on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **GET THE IDEA OF _____ MAKING YOU FRIENDLY.**

2. **GET THE IDEA OF _____ MAKING YOU UNFRIENDLY.**

(Run alternately to EP.) _____

F2 1. **GET THE IDEA OF YOU MAKING _____ FRIENDLY.**

2. **GET THE IDEA OF YOU MAKING _____ UNFRIENDLY.**

(Run alternately to EP.) _____



F3 1. **GET THE IDEA OF _____ MAKING OTHERS FRIENDLY.**

2. **GET THE IDEA OF _____ MAKING OTHERS UNFRIENDLY.**

(Run alternately to EP.) _____

F0 1. **GET THE IDEA OF MAKING YOURSELF FRIENDLY BECAUSE OF _____.**

2. **GET THE IDEA OF MAKING YOURSELF UNFRIENDLY BECAUSE OF _____.**

(Run alternately to EP.) _____

13. **'ORRIBLE FATES**

(Ref: Operational Bulletin 9, 19 Dec. 55)

TELL ME SOME HORRIBLE FATES.

(Run repetitively to EP.) _____

14. **DYNAMIC ASSESSMENT (FOR USE ON DYNAMIC STRAIGHTWIRE AND MELBOURNE 3 PROCESSES)**

(Ref: HCOB 6 Mar. 59, HOW TO DO A DIAGNOSIS ON DYNAMIC STRAIGHTWIRE STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959)

The following assessment is to be done in order to get terminals for running in process 15, DYNAMIC STRAIGHTWIRE, and process 16, MELBOURNE 3. This step is complete when one has done the assessment and gotten the reading terminals. One then proceeds with process 15.

Do a Dynamic Assessment on each dynamic as follows, using the question "Tell me some things that would represent _____." (This is *not* listing and nulling.) For example, on the first dynamic ask, "Tell me some things that would represent yourself." Note reads on all items the preclear gives.

a. self

b. sex

c. family

d. children

e. groups

f. mankind

g. the animal kingdom

h. birds

i. beasts

j. fish

k. vegetables

l. trees

m. growing things

n. matter

o. energy

p. space

q. time

r. spirits

s. souls

t. gods

u. God



The auditor is only looking for daffiness in the preclear's answers, and a sensible answer the auditor does not pay much attention to. For example, the auditor says, "Tell me some things that would represent yourself." And the preclear says, "Represent myself? Oh, that's very, very easy—a tree." Get your ballpoint busy at that point and write down "tree," noting any read. Even if the pc answers "toothbrush" write that down too. The proper answer, of course, is "myself." It's just as simple as that. The more a case is daffy along a dynamic the more attention you pay to it. If it looks daffy to you, and is reading, it should be run.

If the preclear gives you the perfect representation all the way down the line like a little wound-up doll, that preclear is giving you an intellectual response. If this happens, do the Dynamic Assessment as above again. The second time through, the preclear is likely to trip on something. If the preclear gives an answer and then it looks funny to him and he changes it, that's fine. There is nothing wrong with letting the preclear correct himself.

The daffy items found can be either specific or general terminals, but they must be *terminals*. If the pc gives a condition or a significance item, ask him what terminals (persons, body parts, etc.) are connected with it and note their reads as the pc answers.

(Complete assessment as above.) _____

15. DYNAMIC STRAIGHTWIRE

(Ref: STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959)

Run each reading daffy terminal from the Dynamic Assessment above in the following process, in order of largest read.

On any daffy terminals that are not reading, put in the Suppress and Invalidate buttons.

F1 1. **THINK OF SOMETHING _____ HAS DONE TO YOU.**

2. **THINK OF SOMETHING _____ HAS WITHHELD FROM YOU.**

(Run alternately to EP.) _____

F2 1. **THINK OF SOMETHING YOU HAVE DONE TO _____.**

2. **THINK OF SOMETHING YOU HAVE WITHHELD FROM _____.**

(Run alternately to EP.) _____

F3 1. **THINK OF SOMETHING _____ HAS DONE TO OTHERS.**

2. **THINK OF SOMETHING _____ HAS WITHHELD FROM OTHERS.**

(Run alternately to EP.) _____

F0 1. **THINK OF SOMETHING YOU HAVE DONE TO YOURSELF BECAUSE OF _____.**

2. **THINK OF SOMETHING YOU HAVE WITHHELD FROM YOURSELF BECAUSE OF _____.**

(Run alternately to EP.) _____



16. **MELBOURNE 3**

(Ref: HCOB 4 Dec. 59, ALLOWED PROCESSES 1ST MELBOURNE ACC)

Take the list of terminals found in the Dynamic Assessment above and reassess the list.

On any terminals that are not now reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

- F1 1. **WHAT PART OF A _____ COULD YOU CONFRONT?**
2. **WHAT PART OF A _____ WOULD YOU RATHER NOT CONFRONT?**
(Run alternately to EP.) _____
- F2 1. **WHAT PART OF A _____ COULD ANOTHER CONFRONT?**
2. **WHAT PART OF A _____ WOULD ANOTHER RATHER NOT CONFRONT?**
(Run alternately to EP.) _____
- F3 1. **WHAT PART OF A _____ COULD OTHERS CONFRONT?**
2. **WHAT PART OF A _____ WOULD OTHERS RATHER NOT CONFRONT?**
(Run alternately to EP.) _____
- F0 1. **WHAT ABOUT YOURSELF COULD YOU CONFRONT BECAUSE OF A _____ ?**
2. **WHAT ABOUT YOURSELF WOULD YOU RATHER NOT CONFRONT BECAUSE OF A _____?**
(Run alternately to EP.) _____

17. **WITHHOLD PROCESS**

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

- F1 **WHAT COULD ANOTHER WITHHOLD FROM YOU?**
(Run repetitively to EP.) _____
- F2 **WHAT COULD YOU WITHHOLD FROM ANOTHER?**
(Run repetitively to EP.) _____
- F3 **WHAT COULD OTHERS WITHHOLD FROM OTHERS?**
(Run repetitively to EP.) _____



F0 WHAT COULD YOU WITHHOLD FROM YOURSELF?

(Run repetitively to EP.) _____

18. WORRY PROCESS

(Ref: HCOB 22 Dec. 60, O/W, A LIMITED THEORY)

Part One:

1. **GET THE IDEA OF WORRYING SOMETHING.**
2. **GET THE IDEA OF NOT WORRYING SOMETHING.**
3. **GET THE IDEA OF SOMETHING BEING WORRISOME.**
(Run consecutively, i.e., 1,2,3,1,2,3,1, etc., to EP.) _____

Part Two:

- F1
1. **GET THE IDEA OF SOMETHING ATTACKING YOU.**
 2. **GET THE IDEA OF SOMETHING NOT ATTACKING YOU.**
(Run alternately to EP.) _____

- F2
1. **GET THE IDEA OF ATTACKING SOMETHING.**
 2. **GET THE IDEA OF NOT ATTACKING SOMETHING.**
(Run alternately to EP.) _____

- F3
1. **GET THE IDEA OF SOMETHING ATTACKING OTHERS.**
 2. **GET THE IDEA OF SOMETHING NOT ATTACKING OTHERS.**
(Run alternately to EP.) _____

- F0
1. **GET THE IDEA OF ATTACKING YOURSELF.**
 2. **GET THE IDEA OF NOT ATTACKING YOURSELF.**
(Run alternately to EP.) _____

19. REVELATION PROCESS X2

(Ref: HCOB 15 Mar. 62, SUPPRESSORS)

1. **WHAT WOULDN'T YOU WANT ANOTHER TO PRESENT?**
2. **WHAT WOULDN'T ANOTHER WANT YOU TO PRESENT?**
3. **WHAT HAVE YOU PRESENTED?**
4. **WHAT HAS ANOTHER PRESENTED?**
(Run consecutively, i.e., 1,2,3,4,1,2,3,4,1, etc., to EP.) _____



20. CAUSE/WITHHOLD PROCESS

(Ref: HCOB 28 Jan. 60, THE KEY TO ALL CASES — RESPONSIBILITY
HCOB 21 Jan. 60, RESPONSIBILITY)

This process can be run on either specific terminals (e.g., “Bill”) or general terminals (e.g., “a painter”).

Make a list of terminals from the pc’s folder and assess them on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **WHAT COULD _____ ADMIT CAUSING YOU?**

2. **THINK OF SOMETHING _____ COULD WITHHOLD FROM YOU.**

(Run alternately to EP.) _____

F2 1. **WHAT COULD YOU ADMIT CAUSING _____?**

2. **THINK OF SOMETHING YOU COULD WITHHOLD FROM _____.**

(Run alternately to EP.) _____

F3 1. **WHAT COULD _____ ADMIT CAUSING OTHERS?**

2. **THINK OF SOMETHING _____ COULD WITHHOLD FROM OTHERS.**

(Run alternately to EP.) _____

F0 1. **WHAT COULD YOU ADMIT CAUSING YOURSELF BECAUSE OF _____?**

2. **THINK OF SOMETHING YOU COULD WITHHOLD FROM YOURSELF BECAUSE OF _____.**

(Run alternately to EP.) _____

21. COMMUNICATION REHAB PROCESS

(Ref: PAB 146, PROCEDURE CCH HCOB 29 July 57, WITHHOLDS AND COMMUNICATION)

Part One:

From folder study, make a list of valences, paying great attention to those the preclear has considered unimportant or has been very slow to divulge (in sessions or in earlier assessments for terminals).

This process can be run on either specific terminals (e.g., “Bill”) or general terminals (e.g., “a painter”).



Assess the list of terminals on a meter, noting reads. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 THINK OF SOMETHING _____ MIGHT WITHHOLD FROM YOU.

(Run repetitively to EP.) _____

F2 THINK OF SOMETHING YOU MIGHT WITHHOLD FROM _____.

(Run repetitively to EP.) _____

F3 THINK OF SOMETHING _____ MIGHT WITHHOLD FROM OTHERS.

(Run repetitively to EP.) _____

F0 THINK OF SOMETHING YOU MIGHT WITHHOLD FROM YOURSELF BECAUSE OF _____.

(Run repetitively to EP.) _____

Part Two:

Make up a list of body parts, including sexual parts and any body parts with known psychosomatic difficulties. Assess the list on a meter. On any body parts that are not reading, put in the Suppress and Invalidate buttons.

NOTE: The body parts from this list should be run in order of largest read, with the exception of the sexual body parts or areas of obvious psychosomatic difficulties—those should be run *last*.

Run in the following process:

F1 THINK OF SOMETHING THAT _____ MIGHT WITHHOLD FROM YOU.

(Run repetitively to EP.) _____

F2 THINK OF SOMETHING YOU MIGHT WITHHOLD FROM _____.

(Run repetitively to EP.) _____

F3 THINK OF SOMETHING THAT _____ MIGHT WITHHOLD FROM OTHERS.

(Run repetitively to EP.) _____

F0 THINK OF SOMETHING YOU MIGHT WITHHOLD FROM YOURSELF BECAUSE OF _____.

(Run repetitively to EP.) _____



22. FLOW PROCESS

(Ref: HCOB 25 Jan. 62, FLOW PROCESS)

F1 1. **WHAT HAS ANOTHER MADE YOU OUTFLOW?**

2. **WHAT HAS ANOTHER MADE YOU WITHHOLD?**

3. **WHAT HAS ANOTHER MADE YOU INFLOW?**

4. **WHAT HAS ANOTHER MADE YOU HOLD OFF?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

F2 1. **WHAT HAVE YOU MADE ANOTHER OUTFLOW?**

2. **WHAT HAVE YOU MADE ANOTHER WITHHOLD?**

3. **WHAT HAVE YOU MADE ANOTHER INFLOW?**

4. **WHAT HAVE YOU MADE ANOTHER HOLD OFF?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

F3 1. **WHAT HAVE OTHERS MADE OTHERS OUTFLOW?**

2. **WHAT HAVE OTHERS MADE OTHERS WITHHOLD?**

3. **WHAT HAVE OTHERS MADE OTHERS INFLOW?**

4. **WHAT HAVE OTHERS MADE OTHERS HOLD OFF?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

F0 1. **WHAT HAVE YOU MADE YOURSELF OUTFLOW?**

2. **WHAT HAVE YOU MADE YOURSELF WITHHOLD?**

3. **WHAT HAVE YOU MADE YOURSELF INFLOW?**

4. **WHAT HAVE YOU MADE YOURSELF HOLD OFF?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) _____

23. O/W PROCESSES

(Ref: HCOB 12 July 64, MORE ON O/Ws)

Part One:

F1 **TELL ME SOME THINGS YOU THINK ANOTHER SHOULD NOT HAVE DONE TO YOU.**

(Run repetitively to EP.) _____

F2 **TELL ME SOME THINGS YOU THINK YOU SHOULD NOT HAVE DONE TO ANOTHER.**

(Run repetitively to EP.) _____



F3 TELL ME SOME THINGS OTHERS THINK THEY SHOULD NOT HAVE DONE TO OTHERS.

(Run repetitively to EP.)

F0 TELL ME SOME THINGS YOU THINK YOU SHOULD NOT HAVE DONE TO YOURSELF.

(Run repetitively to EP.)

Part Two:

F1 TELL ME WHAT ANOTHER HAS DONE TO YOU THAT GOT HIM/HER INTO TROUBLE.

(Run repetitively to EP.)

F2 TELL ME WHAT YOU'VE DONE TO ANOTHER THAT GOT YOU INTO TROUBLE.

(Run repetitively to EP.)

F3 TELL ME WHAT OTHERS HAVE DONE TO OTHERS THAT GOT THEM INTO TROUBLE.

(Run repetitively to EP.)

F0 TELL ME WHAT YOU HAVE DONE TO YOURSELF THAT GOT YOU INTO TROUBLE.

(Run repetitively to EP.)

Part Three:

F1 WHAT WOULDN'T ANOTHER DO OVER AGAIN TO YOU?

(Run repetitively to EP.)

F2 WHAT WOULDN'T YOU DO OVER AGAIN TO ANOTHER?

(Run repetitively to EP.)

F3 WHAT WOULDN'T OTHERS DO OVER AGAIN TO OTHERS?

(Run repetitively to EP.)

F0 WHAT WOULDN'T YOU DO OVER AGAIN TO YOURSELF?

(Run repetitively to EP.)

Part Four:

F1 WHAT ARE SOME THINGS A PERSON SHOULDN'T SAY TO YOU?

(Run repetitively to EP.)



F2 WHAT ARE SOME THINGS YOU SHOULDN'T SAY TO A PERSON?

(Run repetitively to EP.)

F3 WHAT ARE SOME THINGS OTHERS SHOULDN'T SAY TO OTHERS?

(Run repetitively to EP.)

F0 WHAT ARE SOME THINGS YOU SHOULDN'T SAY TO YOURSELF?

(Run repetitively to EP.)

Part Five:

F1 WHAT GETS ANOTHER INTO TROUBLE WITH YOU?

(Run repetitively to EP.)

F2 WHAT GETS YOU INTO TROUBLE WITH ANOTHER?

(Run repetitively to EP.)

F3 WHAT GETS OTHERS INTO TROUBLE WITH OTHERS?

(Run repetitively to EP.)

F0 WHAT GETS YOU INTO TROUBLE WITH YOURSELF?

(Run repetitively to EP.)

Part Six:

F1 WHAT HAS ANOTHER DONE TO YOU THAT HE/SHE REGRETS?

(Run repetitively to EP.)

F2 WHAT HAVE YOU DONE TO ANOTHER THAT YOU REGRET?

(Run repetitively to EP.)

F3 WHAT HAVE OTHERS DONE TO OTHERS THAT THEY REGRET?

(Run repetitively to EP.)

F0 WHAT HAVE YOU DONE TO YOURSELF THAT YOU REGRET?

(Run repetitively to EP.)

Part Seven:

F1 WHAT HAS ANOTHER SAID TO YOU THEY WISH THEY HADN'T?

(Run repetitively to EP.)



F2 WHAT HAVE YOU SAID TO ANOTHER YOU WISH YOU HADN'T?

(Run repetitively to EP.) _____

F3 WHAT HAVE OTHERS SAID TO OTHERS THEY WISH THEY HADN'T?

(Run repetitively to EP.) _____

F0 WHAT HAVE YOU SAID TO YOURSELF YOU WISH YOU HADN'T?

(Run repetitively to EP.) _____

Part Eight:

F1 WHAT HAS ANOTHER ADVISED YOU TO DO?

(Run repetitively to EP.) _____

F2 WHAT HAVE YOU ADVISED ANOTHER TO DO?

(Run repetitively to EP.) _____

F3 WHAT HAVE OTHERS ADVISED OTHERS TO DO?

(Run repetitively to EP.) _____

F0 WHAT HAVE YOU ADVISED YOURSELF TO DO?

(Run repetitively to EP.) _____

24. REGIMEN 6 O/W

(Ref: HCOB 6 Oct. 60R, THIRTY-SIX NEW PRESESSIONS)

Ask the pc, **“Tell me some terminals that could represent the 6th dynamic.”** (This is *not* listing and nulling.) Write down the terminals that the pc gives, noting their reads.

Both specific terminals (e.g., “Joe”) and general terminals (e.g., “a singer”) can be run in this process.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Take the largest reading terminal and run it in each of the sets of commands below (Part One, Part Two *and* Part Three). Do this with all reading terminals, in order of largest read.

Part One:

F1 1. GET THE IDEA OF _____ DOING SOMETHING TO YOU.

2. GET THE IDEA OF _____ WITHHOLDING SOMETHING FROM YOU.

(Run alternately to EP.) _____



- F2 1. **GET THE IDEA OF DOING SOMETHING TO _____.**
2. **GET THE IDEA OF WITHHOLDING SOMETHING FROM _____.**
(Run alternately to EP.) _____
- F3 1. **GET THE IDEA OF _____ DOING SOMETHING TO OTHERS.**
2. **GET THE IDEA OF _____ WITHHOLDING SOMETHING FROM OTHERS.**
(Run alternately to EP.) _____
- F0 1. **GET THE IDEA OF DOING SOMETHING TO YOURSELF BECAUSE OF _____.**
2. **GET THE IDEA OF WITHHOLDING SOMETHING FROM YOURSELF BECAUSE OF _____.**
(Run alternately to EP.) _____

Part Two:

- F1 1. **WHAT HAS _____ DONE TO YOU?**
2. **WHAT HAS _____ WITHHELD FROM YOU?**
(Run alternately to EP.) _____
- F2 1. **WHAT HAVE YOU DONE TO _____?**
2. **WHAT HAVE YOU WITHHELD FROM _____?**
(Run alternately to EP.) _____
- F3 1. **WHAT HAS _____ DONE TO OTHERS?**
2. **WHAT HAS _____ WITHHELD FROM OTHERS?**
(Run alternately to EP.) _____
- F0 1. **WHAT HAVE YOU DONE TO YOURSELF BECAUSE OF _____?**
2. **WHAT HAVE YOU WITHHELD FROM YOURSELF BECAUSE OF _____?**
(Run alternately to EP.) _____

Part Three:

- F1 1. **GET THE IDEA OF _____ HAVING DONE SOMETHING TO YOU.**
2. **GET THE IDEA OF _____ HAVING WITHHELD SOMETHING FROM YOU.**
(Run alternately to EP.) _____



- F2 1. **GET THE IDEA OF HAVING DONE SOMETHING TO _____.**
2. **GET THE IDEA OF HAVING WITHHELD SOMETHING FROM _____.**
 (Run alternately to EP.) _____

- F3 1. **GET THE IDEA OF _____ HAVING DONE SOMETHING TO OTHERS.**
2. **GET THE IDEA OF _____ HAVING WITHHELD SOMETHING FROM OTHERS.**
 (Run alternately to EP.) _____

- F0 1. **GET THE IDEA OF HAVING DONE SOMETHING TO YOURSELF BECAUSE OF _____.**
2. **GET THE IDEA OF HAVING WITHHELD SOMETHING FROM YOURSELF BECAUSE OF _____.**
 (Run alternately to EP.) _____

25. **O/W PROCESS ON PROBLEM PERSONS**
 (Ref: HCOB 14 Apr. 60, NEW PE DATA)

Ask the pc, **“Tell me some persons you have problems about.”** (This is *not* listing and nulling.) Write down the terminals that the pc gives, noting their reads.

Both specific terminals (e.g., “Joe”) and general terminals (e.g., “a singer”) can be run in this process.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

- F1 1. **WHAT HAS _____ DONE TO YOU?**
2. **WHAT HAS _____ WITHHELD FROM YOU?**
 (Run alternately to EP.) _____

- F2 1. **WHAT HAVE YOU DONE TO _____?**
2. **WHAT HAVE YOU WITHHELD FROM _____?**
 (Run alternately to EP.) _____

- F3 1. **WHAT HAS _____ DONE TO OTHERS?**
2. **WHAT HAS _____ WITHHELD FROM OTHERS?**
 (Run alternately to EP.) _____

- F0 1. **WHAT HAVE YOU DONE TO YOURSELF BECAUSE OF _____?**
2. **WHAT HAVE YOU WITHHELD FROM YOURSELF BECAUSE OF _____?**
 (Run alternately to EP.) _____



26. **RESPONSIBILITY PROCESS**

(Ref: HCOB 14 Apr. 60, NEW PE DATA)

F1 **WHAT PART OF YOUR LIFE HAS ANOTHER BEEN RESPONSIBLE FOR?**

(Run repetitively to EP.) _____

F2 **WHAT PART OF ANOTHER'S LIFE HAVE YOU BEEN RESPONSIBLE FOR?**

(Run repetitively to EP.) _____

F3 **WHAT PART OF OTHERS' LIVES HAVE OTHERS BEEN RESPONSIBLE FOR?**

(Run repetitively to EP.) _____

F0 **WHAT PART OF YOUR LIFE HAVE YOU BEEN RESPONSIBLE FOR?**

(Run repetitively to EP.) _____

27. **BEST RESPONSIBILITY PROCESS**

(Ref: HCOB 4 Feb. 60, THEORY OF RESPONSIBILITY PROCESSING)

Part One:

A. Ask the pc, **"Tell me any area of your life where you cannot do."** (This is *not* listing and nulling.) Write down the areas that the pc gives, noting their reads.

B. Select the largest reading area and ask the pc, **"Tell me any terminals that represent _____."** Write down the answers and note the reads. (This is *not* listing and nulling.)

Both specific terminals (e.g., "Joe") and general terminals (e.g., "a singer") can be run in this process.

C. Starting with the largest reading terminal from step B, run in the following process:

F1 1. **WHAT HAS _____ DONE TO YOU?**

2. **WHAT HAS _____ WITHHELD FROM YOU?**

(Run alternately to EP.) _____

F2 1. **WHAT HAVE YOU DONE TO _____?**

2. **WHAT HAVE YOU WITHHELD FROM _____?**

(Run alternately to EP.) _____

F3 1. **WHAT HAS _____ DONE TO OTHERS?**

2. **WHAT HAS _____ WITHHELD FROM OTHERS?**

(Run alternately to EP.) _____



F0 1. **WHAT HAVE YOU DONE TO YOURSELF BECAUSE OF _____?**

2. **WHAT HAVE YOU WITHHELD FROM YOURSELF BECAUSE OF _____?**

(Run alternately to EP.) _____

D. Run all reading terminals per step C, in order of largest read. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

E. Continue with steps B through D until all reading terminals have been exhausted from each reading area. On any areas from step A that are not reading, put in the Suppress and Invalidate buttons.

Part Two:

A. Ask the pc, **“Tell me any area of your life where you are having trouble.”** (This is *not* listing and nulling.) Write down the areas that the pc gives, noting their reads.

B. Select the largest reading area and ask the pc, **“Tell me any terminals that represent _____.”** Write down the answers and note the reads. (This is *not* listing and nulling.)

Both specific terminals (e.g., “Joe”) and general terminals (e.g., “a singer”) can be run in this process.

C. Starting with the largest reading terminal from step B, run in the following process:

F1 1. **WHAT HAS _____ DONE TO YOU?**

2. **WHAT HAS _____ WITHHELD FROM YOU?**

(Run alternately to EP.) _____

F2 1. **WHAT HAVE YOU DONE TO _____?**

2. **WHAT HAVE YOU WITHHELD FROM _____?**

(Run alternately to EP.) _____

F3 1. **WHAT HAS _____ DONE TO OTHERS?**

2. **WHAT HAS _____ WITHHELD FROM OTHERS?**

(Run alternately to EP.) _____

F0 1. **WHAT HAVE YOU DONE TO YOURSELF BECAUSE OF _____?**

2. **WHAT HAVE YOU WITHHELD FROM YOURSELF BECAUSE OF _____?**

(Run alternately to EP.) _____



- D. Run all reading terminals per step C, in order of largest read. On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- E. Continue with steps B through D until all reading terminals have been exhausted from each reading area. On any areas from step A that are not reading, put in the Suppress and Invalidate buttons.

Part Three:

- A. Ask the pc, **“Tell me any area where you cannot take responsibility.”** (This is *not* listing and nulling.) Write down the areas that the pc gives, noting their reads.
- B. Select the largest reading area and ask the pc, **“Tell me any terminals that represent _____.”** Write down the answers and note the reads. (This is *not* listing and nulling.)

Both specific terminals (e.g., “Joe”) and general terminals (e.g., “a singer”) can be run in this process.

- C. Starting with the largest reading terminal from step B, run in the following process:

F1 1. **WHAT HAS _____ DONE TO YOU?**

2. **WHAT HAS _____ WITHHELD FROM YOU?**
(Run alternately to EP.) _____

F2 1. **WHAT HAVE YOU DONE TO _____?**

2. **WHAT HAVE YOU WITHHELD FROM _____?**
(Run alternately to EP.) _____

F3 1. **WHAT HAS _____ DONE TO OTHERS?**

2. **WHAT HAS _____ WITHHELD FROM OTHERS?**
(Run alternately to EP.) _____

F0 1. **WHAT HAVE YOU DONE TO YOURSELF BECAUSE OF _____?**

2. **WHAT HAVE YOU WITHHELD FROM YOURSELF BECAUSE OF _____?**
(Run alternately to EP.) _____



- D. Run all reading terminals per step C, in order of largest read. On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- E. Continue with steps B through D until all reading terminals have been exhausted from each reading area. On any areas from step A that are not reading, put in the Suppress and Invalidate buttons.

28. **R2-61: GOOD AND EVIL**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-61)

Part One:

The basic auditing commands are:

1. **SPOT A PLACE WHERE YOU DECIDED TO BE GOOD.**

2. **NOW SPOT A SPOT IN THIS ROOM.**

Having given these two commands, the process is continued in this way:

3. **SPOT THE PLACE AGAIN.**

4. **SPOT A SPOT IN THIS ROOM.**

5. **SPOT THE SPOT AGAIN WHERE YOU DECIDED TO BE GOOD.**

6. **SPOT A SPOT IN THIS ROOM.**

Run 5,6,5,6,5,6, etc., until all comm lag is gone for that one distant spot where the decision was made to be good. Then:

1A. **NOW FIND ANOTHER SPOT WHERE YOU DECIDED TO BE GOOD.**

2A. **SPOT A SPOT IN THIS ROOM.**

3A. **SPOT THE PLACE AGAIN.**

4A. **SPOT A SPOT IN THIS ROOM.**

5A. **SPOT THE SPOT AGAIN WHERE YOU DECIDED TO BE GOOD.**

6A. **SPOT A SPOT IN THIS ROOM.**

Run 5A,6A,5A,6A, etc., until all comm lag is gone.

Repeat 1A to 6A and so on until many spots are “cleared” and EP is reached.

(Run as above, to EP.)



Part Two:

1. **SPOT A PLACE WHERE ANOTHER PERSON DECIDED TO BE GOOD.**
2. **NOW SPOT A SPOT IN THIS ROOM.**

Having given these two commands, the process is continued in this way:

3. **SPOT THE PLACE AGAIN.**
4. **SPOT A SPOT IN THIS ROOM.**
5. **SPOT THE SPOT AGAIN WHERE THAT PERSON DECIDED TO BE GOOD.**
6. **SPOT A SPOT IN THIS ROOM.**

Run 5,6,5,6,5,6, etc., until all comm lag is gone for that one distant spot where the decision was made by another to be good. Then:

- 1A. **NOW FIND ANOTHER SPOT WHERE ANOTHER PERSON DECIDED TO BE GOOD.**
- 2A. **SPOT A SPOT IN THIS ROOM.**
- 3A. **SPOT THE PLACE AGAIN.**
- 4A. **SPOT A SPOT IN THIS ROOM.**
- 5A. **SPOT THE SPOT AGAIN WHERE THAT PERSON DECIDED TO BE GOOD.**
- 6A. **SPOT A SPOT IN THIS ROOM.**

Run 5A,6A,5A,6A, etc., until all comm lag is gone.

Repeat 1A to 6A and so on until many spots are “cleared” and EP is reached.

(Run as above, to EP.)

Part Three:

1. **SPOT A PLACE WHERE YOU DECIDED YOU WERE EVIL.**
2. **NOW SPOT A SPOT IN THIS ROOM.**



Having given these two commands, the process is continued in this way:

3. **SPOT THE PLACE AGAIN.**
4. **SPOT A SPOT IN THIS ROOM.**
5. **SPOT THE SPOT AGAIN WHERE YOU DECIDED YOU WERE EVIL.**
6. **SPOT A SPOT IN THIS ROOM.**

Run 5,6,5,6,5,6, etc., until all comm lag is gone for that one distant spot where the pc made the decision that he/she was evil. Then:

- 1A. **NOW FIND ANOTHER SPOT WHERE YOU DECIDED YOU WERE EVIL.**
- 2A. **SPOT A SPOT IN THIS ROOM.**
- 3A. **SPOT THE PLACE AGAIN.**
- 4A. **SPOT A SPOT IN THIS ROOM.**
- 5A. **SPOT THE SPOT AGAIN WHERE YOU DECIDED YOU WERE EVIL.**
- 6A. **SPOT A SPOT IN THIS ROOM.**

Run 5A,6A,5A,6A, etc., until all comm lag is gone.

Repeat 1A to 6A and so on until many spots are “cleared” and EP is reached.

(Run as above, to EP.)

Part Four:

1. **SPOT A PLACE WHERE ANOTHER PERSON DECIDED HE/SHE WAS EVIL.**

2. **NOW SPOT A SPOT IN THIS ROOM.**

Having given these two commands, the process is continued in this way:

3. **SPOT THE PLACE AGAIN.**
4. **SPOT A SPOT IN THIS ROOM.**
5. **SPOT THE SPOT AGAIN WHERE THAT PERSON DECIDED HE/SHE WAS EVIL.**



6. SPOT A SPOT IN THIS ROOM.

Run 5,6,5,6,5,6, etc., until all comm lag is gone for that one distant spot where the other person decided he/she was evil. Then:

1A. NOW FIND ANOTHER SPOT WHERE ANOTHER PERSON DECIDED HE/SHE WAS EVIL.

2A. SPOT A SPOT IN THIS ROOM.

3A. SPOT THE PLACE AGAIN.

4A. SPOT A SPOT IN THIS ROOM.

5A. SPOT THE SPOT AGAIN WHERE THAT PERSON DECIDED HE/SHE WAS EVIL.

6A. SPOT A SPOT IN THIS ROOM.

Run 5A,6A,5A,6A, etc., until all comm lag is gone.

Repeat 1A to 6A and so on until many spots are “cleared” and EP is reached.

(Run as above, to EP.) _____

Part Five:

POINT OUT SOME UNKNOWN EVILS.

(Run repetitively to EP.) _____

Part Six:

POINT OUT WHAT OTHER PEOPLE WOULD FIND AN UNKNOWN EVIL.

(Run repetitively to EP.) _____

29. LOCATIONAL RESPONSIBILITY

(Ref: *Scientology: Clear Procedure, Issue One, Dec. 57, Section “Step Five, Pc Versus MEST”*)

1. YOU LOOK AROUND HERE AND FIND SOMETHING YOU COULD BE RESPONSIBLE FOR.

2. YOU LOOK AROUND HERE AND FIND SOMETHING YOU DON'T HAVE TO BE RESPONSIBLE FOR.

3. YOU LOOK AROUND HERE AND FIND SOMETHING YOU WOULD PERMIT SOMEBODY ELSE TO BE RESPONSIBLE FOR.

(Run consecutively, i.e., 1,2,3,1,2,3,1, etc., to EP.) _____



30. CONFESSIONAL PROCESSING

The preclear's auditing on Expanded Grade II must include Confessional processing, including a Joburg, done at an appropriate point during the Grade.

Johannesburg Confessional List _____
(Ref: HCO PL 7 Apr. 61RC, Confessional Form 1RA,
JOHANNESBURG CONFESSIONAL LIST)

Any other Confessional forms, as programed by the C/S:

31. GRADE II QUAD
(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.) _____



32. **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.)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



1. **R2-65: ALTERATION**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-65)

Part One:

F1 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE SOME ENERGY IN THIS UNIVERSE?

(Run repetitively to EP.) _____

F2 CAN YOU RECALL A TIME WHEN ANOTHER FAILED TO CHANGE SOME ENERGY IN THIS UNIVERSE?

(Run repetitively to EP.) _____

F3 CAN YOU RECALL A TIME WHEN OTHERS FAILED TO CHANGE SOME ENERGY IN THIS UNIVERSE?

(Run repetitively to EP.) _____

F0 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE SOME ENERGY OF YOUR OWN?

(Run repetitively to EP.) _____

Part Two:

F1 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE SOME SPACE?

(Run repetitively to EP.) _____

F2 CAN YOU RECALL A TIME WHEN ANOTHER FAILED TO CHANGE SOME SPACE?

(Run repetitively to EP.) _____

F3 CAN YOU RECALL A TIME WHEN OTHERS FAILED TO CHANGE SOME SPACE?

(Run repetitively to EP.) _____

F0 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE SOME SPACE OF YOUR OWN?

(Run repetitively to EP.) _____

Part Three:

F1 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE A BODY?

(Run repetitively to EP.) _____

F2 CAN YOU RECALL A TIME WHEN ANOTHER FAILED TO CHANGE A BODY?

(Run repetitively to EP.) _____

F3 CAN YOU RECALL A TIME WHEN OTHERS FAILED TO CHANGE A BODY?

(Run repetitively to EP.) _____

F0 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE YOUR OWN BODY?

(Run repetitively to EP.) _____

Part Four:

F1 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE A MEMORY?

(Run repetitively to EP.) _____

F2 CAN YOU RECALL A TIME WHEN ANOTHER FAILED TO CHANGE A MEMORY?

(Run repetitively to EP.) _____

F3 CAN YOU RECALL A TIME WHEN OTHERS FAILED TO CHANGE A MEMORY?

(Run repetitively to EP.) _____

F0 CAN YOU RECALL A TIME WHEN YOU FAILED TO CHANGE A MEMORY OF YOUR OWN?

(Run repetitively to EP.) _____

Part Five:

F1 CAN YOU RECALL A TIME WHEN YOU SUCCESSFULLY CHANGED SOMETHING?

(Run repetitively to EP.) _____

F2 CAN YOU RECALL A TIME WHEN ANOTHER SUCCESSFULLY CHANGED SOMETHING?

(Run repetitively to EP.) _____

F3 CAN YOU RECALL A TIME WHEN OTHERS SUCCESSFULLY CHANGED SOMETHING?

(Run repetitively to EP.) _____

F0 CAN YOU RECALL A TIME WHEN YOU SUCCESSFULLY CHANGED SOMETHING OF YOUR OWN?

(Run repetitively to EP.) _____

Part Six:

CAN YOU RECALL A TIME OF CHANGE?

(Run repetitively to EP.) _____

2. **ARC BREAK STRAIGHTWIRE PROCESS**

(Ref: HCOB 22 Dec. 58, NEW HGC PROCESS
HCOB 3 Feb. 59, HGC CURRENT PROCEDURE
HCOB 4 June 58, RUNNING VALENCES
HCOB 27 May 63, CAUSE OF ARC BREAKS)



Part One:

F1 1. **RECALL AN ARC BREAK YOU HAD WITH ANOTHER.**

2. **WHEN?**

(Run alternately to EP.)

F2 1. **RECALL AN ARC BREAK ANOTHER HAD WITH YOU.**

2. **WHEN?**

(Run alternately to EP.)

F3 1. **RECALL AN ARC BREAK OTHERS HAD WITH OTHERS.**

2. **WHEN?**

(Run alternately to EP.)

F0 1. **RECALL AN ARC BREAK YOU HAD WITH YOURSELF.**

2. **WHEN?**

(Run alternately to EP.)

Part Two:

This process is run on contrasurvival valences.

Ask the pc, **“TELL ME SOME TERMINALS THAT PHYSICALLY INJURED YOU, IN THIS LIFETIME OR ON THE PAST TRACK.”** (This is *not* listing and nulling.) Write down all terminals pc gives, with their reads.

These can be either general terminals (e.g., “a soldier”) or specific persons (e.g., “Joe”).

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **RECALL AN ARC BREAK YOU HAD WITH _____.**

2. **WHEN?**

(Run alternately to EP.)

F2 1. **RECALL AN ARC BREAK _____ HAD WITH YOU.**

2. **WHEN?**

(Run alternately to EP.)



F3 1. **RECALL AN ARC BREAK _____ HAD WITH OTHERS.**

2. **WHEN?**

(Run alternately to EP.) _____

F0 1. **RECALL AN ARC BREAK YOU HAD WITH YOURSELF BECAUSE OF _____.**

2. **WHEN?**

(Run alternately to EP.) _____

Part Three:

NOTE: When clearing the second command of this process, clear it with both “perceived” and “seen” in the command, noting the reads. Use the version that reads best.

1. **WHAT ATTITUDE WAS NOT RECEIVED?**

2. **WHAT REALITY WAS NOT PERCEIVED (SEEN)?**

3. **WHAT COMMUNICATION WAS NOT ACKNOWLEDGED?**

(Run consecutively, i.e., 1,2,3,1,2,3,1, etc., to EP.) _____

Part Four:

In this part, the process is run on charged prefixes.

Assess the following subjects on the meter. The C/S is to add other subjects to this list specifically pertaining to the pc’s auditing and life. For example, if the pc has had Dianetics auditing the subject “engrams” could be added to the list.

Auditing _____

Past lives _____

An organization _____

Take the best reading item and use it as a prefix in each command of the following process. For example, if “auditing” reads, the command would be “In auditing, what attitude was not received?” The items must be worded as prefixes, e.g., “On engrams,” “On past lives,” “In an organization.”

Run this process using each reading prefix, in order of largest read.

NOTE: When clearing the second command of this process, clear it with both “perceived” and “seen” in the command, noting the reads. Use the version that reads best.

1. **(prefix), WHAT ATTITUDE WAS NOT RECEIVED?**

2. **(prefix), WHAT REALITY WAS NOT PERCEIVED (SEEN)?**

3. **(prefix), WHAT COMMUNICATION WAS NOT ACKNOWLEDGED?**

(Run consecutively, i.e., 1,2,3,1,2,3,1, etc., to EP.)

3. **CHANGE PROCESS**

(Ref: *Ability Major 6, 1955*)

F1 1. **WHAT DO YOU WANT CHANGED?**

2. **WHAT DO YOU WANT UNCHANGED?**

(Run alternately to EP.)

F2 1. **WHAT DOES ANOTHER WANT CHANGED?**

2. **WHAT DOES ANOTHER WANT UNCHANGED?**

(Run alternately to EP.)

F3 1. **WHAT DO OTHERS WANT CHANGED?**

2. **WHAT DO OTHERS WANT UNCHANGED?**

(Run alternately to EP.)

F0 1. **WHAT DO YOU WANT CHANGED ABOUT YOURSELF?**

2. **WHAT DO YOU WANT UNCHANGED ABOUT YOURSELF?**

(Run alternately to EP.)

4. **R2-50: CHANGING MINDS**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-50)

Both auditor and pc are ambulant for this process.

1. **WALK OVER TO THIS SPOT.**

(Auditor indicates a spot to the pc.)

2. **NOW DECIDE YOU HAVE TO APPEAR THERE.**

3. **NOW CHANGE YOUR MIND AND DECIDE YOU HAVE TO DISAPPEAR THERE.**

4. **NOW CHANGE YOUR MIND AND DECIDE YOU HAVE TO APPEAR THERE.**

(Run 1,2,3,4,1,2,3,4, etc. Auditor selects a new spot in 1 each time. Run consecutively to EP.)

5. **R2-63: ACCEPT-REJECT**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-63)



NOTE: If your preclear keeps putting conditions of change into everything before he can accept it, you must persuade him to find things he can accept without changing them.

Part One:

1. **FIND SOMETHING ABOUT YOURSELF WHICH YOU CAN ACCEPT.**
2. **FIND SOMETHING ELSE ABOUT YOURSELF WHICH YOU CAN ACCEPT.**

(Give the first command, then run second command repetitively to EP.)

Part Two:

1. **FIND SOMETHING ABOUT YOURSELF YOU CAN REJECT.**
2. **FIND SOMETHING ELSE ABOUT YOURSELF YOU CAN REJECT.**

(Give the first command, then run second command repetitively to EP.)

Part Three:

1. **FIND SOMETHING IN THIS ROOM YOU CAN ACCEPT.**
2. **FIND SOMETHING ELSE IN THIS ROOM YOU CAN ACCEPT.**

(Give the first command, then run second command repetitively to EP.)

Part Four:

1. **FIND SOMETHING IN THIS ROOM YOU CAN REJECT.**
2. **FIND SOMETHING ELSE IN THIS ROOM YOU CAN REJECT.**

(Give the first command, then run second command repetitively to EP.)

Part Five:

1. **FIND SOMETHING ABOUT THIS UNIVERSE YOU CAN ACCEPT.**
2. **FIND SOMETHING ELSE ABOUT THIS UNIVERSE YOU CAN ACCEPT.**

(Give the first command, then run second command repetitively to EP.)

Part Six:

1. **FIND SOMETHING IN THIS UNIVERSE YOU CAN REJECT.**
2. **FIND SOMETHING ELSE IN THIS UNIVERSE YOU CAN REJECT.**

(Give the first command, then run second command repetitively to EP.) _____

6. **DISAGREEMENT CHECK**
(Ref: HCOB 22 Mar. 72RA, DISAGREEMENT CHECK)

Do all steps of the Disagreement Check per HCOB 22 Mar. 72RA. The C/S adds to the list assessed in Step Two of the rundown so that it includes subjects from the pc's own life, profession, etc. The rundown is taken to F/Ning list per Step Nine of its procedure, with pc free of disagreements on the subjects handled. _____

7. **R2-68: INCOMPREHENSIBILITY**
(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-68)

F1 SPOT SOMETHING INCOMPREHENSIBLE.

(Run repetitively to EP.) _____

F2 SPOT SOMETHING INCOMPREHENSIBLE TO ANOTHER.

(Run repetitively to EP.) _____

F3 SPOT SOMETHING INCOMPREHENSIBLE TO OTHERS.

(Run repetitively to EP.) _____

F0 SPOT SOMETHING INCOMPREHENSIBLE ABOUT YOURSELF.

(Run repetitively to EP.) _____

8. **CHANGE PROCESSES**
(Ref: HCOB 27 Apr. 61, CHANGE PROCESSES)

NOTE: Clear the first command of this process with both "Think of" and "Get the idea of," and use the best reading version (either "Think of" or "Get the idea of") in clearing the remaining commands and running the process.

Part One:

1. **THINK (GET THE IDEA) OF CHANGING YOURSELF.**
2. **THINK (GET THE IDEA) OF ANOTHER CHANGING HIMSELF.**
3. **THINK (GET THE IDEA) OF CHANGING ANOTHER.**
4. **THINK (GET THE IDEA) OF ANOTHER TRYING TO CHANGE YOU.**

5. **THINK (GET THE IDEA) OF ANOTHER TRYING TO CHANGE ANOTHER.**
 6. **THINK (GET THE IDEA) OF NOT CHANGING YOURSELF.**
 7. **THINK (GET THE IDEA) OF ANOTHER NOT CHANGING HIMSELF.**
 8. **THINK (GET THE IDEA) OF NOT CHANGING ANOTHER.**
 9. **THINK (GET THE IDEA) OF ANOTHER NOT CHANGING YOU.**
 10. **THINK (GET THE IDEA) OF ANOTHER NOT CHANGING ANOTHER.**
- (Run consecutively, i.e., 1,2,3,4,5,6,7, 8,9,10,1,2,3,4,5, etc., to EP.)
-

Part Two:

- F1 1. **HOW HAS ANOTHER CHANGED YOU?**
2. **HOW HAS ANOTHER FAILED TO CHANGE YOU?**
(Run alternately to EP.)
-
- F2 1. **HOW HAVE YOU CHANGED ANOTHER?**
2. **HOW HAVE YOU FAILED TO CHANGE ANOTHER?**
(Run alternately to EP.)
-
- F3 1. **HOW HAVE OTHERS CHANGED OTHERS?**
2. **HOW HAVE OTHERS FAILED TO CHANGE OTHERS?**
(Run alternately to EP.)
-
- F0 1. **HOW HAVE YOU CHANGED YOURSELF?**
2. **HOW HAVE YOU FAILED TO CHANGE YOURSELF?**
(Run alternately to EP.)
-

Part Three:

1. **HOW HAVE YOU TRIED TO CHANGE YOURSELF?**
 2. **HOW HAVE YOU TRIED TO CHANGE ANOTHER?**
 3. **HOW HAS ANOTHER TRIED TO CHANGE YOU?**
 4. **HOW HAS ANOTHER TRIED TO CHANGE HIMSELF?**
 5. **HOW HAS ANOTHER TRIED TO CHANGE ANOTHER?**
- (Run consecutively, i.e., 1,2,3,4,5,1,2,3, etc., to EP.)
-



Part Four:

NOTE: Clear the first command of this process with both “Think of” and “Get the idea of,” and use the best reading version (either “Think of” or “Get the idea of”) in clearing the remaining commands and running the process.

1. **THINK (GET THE IDEA) OF SOMETHING CHANGING.**
2. **THINK (GET THE IDEA) OF SOMETHING FAILING TO CHANGE.**
3. **THINK (GET THE IDEA) OF CHANGING SOMEBODY.**
4. **THINK (GET THE IDEA) OF FAILING TO CHANGE SOMEBODY.**

(Run consecutively, i.e., 1,2,3,4,1,2,3,4,1, etc., to EP.) _____

Part Five:

NOTE: Clear the first command of F1 with both “Think of” and “Get the idea of,” and use the best reading version (either “Think of” or “Get the idea of”) in clearing and running the remaining commands.

- F1
1. **THINK (GET THE IDEA) OF ANOTHER CHANGING YOU.**
 2. **THINK (GET THE IDEA) OF ANOTHER FAILING TO CHANGE YOU.**

(Run alternately to EP.) _____

- F2
1. **THINK (GET THE IDEA) OF CHANGING ANOTHER.**
 2. **THINK (GET THE IDEA) OF FAILING TO CHANGE ANOTHER.**

(Run alternately to EP.) _____

- F3
1. **THINK (GET THE IDEA) OF OTHERS CHANGING OTHERS.**
 2. **THINK (GET THE IDEA) OF OTHERS FAILING TO CHANGE OTHERS.**

(Run alternately to EP.) _____

- F0
1. **THINK (GET THE IDEA) OF CHANGING YOURSELF.**



2. **THINK (GET THE IDEA) OF FAILING TO CHANGE YOURSELF.**

(Run alternately to EP.) _____

Part Six:

1. **RECALL A CHANGE.**

2. **RECALL A FAILURE TO CHANGE.**

(Run alternately to EP.) _____

9. **CHANGE/LEAVE UNCHANGED**

(Ref: PAB 69, SIX LEVELS OF PROCESSING, Issue 7)

F1 1. **WHAT COULD CHANGE YOU?**

2. **WHAT WOULD LEAVE YOU UNCHANGED?**

(Run alternately to EP.) _____

F2 1. **WHAT COULD YOU CHANGE?**

2. **WHAT WOULD YOU LEAVE UNCHANGED?**

(Run alternately to EP.) _____

F3 1. **WHAT COULD CHANGE OTHERS?**

2. **WHAT WOULD LEAVE OTHERS UNCHANGED?**

(Run alternately to EP.) _____

F0 1. **WHAT COULD YOU CHANGE ABOUT YOURSELF?**

2. **WHAT WOULD YOU LEAVE UNCHANGED ABOUT YOURSELF?**

(Run alternately to EP.) _____

10. **CHANGE, NO CHANGE AND FAILED CHANGE**

(Ref: HCOB 30 Apr. 61R, CHANGE BRACKETS AND COMMANDS)

Part One:

Assess: a. Somebody _____

b. Something _____

Use whichever falls most on the meter in the following bracket:

1. **HOW HAVE YOU CHANGED _____?**

2. **HOW HAS _____ TRIED TO CHANGE YOU?**

3. **HOW HAS _____ CHANGED ANOTHER?**

4. **HOW HAS ANOTHER CHANGED _____?**



5. **HOW HAS _____ CHANGED?**
6. **WHAT HAVE YOU NOT CHANGED?**
7. **WHAT HAS NOT CHANGED YOU?**
8. **WHAT HAS NOT CHANGED _____?**
9. **WHAT HAS _____ NOT CHANGED?**
10. **WHAT HAS NOT CHANGED SELF?**
11. **WHAT HAVE YOU FAILED TO CHANGE?**
12. **WHAT HAS FAILED TO CHANGE YOU?**
13. **WHAT HAS _____ FAILED TO CHANGE?**
14. **WHAT HAS FAILED TO CHANGE _____?**
15. **WHAT HAS FAILED TO CHANGE SELF?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,
9,10,11,12,13,14,15,1,2,3,4,5,6, etc., to EP.) _____

Part Two:

1. **WHAT CHANGE HAVE YOU AVOIDED?**
2. **WHAT CHANGE HAVE YOU SOUGHT?**
3. **WHAT NO-CHANGE HAVE YOU AVOIDED?**
4. **WHAT NO-CHANGE HAVE YOU SOUGHT?**
5. **WHAT FAILED CHANGE HAVE YOU AVOIDED?**
6. **WHAT FAILED CHANGE HAVE YOU SOUGHT?**

(Run consecutively, i.e., 1,2,3,4,5,6,1,2,3,4, etc., to EP.) _____

Part Three:

1. **RECALL A CHANGE.**
2. **RECALL A NO-CHANGE.**
3. **RECALL A FAILED CHANGE.**

(Run consecutively, i.e., 1,2,3,1,2,3,1, etc., to EP.) _____

Part Four:

NOTE: Clear the first command of this process with both “Think of” and “Get the idea of,” and use the best reading version (either “Think of” or “Get the idea of”) in clearing the remaining commands and running the process.



1. **THINK (GET THE IDEA) OF A CHANGE.**
2. **THINK (GET THE IDEA) OF A NO-CHANGE.**
3. **THINK (GET THE IDEA) OF A FAILED CHANGE.**
(Run consecutively, i.e., 1,2,3,1,2,3,1,2, etc., to EP.) _____

11. ORIGINATIONS

(Ref: HCOB 15 Oct. 58, ACC CLEAR PROCEDURE)

Part One:

- F1 1. **WHAT ORIGIN OF YOURS HAS ANOTHER MISHANDLED?**
2. **RECALL A TIME WHEN YOU WERE PLEASED WITH THAT PERSON.**
(Run alternately to EP.) _____

- F2 1. **WHAT ORIGIN OF ANOTHER HAVE YOU MISHANDLED?**
2. **RECALL A TIME WHEN THAT PERSON WAS PLEASED WITH YOU.**
(Run alternately to EP.) _____

- F3 1. **WHAT ORIGIN OF OTHERS HAVE OTHERS MISHANDLED?**
2. **RECALL A TIME WHEN THEY WERE PLEASED WITH THEM.**
(Run alternately to EP.) _____

- F0 1. **WHAT ORIGIN OF YOUR OWN HAVE YOU MISHANDLED?**
2. **RECALL A TIME WHEN YOU WERE PLEASED WITH YOURSELF.**
(Run alternately to EP.) _____

Part Two:

- F1 **WHAT ORIGIN OF YOURS HAS ANOTHER HANDLED PROPERLY?**
(Run repetitively to EP.) _____

- F2 **WHAT ORIGIN OF ANOTHER HAVE YOU HANDLED PROPERLY?**
(Run repetitively to EP.) _____

- F3 **WHAT ORIGIN OF OTHERS HAVE OTHERS HANDLED PROPERLY?**
(Run repetitively to EP.) _____



F0 WHAT ORIGIN OF YOUR OWN HAVE YOU HANDLED PROPERLY?

(Run repetitively to EP.)

12. GRADE III QUAD—R3H

(Ref: HCOB 6 Aug. 68, R3H

HCOB 1 Aug. 68, THE LAWS OF LISTING AND NULLING)

- 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.)



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.)

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.)

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.)

13. HAVINGNESS PROCESS FOR GRADE III

F1 **WHAT IS STILL?**

(Run repetitively to EP.)

F2 **WHAT WOULD ANOTHER THINK IS STILL?**

(Run repetitively to EP.)

F3 **WHAT WOULD OTHERS THINK IS STILL?**

(Run repetitively to EP.)

F0 **WHAT IS STILL IN OR ON YOURSELF?**

(Run repetitively to EP.)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 14 NOVEMBER 1987
Issue VI

Remimeo
Class IV
Auditors
and Above
C/Ses

(This HCOB gives the full list of processes for Expanded Grade IV, assembled per HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP. It is to be run on all cases programed for Expanded Grade IV, effective immediately.)

**EXPANDED GRADE IV
PROCESS CHECKLIST**

Refs:

CLASSIFICATION, GRADATION AND AWARENESS CHART
OF LEVELS & CERTIFICATES

Tape: 6607C26 SH Spec 434 "Classification Chart and Auditing"

Cancels:

BTB 15 Nov. 76 VI 0-IV EXPANDED GRADE PROCESSES—
QUADS PART F, GRADE 4 PROCESSES

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES) it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS)

Some of the processes on the checklist require that the auditor find terminals to use in the process commands. The following are references for use in finding terminals: HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO; HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA; HCOB 27 May 70R, UNREADING QUESTIONS AND ITEMS; HCOB 19 Aug. 59, HAS CO-AUDIT-FINDING TERMINALS; and HCOB 10 Nov. 60, FORMULA 13.



All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.

1. **R2-59: SURVIVAL**

(Refs: Book: *Creation of Human Ability*, Section on Route 2, R2-59
Tape: 5411C03, "Shame, Blame and Regret")

Part One:

This part is run walking around the environment.

These questions are not run alternately; have the pc point out things which are surviving far more often than you have him point out things that are not surviving.

1. **POINT OUT SOME THINGS IN YOUR SURROUNDINGS WHICH AREN'T SURVIVING.**

2. **POINT OUT SOME THINGS WHICH ARE SURVIVING.**

(Run, as per instructions, to EP.) _____

Part Two:

This part is run walking around the environment.

POINT OUT SOME UNKNOWN METHODS OF SURVIVING.

(Run repetitively to EP.) _____

Part Three:

First clear the term "ally" in the *Dianetics and Scientology Technical Dictionary*.

Then ask the pc, "**Tell me any persons who have been allies of yours.**" (This is *not* listing and nulling.) Write down the terminals, noting any reads.

The wording of the terminals can be in either specific (e.g., "Linda") or general (e.g., "a mother") form. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Take the largest reading ally and use it in the blank in the following process.

The commands of the process are to be run outside of the auditing room, without a meter, in a place where there is a crowd of people.

Run any other reading allies from the list as above, in order of largest read.

A. 1. **WHAT COULD THAT PERSON** (auditor indicating one) **HAVE THAT WOULD BE UNINTERESTING?**

2. **WHAT COULD THAT PERSON HAVE THAT WOULD BE UNINTERESTING TO _____?**

(Run alternately, auditor pointing out a new person each time the first command is given, to EP.) _____

B. 1. **WHAT COULD THAT PERSON** (auditor indicating one) **DO THAT WOULD BE UNINTERESTING?**

2. **WHAT COULD THAT PERSON DO THAT WOULD BE UNINTERESTING TO _____?**

(Run alternately, auditor pointing out a new person each time the first command is given, to EP.) _____

C. 1. **WHAT COULD THAT PERSON** (auditor indicating one) **BE THAT WOULD BE UNINTERESTING?**

2. **WHAT COULD THAT PERSON BE THAT WOULD BE UNINTERESTING TO _____?**

(Run alternately, auditor pointing out a new person each time the first command is given, to EP.) _____

Part Four:

NOTE: Clear the commands for F1 of this process with both “dreams” and “goals” and run whichever reads best. Then use the same version (either “dreams” or “goals”) in clearing and running the remaining flows.

F1 **WHAT DREAMS (GOALS) WOULD YOU FIND UNINTERESTING?**

(Run repetitively to EP.) _____

F2 **WHAT DREAMS (GOALS) WOULD ANOTHER FIND UNINTERESTING?**

(Run repetitively to EP.) _____

F3 **WHAT DREAMS (GOALS) WOULD OTHERS FIND UNINTERESTING?**

(Run repetitively to EP.) _____

F0 **WHAT DREAMS (GOALS) ABOUT YOURSELF WOULD YOU FIND UNINTERESTING?**

(Run repetitively to EP.) _____



Part Five:

Reassess the list of allies used in Part Three. Take the largest reading terminal and use it in the blank in this process.

The commands of this process are to be run outside of the auditing room, without a meter, in a place where there is a crowd of people.

After the largest reading terminal has been run in the process to EP, run any other reading terminals from the list as above, in order of largest read.

1. **WHAT DREAM COULD THAT PERSON HAVE THAT WOULD NOT INTEREST YOU?**

2. **WHAT DREAM COULD THAT PERSON HAVE THAT WOULD NOT INTEREST _____?**

(Run alternately, auditor pointing out a new person each time the first command is given, to EP.) _____

Part Six:

Ask the pc, **“Tell me *all* of the people you have known since birth.”** (This is *not* listing and nulling.) Write them down, noting any reads.

The wording of the terminals can be in either specific (e.g., “Bill”) or general (e.g., “a father”) form. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

WHAT WOULD BE INTERESTING TO _____?

(Run repetitively to EP.) _____

Part Seven:

WHAT DYNAMIC COULD YOU ABANDON?

(Run repetitively to EP.) _____

Part Eight:

1. **WHAT WOULDN'T A CELL SURVIVE?**

2. **WHAT ELSE WOULDN'T A CELL SURVIVE?**

(Ask the first question, then run the second question repetitively, i.e., 1,2,2,2,2,2,2,2, etc., to EP.) _____

Part Nine:

Make up a list of body parts, body organs and types of bodies. Assess the list on the meter and note all reads. On any items that are not reading, put in the Suppress and Invalidate buttons.

Run each reading item in the following process, in order of largest read.

1. **WHAT WOULDN'T A _____ SURVIVE?**

2. **WHAT ELSE WOULDN'T A _____ SURVIVE?**

(Ask the first question, then run the second question repetitively, i.e., 1,2,2,2,2,2,2, etc., to EP.) _____

2. **R2-44: MUST AND MUST NOT HAPPEN**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-44)

F1 1. **TELL ME SOME THINGS YOU WOULDN'T WANT TO HAVE HAPPEN AGAIN.**

2. **TELL ME SOME THINGS YOU WOULD LIKE TO HAVE HAPPEN AGAIN.**

(Run alternately to EP.) _____

F2 1. **TELL ME SOME THINGS ANOTHER WOULDN'T WANT TO HAVE HAPPEN AGAIN.**

2. **TELL ME SOME THINGS ANOTHER WOULD LIKE TO HAVE HAPPEN AGAIN.**

(Run alternately to EP.) _____

F3 1. **TELL ME SOME THINGS OTHERS WOULDN'T WANT TO HAVE HAPPEN AGAIN.**

2. **TELL ME SOME THINGS OTHERS WOULD LIKE TO HAVE HAPPEN AGAIN.**

(Run alternately to EP.) _____

F0 1. **TELL ME SOME THINGS YOU WOULDN'T WANT TO HAVE HAPPEN TO YOURSELF AGAIN.**

2. **TELL ME SOME THINGS YOU WOULD LIKE TO HAVE HAPPEN TO YOURSELF AGAIN.**

(Run alternately to EP.) _____

3. **OVERT JUSTIFICATION PROCESS**
(Ref: HCOB 7 July 64, JUSTIFICATIONS)

Command 2 is run flat until the overt given in 1 is knocked out. Then a new overt is found and 2 is done thoroughly and repetitively on it.

Note it is *not* an alternate command.

Note that a cycle of action is completed with question 2 on 1 before you leave off processing this particular overt. Only when you have all the justifications and cognitions possible on 1 do you ask for a new overt from the pc.

F1 1. **IN THIS LIFETIME WHAT OVERT HAS ANOTHER COMMITTED ON YOU?**

2. **HOW HAS HE/SHE JUSTIFIED IT?**

(Run per above instructions, to EP.) _____

F2 1. **IN THIS LIFETIME WHAT OVERT HAVE YOU COMMITTED ON ANOTHER?**

2. **HOW HAVE YOU JUSTIFIED IT?**

(Run per above instructions, to EP.) _____

F3 1. **IN THIS LIFETIME WHAT OVERT HAVE OTHERS COMMITTED ON OTHERS?**

2. **HOW HAVE THEY JUSTIFIED IT?**

(Run per above instructions, to EP.) _____

F0 1. **IN THIS LIFETIME WHAT OVERT HAVE YOU COMMITTED ON YOURSELF?**

2. **HOW HAVE YOU JUSTIFIED IT?**

(Run per above instructions, to EP.) _____

4. **CONFRONTING VICTIMS**

(Ref: Tape: 5911C26, "The Constancy of Fundamentals of Dianetics and Scientology")

Part One:

1. **WHAT PART OF A VICTIM COULD YOU CONFRONT?**

2. **WHAT PART OF A VICTIM WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

Part Two:

1. **WHAT VICTIM COULD YOU CONFRONT?**

2. **WHAT VICTIM WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

5. **RESPONSIBILITY FOR A VICTIM**
(Ref: HCOB 25 Jan. 60, OT-3 PROCEDURE, HGC ALLOWED PROCESSES)

WHAT ABOUT A VICTIM COULD YOU BE RESPONSIBLE FOR?

(Run repetitively to EP.) _____

6. **R2-66: ELECTING CAUSE**
(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-66)

1. **POINT OUT SOME THINGS WHICH ARE CAUSING THINGS.**

2. **POINT OUT SOME MORE THINGS WHICH ARE CAUSING THINGS.**

(Give the first command, then run second command repetitively, i.e., 1,2,2,2,2,2,2, etc., to EP.) _____

7. **R2-27: RESOLVE DANGEROUSNESS OF ENVIRONMENT**
(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-27)

F1 1. **WHAT ARE YOU WILLING TO CAUSE?**

2. **WHAT ARE YOU WILLING TO BE THE EFFECT OF?**

(Run the first question to a flattened comm lag, then run the second question to a flattened comm lag, then return to the first question. Continue in this way to EP.) _____

F2 1. **WHAT IS ANOTHER WILLING TO CAUSE?**

2. **WHAT IS ANOTHER WILLING TO BE THE EFFECT OF?**

(Run the first question to a flattened comm lag, then run the second question to a flattened comm lag, then return to the first question. Continue in this way to EP.) _____

F3 1. **WHAT ARE OTHERS WILLING TO CAUSE?**

2. **WHAT ARE OTHERS WILLING TO BE THE EFFECT OF?**

(Run the first question to a flattened comm lag, then run the second question to a flattened comm lag, then return to the first question. Continue in this way to EP.) _____

F0 1. **WHAT ABOUT YOURSELF ARE YOU WILLING TO CAUSE?**

2. **WHAT ABOUT YOURSELF ARE YOU WILLING TO BE THE EFFECT OF?**

(Run the first question to a flattened comm lag, then run the second question to a flattened comm lag, then return to the first question. Continue in this way to EP.) _____



8. **GAMES**

(Ref: Tape: 5412C20, "Games [Fighting]")

Part One: **Repair**

F1 **WHAT ARE YOU WILLING TO REPAIR?**

(Run repetitively to EP.) _____

F2 **WHAT IS ANOTHER WILLING TO REPAIR?**

(Run repetitively to EP.) _____

F3 **WHAT ARE OTHERS WILLING TO REPAIR?**

(Run repetitively to EP.) _____

F0 **WHAT ABOUT YOURSELF ARE YOU WILLING TO REPAIR?**

(Run repetitively to EP.) _____

Part Two: **Mustn't Happen Again**

1. **WHAT MUSTN'T HAPPEN AGAIN?**

2. **WHAT MUST HAPPEN AGAIN?**

(Run alternately, 1,2,1,2,1,2,1, etc., to EP.) _____

Part Three: **Fighting**

F1 **WHAT ARE YOU WILLING TO FIGHT?**

(Run repetitively to EP.) _____

F2 **WHAT IS ANOTHER WILLING TO FIGHT?**

(Run repetitively to EP.) _____

F3 **WHAT ARE OTHERS WILLING TO FIGHT?**

(Run repetitively to EP.) _____

F0 **WHAT ABOUT YOURSELF ARE YOU WILLING TO FIGHT?**

(Run repetitively to EP.) _____

Part Four: **Control**

F1 **WHAT ARE YOU WILLING TO CONTROL?**

(Run repetitively to EP.) _____

F2 **WHAT IS ANOTHER WILLING TO CONTROL?**

(Run repetitively to EP.) _____

F3 **WHAT ARE OTHERS WILLING TO CONTROL?**

(Run repetitively to EP.) _____

F0 **WHAT ABOUT YOURSELF ARE YOU WILLING TO CONTROL?**

(Run repetitively to EP.) _____



9. **R2-56: GAMES PROCESSING**

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-56)

Part One:

1. **GIVE ME SOME GAMES WHICH ARE NO FUN.**
2. **GIVE ME SOME MORE GAMES WHICH ARE NO FUN.**

(Give the first command, then run second command repetitively, i.e., 1,2,2,2,2,2,2, etc., to EP.) _____

Part Two:

WHAT SORT OF OPPONENTS COULD YOU HAVE?

(Run repetitively to EP.) _____

Part Three:

1. **NAME SOME UNROMANTIC ROLES.**
2. **NAME SOME MORE UNROMANTIC ROLES.**
3. **NAME SOME ROMANTIC ROLES.**
4. **NAME SOME MORE ROMANTIC ROLES.**

(Run consecutively, i.e., 1,2,3,4,1,2,3, etc., to EP.) _____

Part Four:

1. **WHAT KIND OF A GAME COULD YOU HAVE?**
2. **GIVE ME SOME MORE GAMES YOU COULD HAVE.**

(Give the first command, then run second command repetitively, i.e., 1,2,2,2,2,2,2, etc., to EP.) _____

Part Five:

1. **WHAT WOULD YOU HAVE TO BE TO HAVE A GAME?**
2. **TELL ME SOME MORE THINGS YOU WOULD HAVE TO BE TO HAVE A GAME.**

(Give the first command, then run second command repetitively, i.e., 1,2,2,2,2,2,2, etc., to EP.) _____

Part Six:

In asking this question the auditor points out some object in the immediate environment and the pc is made to describe what kind of a game he could have with that object.

WHAT KIND OF GAME COULD YOU HAVE INVOLVING _____?

(Run repetitively, pointing out a different object each time the command is given, to EP.) _____



10. **SCS CONTROL PROCESS, THINKING VERSION**
 (Ref: PAB 157, PROCESSES USED IN 21ST ACC [CONCLUDED])
1. **THINK OF AN IDENTITY THAT COULD BE HANDLED.**
 2. **THINK OF AN IDENTITY THAT COULD NOT BE HANDLED.**
 (Run alternately, i.e., 1,2,1,2,1,2,1, etc., to EP.) _____
11. **CONTROL**
 (Ref: HCO Training Bulletin 30 Nov. 56, SLP 8)
- F1 **LOOK AROUND AND FIND SOMETHING THAT WOULD ASSIST ANOTHER IN CONTROLLING YOU.**
 (Run repetitively to EP.) _____
 - F2 **LOOK AROUND AND FIND SOMETHING THAT WOULD ASSIST YOU IN CONTROLLING ANOTHER.**
 (Run repetitively to EP.) _____
 - F3 **LOOK AROUND AND FIND SOMETHING THAT WOULD ASSIST OTHERS IN CONTROLLING OTHERS.**
 (Run repetitively to EP.) _____
 - F0 **LOOK AROUND AND FIND SOMETHING THAT WOULD ASSIST YOU IN CONTROLLING YOURSELF.**
 (Run repetitively to EP.) _____
12. **PROCESS S2**
 (Ref: HCOB 3 Sept. 59, WHY "VICTIM" WORKS AS A PROCESS)
- F1 **FROM WHERE COULD A VICTIM COMMUNICATE TO YOU?**
 (Run repetitively to EP.) _____
 - F2 **FROM WHERE COULD YOU COMMUNICATE TO A VICTIM?**
 (Run repetitively to EP.) _____
 - F3 **FROM WHERE COULD A VICTIM COMMUNICATE TO OTHERS?**
 (Run repetitively to EP.) _____
 - F0 **FROM WHERE COULD YOU COMMUNICATE TO YOURSELF BECAUSE OF A VICTIM?**
 (Run repetitively to EP.) _____



13. **GRADE IV QUAD—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)

- 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 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.) _____



g. **WHAT WOULD BE A SAFE METHOD OF HANDLING YOUR PROBLEMS HERE AND NOW IN LIFE?**

(Ref: TAPE: 6309C12 SHSBC-336, SERVICE FACS)
(Run the item per step III, to EP.) _____

h. **WHAT IS A SAFE ASSUMPTION ABOUT YOUR ENVIRONMENT?**

(Ref: TAPE: 6309C12 SHSBC-336, SERVICE FACS)
(Run the item per step III, to EP.) _____

i. **WHAT BEINGNESS WOULD BE A GOOD SOLUTION FOR A TOUGH ENVIRONMENT?**

(Ref: TAPE: 6108C17 SHSBC-45 RUDIMENTS—VALENCES)
(Run the item per step III, to EP.) _____

V. The pc's folder is to be culled for service facsimiles and each that reads on the meter can be run per step III above. (Ref: Tape: 6309C05 SHSBC 303, SERVICE FAC ASSESSMENT) Any such item that does not run on any of the brackets must be prepchecked to EP.

End phenomena of R3SC process:

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. (Ref: HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS)

(Complete R3SC per above instructions, 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.) _____

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 28 NOVEMBER 1987

Remimeo

Auditor Admin Series 18RA

L&N LISTS

Cancels:

BTB 7 Nov. 72R

Auditor Admin Series 18R
L&N LISTS

An L&N list (Listing and Nulling list) is a list of items given by a pc in response to a listing question and written down by the auditor in the exact sequence that they are given to him by the preclear.

An L&N list is never done on the worksheets. It is always done on a separate sheet of paper.

The pc's name in brief, the date and page number of the list and the question being listed are put at the top of the sheet and on every succeeding sheet if more than one is used in making the list.

When the listing question is checked for a read, the read is marked on the list next to the question. (Example: Who or what would catch catfish? LF) If Suppress and Invalidate buttons are put in, they are also noted with any read.

All items are written down that the pc gives and, as each item is given, the read is marked. This is done AS YOU LIST. If the item does not read, you mark it with an "X."

The TA position is noted periodically as the pc lists.

The item given to the pc is circled plainly on the list, and "IND" is marked next to it for "indicated."

When extending a list, put a bar over the left side of the list and write "EXT" or "EXTENDED." If you extend a list at a later date, write "EXT" with the current date so somebody can tell when it was done.

Example of L&N list admin (using a question that is not legitimate for anything but the purposes of the example):

Pc's name	Date	(page 1)
Who done it? LF		
Joe	X	
Bill	X	
Pete	F	
Toger	X	
Lige	X	



This same list now nulled with the auditor marking the items as he nulled it would look like this:

Joe	X	X
Bill	X	X
Pete	F	LF
Toger	X	F
Lige	X	X

If the auditor has to extend a list, he puts a line from where it has been extended, and any additional item or items listed are written down with their reads in this manner:

Joe	X	X
Bill	X	X
Pete	F	LF
Toger	X	F
Lige	X	X

EXT _____

The Dog X

2.2

Biggo LFBD,

F/N 2.1

When the item has been found, it is given to the pc and circled on the list and the fact that the item was indicated is noted. The F/N and pc's indicators are noted down as well. For example:

Joe	X	X
Bill	X	X
Pete	F	LF
Toger	X	F
Lige	X	X

EXT _____

The Dog X

2.2

Biggo LFBD,

IND F/N 2.1

VGIs



CORRECTING L&N LISTS

Old lists are NOT TO BE COPIED. If a list needs to be corrected, it is corrected in its original form. However, the auditor must use a different color pen to show what has been done, such as renulling or extending the list. When correcting a list, it should be marked as “Corrected (date),” in the same color ink.

L&N lists are never stapled to the worksheets but are paper-clipped under them in case they have to be pulled forward for handling at a later date.

When a list is pulled forward to correct it, a sheet of paper is left at that date giving what the listing question was and the date of the session it is pulled forward to, so it can be easily located.

The corrected lists are left with the session reports of the session in which they were corrected.

Good, neat L&N admin is important. Standardizing it as laid out in this bulletin is something every auditor trained in L&N should perfect.

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Remimeo

Auditor Admin Series 16RA

CORRECTION LISTS

Refs:

HCOB	3 July	71R	AUDITING BY LISTS
	Rev. 22.2.79		
HCOB	24 Oct.	76R	C/S Series 96R
	Rev. 10.2.77		DELIVERY REPAIR LISTS

Cancels and replaces:

BTB	7 Nov.	72R I	Auditor Admin Series 16R
			CORRECTION LISTS

A correction list is a list of prepared questions on a mimeoed sheet which is used by the auditor for the repair of a particular situation, action or rundown.

Whenever an auditor uses a correction list, it must be stapled at the back of the worksheets after the session when he is doing the session admin.

The correction list must not be omitted and must be in the session reports so the C/S can look at the original assessment.

If it takes more than one session to handle the correction list completely, it is not stapled as above but left free. It is stapled to the worksheets of the session in which its handling is completed.

RELATION TO WORKSHEET ADMIN

When using a correction list, the number of the question being handled is marked on the worksheet.

Example:

On an L1C, question 2 "Has a withhold been missed?" reads.

WORKSHEET:

L1C

2. sF

Well I took the money . . .

The list is marked to show it is handled.

Example:

1. Has there been an error in listing? X
(If this reads, change to L4BRA at once.)
2. Has a withhold been missed? sF to F/N
3. Has some emotion been rejected? X
4. etc.

Correction lists are vital technology and their proper use includes the admin system laid out above.

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HCO BULLETIN OF 8 APRIL 1988

Remimeo
Tech/Qual

THE "BRING BACK TO LIFE" ASSIST

Refs:

Tape: 5212C03 PDC-9 "Anatomy of Processing—
Energy Phenomena/Sensation"

Tape: 7204C07 "Illness Breakthrough"

LRH Technical Training Film number TR 10, "Assists"

(The data contained in this HCOB is not to be construed as a recommendation of medical treatment or medication. This issue does not supplant, nor is it intended to dissuade, anyone from seeking competent medical attention for any physical condition. The method given in this issue is delivered by anyone on his own responsibility.)

DOING A BUNK

"Doing a bunk" is an English slang term meaning "running away or deserting."

In our terminology it means that a person shoots out of his head. He actually abandons the body, i.e., the being is really *gone*.

There is a difference between a thetan leaving the body and a thetan going unconscious. When a person is unconscious, he will still be breathing and will have a pulse. But when a person has *left*, pulse and breath may stop.

Someone who has done a bunk must be handled within three to four minutes. A maximum amount of time would be eight minutes, but by this time physical damage will probably have occurred.

An assist can be done to bring the person back to life. Anyone attempting such a handling must act *fast*.

COMMUNICATION LINE

When someone has done a bunk, there is still a communication line to the body. There is always a communication line to the body because the thetan is tuned up to the wavelength of the ridges of that body. Therefore, even if the thetan is six universes away, he can still communicate through the body.

ASSIST

If a person has done a bunk, you can simply order him to come back and bring the body to life. The commands are addressed to the person and should be given in a tone of authority.



It would be as simple as commanding, “Come back and bring this body to life!” Or ordering the person, “Come back here and pick up your body! At once! Pick it up! I order you! Right now!”

You just keep commanding him with Tone 40. He is still around and can be gotten to come back again.

There is another means of bringing a person back to life. You can *coax* the person back. In one case, an auditor pleaded along the lines that the person should remember her husband, should think of her children, and so on, all with no response. He couldn't get her to pick up the body at all. Finally, the auditor said, “Think of your poor auditor!” at which point she came back and brought the body to life.

Once you have brought the person back to life, that is the end of this assist action. Of course, if it is needed, the person should be fully handled with medical treatment and further assist actions to make him completely well.

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HCO BULLETIN OF 10 APRIL 1988

Remimeo
NED Checksheet
NED Auditors
C/Ses

New Era Dianetics Series 30

**R3RA SERVICE FACSIMILE HANDLING
ACTION ELEVEN**

Refs:

HCOB	6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS
HCOB	5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB	6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB	26 June 78RA II	NED Series 6RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB	22 June 78RA Rev. 8.4.88	NED Series 2RA NEW ERA DIANETICS FULL PC PROGRAM OUTLINE
HCOB	10 Aug. 72	Expanded Dianetics Series 6 C/S Series 82 DIANETIC HCOB INTEREST

As part of Expanded Grade IV, the pc's service facsimiles are found by listing and nulling and run on the steps of R3SC to F/N, cog, VGIs and release. This in itself produces tremendous case gain for the pc.

When the pc reaches Action Eleven of the New Era Dianetics program, the service facs found on Expanded Grade IV are addressed using R3RA.

Each reading flow of the service fac is run with R3RA. For example, if the pc's computation was "all horses sleep in beds," the *use* of that computation would be run out in each of the flows that read—his own use of "all horses sleep in beds," his causing another to use "all horses sleep in beds," others causing others to use "all horses sleep in beds" and himself causing himself to use "all horses sleep in beds."

Doing this eradicates the service fac. Once done, all vestiges of the service fac and charge on the consequences of its use on all flows are *gone*.

R3RA SERVICE FACSIMILE HANDLING PROCEDURE

- A. Before the session, gather up the L&N lists and worksheets showing all service facsimiles found and run with R3SC in the pc's earlier auditing.
- B. Take up the first service facsimile that was run on R3SC and check the



service fac phrase for read in the first R3RA Flow 1 command:

“LOCATE A TIME WHEN YOU USED (SERVICE FAC).”

(Example: “Locate a time when you used ‘all horses sleep in beds.’ ”)

Suppress and Invalidate buttons are put in as needed.

PC INTEREST IN RUNNING THE SERVICE FAC IS NOT CHECKED.

- C. If the service fac phrase reads in the Flow 1 command, run it out using R3RA procedure, to EP. If the service fac phrase does not read, even with use of the Suppress and Invalidate buttons, go on to step D.
- D. Repeat steps B and C on the same service fac phrase, using the remaining flows:

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).”

- E. Take up the next service fac audited on R3SC and do steps B to D on it. Continue in this way until each service fac has been handled.

A service fac is a brother to R/Ses and evil intentions. Doing this step well and thoroughly can go a long way toward helping your pc create a bright, sane future for himself and those around him.

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HCO BULLETIN OF 4 MAY 1988R
REVISED 19 JUNE 1989

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False Purpose RD
Auditors
and C/Ses
Tech/Qual
HCO

False Purpose Rundown Series 10-L

**FALSE PURPOSE RUNDOWN
EXECUTIVE POSTING QUALIFICATIONS FORM**

Refs:

HCOB	5 June 84	FPRD Series 1 FALSE PURPOSE RUNDOWN
HCOB	9 June 84R Rev. 3.5.85	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June 84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar. 77 III	FORMULATING CONFSSIONAL QUESTIONS
HCOB	1 Mar. 77 II	CONFSSIONAL FORMS
HCO PL	28 Mar. 84 II	Exec Series 28 EXECUTIVE POSTING QUALIFICATIONS

This form is used on any person being proposed for executive posting in a Scientology organization, per HCO PL 28 Mar. 84 II, Exec Series 28, EXECUTIVE POSTING QUALIFICATIONS.

It is not mandatory that a person be audited on any other False Purpose Rundown form prior to receiving this one.

This list may have questions added to it by the C/S where needed. For example, the C/S may add questions to Section I pertaining specifically to the person's post and duties. (Refs: HCOB 1 Mar. 77 III, FORMULATING CONFSSIONAL QUESTIONS, and HCOB 1 Mar. 77 II, CONFSSIONAL FORMS)

The form may only be delivered by a trained and qualified Hubbard False Purpose Rundown Auditor. All False Purpose Rundown HCOBs apply in delivering this form, i.e., the pc must be standardly set up to receive the action, etc.

USE OF OTHER FALSE PURPOSE RUNDOWN FORMS

While the C/S may, at his discretion, require that a person receive another False Purpose Rundown form or forms in order to fulfill executive posting qualifications, this is the only form which is specifically required for this purpose. The pc can be given other forms as part of a full False Purpose Rundown pc program. (Refs: HCOB 11 June 84, FPRD Series 7, C/Sing THE FALSE PURPOSE RUNDOWN, and HCO PL 28 Mar. 84 II, Exec Series 28, EXECUTIVE POSTING QUALIFICATIONS)



AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter.

Reading questions on this list are handled with False Purpose Rundown procedure.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes, destructive intentions and false considerations, and are handled using Steps C through G of False Purpose Rundown procedure.

SECTION I QUESTIONS:

1. **HAVE YOU HAD A BACK-OFF ON HANDLING SOME AREA OF YOUR POST?** _____

(Find which area he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #1.)

2. **HAVE YOU HAD A BACK-OFF ON HANDLING SOME JUNIOR?** _____

(Find which junior he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #2.)

3. **HAS THERE BEEN SOME SITUATION YOU SHOULD HAVE HANDLED, BUT INSTEAD WERE "REASONABLE" ABOUT?** _____

(Find what the situation was, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #3.)

4. **IS THERE SOME DEPARTMENT OR AREA YOU HAVE TENDED TO NEGLECT OR NOT-IS?** _____

(Find the department or area, get when the neglect or not-is started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #4.)

5. **HAVE YOU COMMITTED AN OVERT ON A SENIOR?** _____
6. **HAVE YOU COMMITTED AN OVERT ON ANOTHER STAFF MEMBER?** _____
7. **HAVE YOU COMMITTED AN OVERT ON A PUBLIC SCIENTOLOGIST?** _____
8. **HAVE YOU COMMITTED AN OVERT ON A SCIENTOLOGY ORGANIZATION?** _____
9. **IS THERE SOME OVERT ACT YOU'VE HAD TO RESTRAIN YOURSELF FROM COMMITTING?** _____
10. **IS THERE SOMETHING YOU HAVE DONE YOU HAVE SUCCESSFULLY WITHHELD IN AUDITING OR SEC CHECKING?** _____
11. **DO YOU HAVE A SECRET OVERT?** _____
12. **HAVE YOU DONE SOMETHING YOU COULD GET INTO SERIOUS TROUBLE FOR?** _____
13. **HAVE YOU DONE SOMETHING YOU THINK MIGHT GET YOU REMOVED FROM YOUR POST OR ORG, IF IT WERE KNOWN?** _____
14. **HAVE YOU DONE SOMETHING TO MAKE YOUR GROUP OR ORGANIZATION LOSE?** _____
15. **AS A STAFF MEMBER, HAVE YOU EVER COMPROMISED YOUR INTEGRITY?** _____
16. **HAVE YOU QUICKIED OR DONE A BRUSH-OFF JOB OF SOMETHING?** _____
17. **HAVE YOU EVER JUST PRETENDED TO DO A POST?** _____
18. **HAVE YOU BEEN IDLE, LOAFED OR GOOFED OFF ON POST?** _____
19. **HAVE YOU EVER ACCEPTED PAY OR OTHER SUPPORT AS A STAFF MEMBER WHEN YOU WERE PRODUCING NO OR FEW EXCHANGEABLE PRODUCTS?** _____
20. **HAVE YOU EVER BEEN INVOLVED WITH OR CONDONED A CRIMINAL POSTING?** _____
21. **HAVE YOU EVER FAILED TO PUT ETHICS IN ON A JUNIOR?** _____



- 22. **HAVE YOU EVER FAILED TO UPHOLD OR SET AN EXAMPLE OF HIGH ETHICAL STANDARDS?** _____
- 23. **HAVE YOU ENCOURAGED ANOTHER TO BE OUT-ETHICS?** _____
- 24. **HAVE YOU DONE SOMETHING OUT-ETHICS?** _____
- 25. **HAVE YOU EVER DELIBERATELY MISAPPLIED ETHICS OR JUSTICE?** _____
- 26. **HAVE YOU EVER WANTED TO LEAVE STAFF?** _____

(Find out when this was and check for an overt committed against the group prior to wanting to leave. Handle that overt per Steps A to G of False Purpose RD procedure. Then check for and handle any other such prior overt. When these have been handled, recheck the original question, #26.)

- 27. **HAVE YOU KNOWINGLY GONE BY MISUNDERSTOODS?** _____
- 28. **HAVE YOU EVER SUGGESTED OR ORDERED AN LRH HCOB OR HCO PL NOT BE FOLLOWED?** _____
- 29. **HAVE YOU EVER GIVEN OUT DATA WHICH WAS CONTRARY TO HCO BULLETINS OR POLICY LETTERS?** _____
- 30. **HAVE YOU KNOWINGLY VIOLATED LRH POLICY?** _____
- 31. **HAVE YOU ALTERED LRH TECH?** _____
- 32. **HAVE YOU EVER DELIBERATELY NONCOMPLIED WITH A LEGAL ORDER?** _____
- 33. **HAVE YOU DONE ANYTHING TO MAKE A SENIOR OR MANAGEMENT WRONG?** _____
- 34. **HAVE YOU BACKFLASHED OR BEEN DISCOURTEOUS TO A SENIOR?** _____
- 35. **HAVE YOU EVER DELIBERATELY CRASHED YOUR STATS IN ORDER TO MAKE SOMEBODY WRONG?** _____
- 36. **HAVE YOU INDULGED IN CASE ON POST?** _____
- 37. **HAVE YOU EVER KNOWINGLY CARRIED OUT AN ILLEGAL OR DESTRUCTIVE ORDER?** _____
- 38. **HAVE YOU ISSUED AN ILLEGAL OR DESTRUCTIVE ORDER?** _____



39. **HAVE YOU EVER FAILED TO WRITE A KNOWLEDGE REPORT WHEN YOU KNEW OF AN OUT-ETHICS SITUATION THAT SHOULD HAVE BEEN REPORTED?** _____
40. **HAVE YOU EVER FORBIDDEN OR PREVENTED ANOTHER FROM WRITING OR RELAYING A KNOWLEDGE REPORT?** _____
41. **HAVE YOU EVER MADE A PRACTICE OF FOLLOWING YOUR OWN OR OTHERS' "SUCCESSFUL ACTIONS" RATHER THAN LEARNING AND APPLYING LRH POLICY EXACTLY?** _____
42. **HAVE YOU FAILED TO KEEP ABREAST OF OR IGNORED STRATEGIC PLANNING FOR YOUR AREA?** _____
43. **HAVE YOU DONE ANYTHING THAT CUT ACROSS STRATEGIC PLANNING FOR YOUR AREA?** _____
44. **HAVE YOU NEGLECTED OR CUT ACROSS CURRENT AND AUTHORIZED TACTICAL PLANNING OR PROGRAMS FOR YOUR AREA?** _____
45. **HAVE YOU EVER ATTEMPTED TO DIVERT ORG BUSINESS ELSEWHERE?** _____
46. **HAVE YOU EVER PUT OTHER-DYNAMIC CONSIDERATIONS BEFORE YOUR RESPONSIBILITIES AS A STAFF MEMBER OR EXEC?** _____
47. **HAVE YOU EVER USED ORG LINES, MATERIALS OR CONNECTIONS FOR PERSONAL BUSINESS?** _____
48. **HAVE YOU EVER PERVERTED THE INTENT OF A BONUS OR COMMISSION SYSTEM?** _____
49. **HAVE YOU EVER FAILED TO SEE THAT A PAID-FOR SERVICE WAS DELIVERED?** _____
50. **HAVE YOU BEEN INVOLVED IN ANY SORT OF FINANCIAL IRREGULARITY?** _____
51. **HAVE YOU EVER USED YOUR POSITION TO OBTAIN UNUSUAL FAVORS?** _____
52. **HAVE YOU EVER ENGAGED IN ANY SORT OF OUT-2D ACTIVITIES WITH PUBLIC STUDENTS OR PCS?** _____
53. **HAVE YOU EVER PERSISTED IN ANY 2D RELATIONSHIP THAT WAS POTENTIALLY HARMFUL TO THE ORGANIZATION?** _____
54. **HAVE YOU DONE ANYTHING ON THE 2D YOU HOPE WON'T BE FOUND OUT?** _____
55. **HAVE YOU USED DRUGS OR ALCOHOL TO EXCESS?** _____



- 56. **HAVE YOU CAUSED ANOTHER TO BECOME ADDICTED TO DRUGS OR ALCOHOL?** _____
- 57. **AFTER RECEIVING TRAINING OR PROCESSING HAVE YOU REVERTED TO DRUGS OR ALCOHOL?** _____
- 58. **HAVE YOU EVER ATTEMPTED TO SHIFT THE BLAME TO ANOTHER STAFF MEMBER OR EXEC FOR SOME OVERT YOU HAD COMMITTED?** _____

(Once the act of attempting to shift the blame has been handled to EP with Steps A to G of False Purpose RD procedure, pull the actual overt the pc was attempting to shift the blame for and handle it with Steps A to G. Then recheck the original question, #58.)

- 59. **HAVE YOU USED FALSE STATEMENTS OR “PR” TO COVER UP AN OVERT?** _____

(Once the act of covering up the overt with false statements or “PR” has been handled to EP with Steps A to G of False Purpose RD procedure, pull the actual overt the pc was covering up and handle it with Steps A to G. Then recheck the original question, #59.)

- 60. **HAVE YOU EVER FALSE REPORTED ABOUT SOMETHING?** _____
- 61. **HAVE YOU EVER FALSIFIED A STATISTIC?** _____
- 62. **HAVE YOU EVER STOLEN ANYTHING FROM A SCIENTOLOGY ORGANIZATION?** _____
- 63. **HAVE YOU EVER DAMAGED ORG PROPERTY?** _____
- 64. **HAVE YOU EVER ATTEMPTED TO DISCOURAGE ORG PCS OR STUDENTS FROM ADVANCING TO A HIGHER ORG?** _____
- 65. **HAVE YOU DONE SOMETHING THAT CUT THE DISSEMINATION LINES OF A SCIENTOLOGY ORG?** _____
- 66. **HAVE YOU ENCOURAGED, CONDONED OR IGNORED NONSTANDARD TECHNICAL DELIVERY?** _____
- 67. **HAVE YOU ENCOURAGED, CONDONED OR IGNORED LOW TECHNICAL QUALITY?** _____
- 68. **HAVE YOU ORIGINATED OR FORWARDED BLACK PR ABOUT STAFF MEMBERS OR SENIORS?** _____

(Once the overt act of originating or spreading black PR has been handled to EP with Steps A to G of False Purpose RD procedure, get the prior overt the pc committed and handle with Steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #68.)



69. **HAVE YOU ORIGINATED OR FORWARDED BLACK PR ABOUT SCIENTOLOGY ORGANIZATIONS OR MANAGEMENT?** _____

(Once the overt act of originating or spreading black PR has been handled to EP with Steps A to G of False Purpose RD procedure, get the prior overt the pc committed and handle with Steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #69.)

70. **HAVE YOU EVER ADVISED ANYONE AGAINST JOINING STAFF OF A SCIENTOLOGY ORG OR THE SEA ORG?** _____

71. **HAVE YOU MAINTAINED A CONNECTION TO A SUPPRESSIVE PERSON OR GROUP?** _____

72. **HAVE YOU EVER MADE FUN OF OR JOKED ABOUT YOUR OWN POST OR DUTIES?** _____

(Once the overt act of joking or degrading has been handled to EP with Steps A to G of False Purpose RD procedure, get the prior overt the pc committed and handle with Steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #72.)

73. **HAVE YOU EVER MADE FUN OF OR JOKED ABOUT OTHER STAFF OR EXECES?** _____

(Once the overt act of joking or degrading has been handled to EP with Steps A to G of False Purpose RD procedure, get the prior overt the pc committed and handle with Steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #73.)

74. **HAVE YOU EVER MADE FUN OF OR JOKED ABOUT LRH TECH OR POLICY?** _____

(Once the overt act of joking or degrading has been handled to EP with Steps A to G of False Purpose RD procedure, get the prior overt the pc committed and handle with Steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #74.)

75. **HAVE YOU EVER PREVENTED A FELLOW STAFF MEMBER FROM WEARING HIS HAT?** _____

76. **HAVE YOU EVER PREVENTED ANOTHER FROM LEARNING HIS POST?** _____



- 77. **HAVE YOU EVER CAUSED OR CONTRIBUTED TO AN ORG MUTINY?** _____
- 78. **HAVE YOU EVER WITHHELD THAT YOU WERE CONNECTED TO SOMEONE OR SOMETHING HOSTILE TO YOU?** _____
- 79. **HAVE YOU EVER WITHHELD THAT YOU WERE CONNECTED TO SOMEONE OR SOMETHING THAT DIDN'T AGREE WITH DIANETICS OR SCIENTOLOGY?** _____
- 80. **HAVE YOU EVER WITHHELD THAT YOU WERE ROLLER-COASTERING OR HAVING OTHER MANIFESTATIONS OF PTSNESS?** _____
- 81. **HAVE YOU COMMITTED AN OVERT ON LRH?** _____
- 82. **HAVE YOU HAD A WITHHOLD FROM LRH?** _____
- 83. **IS THERE SOME OTHER OVERT YOU HAVE COMMITTED THAT WOULD BE AWFUL TO HAVE TO GET OFF?** _____
- 84. **HAVE YOU CONTINUED TO COMMIT SOME OVERT OR TYPE OF OVERT ALREADY GOTTEN OFF?** _____

SECTION II QUESTIONS:

- 85. **DO YOU WANT A POST FOR SOME DESTRUCTIVE PURPOSE?** _____
- 86. **DO YOU WANT A POST TO DOMINATE OTHERS?** _____
- 87. **DO YOU SECRETLY WANT TO STOP THE ORGANIZATION?** _____
- 88. **ARE YOU AFRAID THE ORGANIZATION MIGHT GET TOO BIG?** _____
- 89. **DO YOU HAVE A DESTRUCTIVE INTENTION CONCERNING THE FUTURE OF SCIENTOLOGY?** _____
- 90. **HAVE YOU EVER INTENDED TO MAKE A GROUP FAIL?** _____
- 91. **HAVE YOU EVER INTENDED TO MAKE SCIENTOLOGY FAIL?** _____
- 92. **HAVE YOU EVER HAD AN INTENTION TO FAIL?** _____
- 93. **HAVE YOU HAD SOME PURPOSE WHICH IS IN OPPOSITION TO THE PURPOSE OF THIS ORG OR SCIENTOLOGY?** _____



94. **HAVE YOU EVER INTENDED TO TAKE SOMEONE'S MONEY FOR A SERVICE WITHOUT DELIVERING IT?** _____
95. **HAVE YOU EVER HAD A PURPOSE TO GET SOMETHING FOR NOTHING?** _____
96. **HAVE YOU EVER INTENDED TO GET AWAY WITH DOING AS LITTLE AS POSSIBLE?** _____
97. **DO YOU WANT A POST ONLY FOR PERSONAL GAIN?** _____
98. **DO YOU HAVE AN ULTERIOR MOTIVE FOR BEING ON STAFF?** _____
99. **DO YOU INTEND TO HARM SCIENTOLOGY DISSEMINATION?** _____
100. **HAVE YOU HAD A FEELING OF WANTING TO GET EVEN FOR SOMETHING?** _____
101. **HAVE YOU EVER WANTED TO HARM ANOTHER STAFF MEMBER?** _____
102. **DO YOU HAVE A SECRET DESIRE TO SEE SOMEONE FAIL?** _____

END RUDS:

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A to G of False Purpose RD procedure.)

1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____



8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?**
10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

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HCO BULLETIN OF 1 JULY 1988

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QUESTIONABLE AUDITING REPAIR 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 11 July 82 I, QUESTIONABLE AUDITING REPAIR 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 THE QUESTIONABLE AUDITING REPAIR LIST

A, about, accepted, actually, after, agree, agreement, an, and, angry, another, any, ARC break, at, audited, auditing, auditor, auditor's, Auditor's Code.

Been, being, blackmail, by, bypassed.

Case, chattering, chopped, command, commands, commit, communication, could, C/S.

Did, didn't, distracted, do, dominate, down.

Effective, else's, end, evaluate, ever, executing.
Fail, feel, felt, flubbed, F/N, for, forced, from.
Gains, get, getting, give, given, go, gotten, guilty.
Had, hadn't, have, having, help, her, his, how.
Ignored, impression, in, indicated, indication, instead, into, invalidation, it, item.
Kind.
Left.
Made, meter, more, motive, mystery.
Needed, not.
Of, off, on, once, one, or, originations, other, over, overt, overts, own.
Part, permitted, persuaded, point, present time problem, prevented, problem, problems, process, processes, protest, PTS, pull, put.
Rabbit, read, release, repair, repairs, reported, run, running.
Said, same, see, session, sessions, should, some, somebody, something, sympathize.
Talk, tech, tell, than, that, the, there, thing, things, think, threatened, to, told, try.
Unflat, unnecessary.
Violations, volition.
Want, was, way, were, what, when, with, withhold, worksheet, wrong.
You, you'd, your.

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HCO BULLETIN OF 2 JULY 1988

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Field Staff Member Series 9-1

**FIELD STAFF MEMBER
REPAIR AND REVITALIZATION 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 22 Nov. 85, FSM Series 9, FIELD STAFF MEMBER REPAIR AND REVITALIZATION 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 FIELD STAFF MEMBER REPAIR
AND REVITALIZATION LIST**

A, about, accepted, acknowledged, activity, address, advanced, affinity, already, an, and, antagonism, antagonistic, any, anyone, ARC break, as, asked, at, attested, available, award, awards, away.

Back-off, bad, basic, basics, be, been, before, Big League Sales, black-PRed, blamed, book, books, break, by.



Case, Central Files, claimed, commission, commissions, communication, complained, confront, confusing, connected, consignment, contact, contempt, could, covered, cut, cycle.

Data, deal, demanded, deprived, Dianetics, didn't, difficulty, disagreed, disagreement, disagreements, dishonesty, dislike, Dissem Drill, disseminate, disseminated, disseminating, dissemination, DMSMH, done, drill, drilled, drilling.

Earned, else, else's, embarrassed, emotion, enttheta, error, evaluation, ever, exchange, exec, explain.

Fact, failed, falsely, falsified, familiarize, favors, feel, felt, find, first, for, from, FSM, FSMing.

Gone.

Had, hadn't, handle, handled, handling, has, hatting, have, he, help, his, how.

If, ignored, illegal, illegally, in, in-charge, income, indication, interest, instead, interiorized, into, invade, invalidated, invalidation, invoices, is, it, item.

Joining.

Knew, know, knowingly, known.

Lack, later, learned, lending, list, long, loss, low, LRH.

Material, materials, meet, member, meter, missed, mission, misunderstood, money.

Names, never, no, not, nothing.

Of, off, off-policy, on, only, on-policy, or, org, org's, other, out-gradient, out-list, over and above, overt.

Paid, past, payment, pc, people, person, person's, place, policy, practice, press, price, privacy, privately, problem, procured, promotional.

Read, reality, really, received, refund, refused, registrar, registration, rejected, repayment, reported, requirements, returned, rightfully, ripped off, risk, ruin.

Said, sales, same, saved, Scientologist, Scientology, secret, security, selected, selectee, selecting, selection, selection slip, selling, service, services, set up, short, should, sold, some, somebody, someone, someone's, something, SP, Specialist FSM Hat Checksheet, squirrel, staff, standard, start, started, stats, stocks, stolen, successful.

Taken, take over, talk, talked, talking, techniques, terminal, than, that, the, them, there, third-partied, time, to, Tone Scale, tried, TRs, trying, turned in, twice.

Unauthorized, uncertain, undercut, understand, unqualified, unsold, unsure, unusual, up, upset, used, using.

Valid, violated, VIP.

Wait, was, wasn't, way, were, what, when, whether, which, who, whom, willingness, with, withheld, withhold, word, works, would, wrong.

You, your, yours, yourself, you've.

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HCO BULLETIN OF 4 JULY 1988R
REVISED 28 MARCH 1990

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Purification Rundown Series 10-1R

**PURIFICATION RUNDOWN
CORRECTION LIST WORD LIST**

Refs:

HCO PL 4 Apr. 72R III	Word Clearing Series 48
Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72R I	Word Clearing Series 38R
Rev. 20.2.89	METHOD 5
HCOB 9 Aug. 78 II	Word Clearing Series 52
	CLEARING COMMANDS
HCOB 17 July 79RB I	Word Clearing Series 64RB
Rev. 26.2.89	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 25 Oct. 85R, Purification RD Series 10R, PURIFICATION RUNDOWN CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The 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 PURIFICATION RUNDOWN CORRECTION LIST

A, about, action, adding, administered, amount, an, and, another, another's, any, appear, approve, ARC break, are, as, at.

Bad, be, been, beyond, bioplasma, body, breaks, by.

Cal-Mag, case, change, clean, comparing, condition, connected, covered.



Daily, data, day, days, deficiency, delivery, diet, differently, difficulty, disagreed, discussion, do, doctor, does, doesn't, doing, done, don't, dosage, drastic, drinking, during.

Each, else, end, end phenomena, enough, evaluation, exchanging, exercising, exterior.

False, falsely, fat, feel, first, followed, for, from, fully.

Get, given, go, gone.

Had, has, have, haven't, having, heart, history, hot.

I/C, ill, illness, imbalance, in, incomplete, incorrect, increased, indication, institutionalization, instructions, insufficient, invalidation, is.

Kept, kidney, kind.

Lecithin, liquids, little, looking.

Made, major, manual, materials, medical, medication, middle, might, mineral, minerals, mixing, much.

Niacin, no, not, nothing.

Of, off, often, oil, omitted, on, onto, or, other, over, overlong, overrun, overt.

Phenomena, physical, physically, place, potassium, practice, prevent, problem, program, protest, psychiatric, purification.

Quickly.

Rancid, reactions, really, reason, receiving, recommendations, recommended, report, reported, reports, result, right, rundown.

Salt, same, sauna, seem, serious, skipping, sleep, slowly, some, someone, something, sort, special, spent, stated, symbol.

Taking, taste, telling, than, that, the, there, think, time, tired, to, too, treatment, trying, turned, twin.

Unacknowledged, understand, understood, undetected, unflat, unnecessary, using.

Ventilated, verbal, vitamin, vitamins.

Well, what, while, who, why, win, with, withheld, withhold, word, wrong.

You, your, you're.

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HCO BULLETIN OF 5 JULY 1988

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**THE END OF ENDLESS DRUG RUNDOWNS
REPAIR 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 19 Sept. 78R II, THE END OF ENDLESS DRUG RUNDOWNS REPAIR 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 THE END OF ENDLESS
DRUG RUNDOWNS REPAIR LIST**

A, affected, after, allowed, an, asked, audited, auditing.

By.

Chain, charged, complete, continued.

Declare, Dianetic Clear, Dianetics, drug, druggie, drugs.

Effects, else, era.



Felt, F/Ning, from.

Getting, grades.

Incident, item.

Left, list, longer.

New, New Era Dianetics, no, not.

Of, on, or, other, overrun.

Past, point, prevented.

Released, run, rundown.

Something.

The, to, told, track.

Uncharged, unflat.

Was, were, weren't, when, whole, wrong.

You, your.

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HCO BULLETIN OF 6 JULY 1988

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Product Debug Series 4R-1

Word Clearing Series 62R-1

CRASHING MIS-U REPAIR LIST—LC1R

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 18 June 79R, THE CRASHING MIS-U REPAIR LIST—LC1R.

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 THE CRASHING MIS-U REPAIR LIST

A, about, action, actions, actual, actually, addressed, already, an, annoy, another, antagonistic, anybody, are, area, areas, aren't, auditing.

Because, become, been, being, believe, by.

Case, cause, concerned, connected, couldn't, Crashing Mis-U, cycle.

Debug, did, didn't, difficulty, do, done, during.



Else, error, evaluated.

Failed, false data, felt, find, finding, first, F/N, for, found.

Get, given, go, going.

Had, handled, hatted, have, having, hear.

If, in, incomplete, invalidated, is, it, item.

Knew.

Lacking.

Major, meter, middle, misunderstood, misunderstands.

No, not, nothing.

Of, okay, on, only, or, other, out, over, overrun.

Past, people, place, product, Product Clearing, products.

Rundown.

Said, saying, should, similar, some, something, still.

Taken, that, the, there, things, to, totally, trouble.

Understand, unknown, up, upset.

Was, way, were, weren't, what, when, while, with, wonder, word, Word Clearer, Word Clearing, words, worried, worrying, wrong.

You, you'd, your.

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Product Debug Series 10R-1

PRODUCT DEBUG REPAIR 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 23 Aug. 79R II, Product Debug Series 10R, PRODUCT DEBUG REPAIR 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 PRODUCT DEBUG REPAIR LIST

A, about, accepted, accidents, acting, action, actions, actually, addressed, after, again, all, all right, already, an, and, antagonistic, any, anything, ARC break, are, area, as, assigned, at, auditing.

Bad, because, been, being, blank, blown, bug, but.

Case, checking, cleaned, cleaned up, cleared, clearing, comm lines, competent, complete, concerned, concluded, conclusions, condition, connected, control, correct, couldn't, counter-intention, course, crammed, cramming, Cramming Officer, crashing, Crashing Mis-Us, critical, cross-orders, cycle.



Data, debug, debugged, destructive, detected, determine, did, didn't, difficulty, do, doing, done, doubt, drug, drugs.

Else, errors, ethics, evaluation, even, ever, evil, excuse, experience, exterior.

Facts, failed, false, False Data Stripping, feel, find, finding, first, for, forwarded, found, from, full, fully.

Get, getting, getting out, give, given, gone, gotten, gotten off, gotten out.

Had, hadn't, handled, handling, hats, hatted, hatting, have, having, homework, hoped, hung up.

Idea, ignored, illegal, in, incomplete, influence, inspection, intention, interest, invalidated, invalidation, is, it, item.

Just, justify.

Kind, know, knowledge.

Left, lessen, lied, lines, located, look, look over, lots.

Major, make, makes, making, malicious, materials, messed up, method, middle, misdome, miss, missed, Mis-U, misunderstood, misunderstands, Mis-U's, more.

Need, never, no, not, nothing.

Obtain, of, off, okay, on, once, operating, or, orders, organizational, originated, originations, other, other-intention, others, out, out-ethics, out-Int, out-list, out-rud, over, overrun, overt, overts.

Part, passed, past, person, personnel, place, post, pretended, prevented, problem, problems, produce, producing, product, Product Clearing, production, products, protesting, PTS, purpose.

Quickied.

Reads, really, reason, resent, restimulated, revenge, right, roller-coaster.

Say, service facsimile, should, situation, some, somebody, someone, something, sort, statements, still, stopping, study, subject, suppressive, sympathize.

Taken, taken up, than, that, the, them, there, this, through, to, told, tolerated, trouble, true, trying.

Unable, uncovered, understand, unhandled, unnecessary, up, using.

Verbal, verifying.

Was, wasn't, way, were, weren't, what, when, which, who, why, with, withhold, withholds, without, word, Word Clearing, wrong.

You, your, yourself.

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HCO BULLETIN OF 8 JULY 1988

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**C/S SERIES 53RM (SHORT FORM)
SHORT HI-LO TA ASSESSMENT C/S
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 CLEAR TO F/N Rev. 24.7.74	
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 24 Nov. 73RE II, C/S Series 53RM SF (Short Form), SHORT HI-LO TA ASSESSMENT C/S.

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 C/S SERIES 53RM SF

Note: Several of the questions on the C/S 53 Short Form consist of a single word only, assessed as a question. Words in this category are marked by an asterisk (*) on this word clearing list. When clearing words marked in this way, the auditor must be alert for and note down any instant read that may occur on that word. (Ref: HCOB 28 Feb. 71, C/S Series 24, METERING READING ITEMS)

Note: Many of the words on the C/S 53 Short Form also appear on the C/S 53 Long Form. If the pc has already had the words for the long form cleared, the auditor need only clear the underlined words on the list below.

A, action, actions, *alcohol, another, *ARC break, at, attacked, audited, auditing, auditor.

Bad, being, between, *black, by.

Can, cans, can't, couldn't, cream.

Date, *deadness, Dianetic Clear, didn't, doing, done, don't, *drugs, dry.

Else, engram, engrams, errors, *evaluation, exam, Examiner.

False, faulty, feel, F/Ns, forced.

Get, giving, go, going, gotten, grip.

Hand, hands, have, havingness, hear, high.

Ignored, ill, in, incomplete, indication, interiorized, *interruptions, into, *invalidation, *invisible, isn't, it, item, items.

Keeps, kept, kicked.

Like, list, location, long, loosens, *loss, *lost, low, *LSD.

*Medicine, meter, mind, missed, misunderstood, misunderstands, more.

Not, nothing.

Of, off, on, once, other, out, out-ruds, over, *overlisting, *overrepair, *overrun, *overts, overwhelming.

Past, physically, point, *pot, practice, *problem, *protest, *PTS, pulled, put, puzzled.

Read, reading, reads, really, release, repairing, restimulation, run, *rushed.

*Sad, said, same, saying, see, session, sessions, sized, some, something, sort, spaces, *stops, study, *suppressed.

TA, than, that, thing, *tired, to, too, trapped, twice.

*Unconsciousness, understand, *upset.

Waited, want, was, well, went, wet, what, why, with, withhold, withholding, withholds, Word Clearing, words, wrong.

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Founder

Compilation assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 11 JULY 1988

Remimeo
Class III Auditors
and above
C/Ses
Tech/Qual
Cramming Officers
Supervisors
Estos

Product Debug Series 11

FALSE DATA STRIPPING REPAIR LIST

Ref:
HCOB 7 Aug. 79 Product Debug Series 8
 Esto Series 36
 FALSE DATA STRIPPING

This list is used to clean up any BPC and errors that may have occurred as a result of misdone False Data Stripping. It is used in session by an auditor when False Data Stripping bogs or when a person red tags at exams or gets in trouble after False Data Stripping.

A red-tagged False Data Stripping session must be handled within 24 hours.

The list can be assessed Method 3 or Method 5. (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)

In order to use this list the auditor must be high-crime checked out on the list itself, on HCOB 7 Aug. 79, FALSE DATA STRIPPING, and on HCOB 15 Nov. 78, DATING AND LOCATING.

Under some of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The handling in the second set of parentheses shows the further actions to be done, as programed and ordered by the C/S after all reading items have been F/Ned. These further actions include case handling steps, hatting and Qual corrective actions.

FALSE DATA STRIPPING AND OUT-LIST PHENOMENA

It can sometimes occur that False Data Stripping will produce out-list phenomena. This can happen because finding a false datum on a person is actually finding a wrong item, yet the fact that it is a wrong item doesn't get indicated. This does not mean that one should indicate a false datum found as a wrong item as part of routine False Data Stripping procedure, but one does need to be aware of the fact that out-list phenomena can occur, and that the remedy is to assess and handle this False Data Stripping Repair List.



The list is assessed using the prefix: “On False Data Stripping, _____ ?”
or “On False Data Stripping on (subject), _____ ?”

1. **OUT-INT?** _____

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is 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. 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 4RA, as applicable.)

2. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF INT HANDLING?** _____

(Indicate it. Clean up any BPC with an Int RD Correction List. Get the folder to the C/S so that the Int handling can be completed before any further repair of the False Data Stripping is attempted.)

3. **WAS THERE AN OUT-LIST?** _____

(L4BRA and handle.)

4. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF OUT-LIST CORRECTION?** _____

(Indicate it. Clean up any BPC with an L4BRA. Get the folder to the C/S so that the out-list handling can be completed before any further repair of the False Data Stripping is attempted.)

5. **WAS THE WRONG AREA ADDRESSED?** _____

(Indicate and 2WC E/S to F/N. If it is acting like a wrong L&N item, L4BRA and handle.)

(Get FDSing done on the correct area.)

6. **WAS A WRONG ITEM FOUND?** _____

(Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRA and handle.)

7. **HAS A FALSE DATUM BEEN FOUND ON YOU AND THEN NOT INDICATED AS A WRONG ITEM?** _____

(Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRA and handle.)

8. **WAS THERE AN ERROR IN DATING?** _____

(Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRA and handle.)



9. **WAS THERE A WRONG DATE?** _____
 (Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRA and handle.)
10. **WAS THERE AN ERROR IN LOCATING?** _____
 (Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRA and handle.)
11. **WAS THERE A WRONG LOCATION?** _____
 (Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRA and handle.)
12. **WAS THERE A WRONG SOURCE?** _____
 (Indicate. Find the actual source of the false data and complete the False Data Stripping steps on the unhandled false datum, to EP. If any trouble or if the source acted as a wrong L&N item, L4BRA and handle.)
13. **WAS THE FALSE DATA STRIPPING DONE WHILE YOU WERE IN THE MIDDLE OF A MAJOR ACTION?** _____
 (Indicate and 2WC E/S to F/N.)
 (Program to get the major action completed.)
14. **WAS THERE AN ARC BREAK?** _____
 (Handle the ARC break with ARCU CDEINR E/S to F/N.)
15. **WAS THERE A PROBLEM?** _____
 (Itsa E/S itsa to F/N.)
16. **WAS THERE A WITHHOLD?** _____
 (Pull the withhold E/S to F/N.)
17. **WAS THERE AN OVERT?** _____
 (Pull the overt E/S to F/N.)
18. **WAS THE TROUBLE REALLY CAUSED BY OUT-ETHICS?** _____
 (Get what the out-ethics is and handle as a withhold E/S to F/N.)
19. **WERE THERE OVERTS OR WITHHOLDS IN THE AREA OF THE FALSE DATA?** _____
 (Pull the overts and withholds, each E/S to F/N.)



20. **WERE THERE ANY OVERTS OR WITHHOLDS PRIOR TO ACCEPTING THE FALSE DATA?** _____
(Pull the overts and withholds, each E/S to F/N.)
21. **DID THE FALSE DATA JUSTIFY SOME EARLIER OVERT OR WITHHOLD?** _____
(Pull the overt or withhold E/S to F/N.)
22. **HAVE YOU GIVEN FALSE DATA TO ANOTHER?** _____
(Handle as a withhold E/S to F/N.)
(Get him False Data Stripped on the area of the false data he gave.)
23. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN TO YOU?** _____
(Handle as a withhold E/S to F/N.)
24. **HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE?** _____
(Handle as a withhold E/S to F/N.)
25. **HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?** _____
(Handle as a withhold E/S to F/N.)
26. **HAVE YOU EVER LIED ABOUT ANYTHING IN THE SUBJECT OR AREA BEING ADDRESSED?** _____
(Handle as a withhold E/S to F/N.)
27. **HAVE YOU BEEN CRITICAL OR MALICIOUS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull all overts and withholds connected with this, going E/S as needed. Note for handling of any black PR campaign he may be running on others.)
(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)
28. **HAVE YOU LISTENED TO CRITICAL OR MALICIOUS STATEMENTS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull the overts and withholds he has connected with this, including any overts of agreement, going E/S as needed. Note for handling of any black PR campaign.)
(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)
29. **WAS THERE ANY INVALIDATION?** _____
(2WC E/S to F/N.)
30. **WAS THERE ANY EVALUATION?** _____
(2WC E/S to F/N.)



31. **WERE YOU PROTESTING?** _____
(2WC E/S to F/N.)
32. **DID YOU RESENT THE FALSE DATA STRIPPING?** _____
(2WC E/S to F/N, putting in any out-rud. If it turns out that the False Data Stripping was unnecessary, indicate it and take it E/S to F/N.)
33. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
34. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
35. **WAS A SENSIBLE DATUM MADE TO SEEM FALSE BECAUSE IT WAS MISAPPLIED?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
36. **HAD THE FALSE DATA ALREADY BLOWN?** _____
(Indicate. If no F/N, get when it blew and rehab to F/N.)
37. **WAS SOME PART OF THE FALSE DATA STRIPPING OVERRUN?** _____
(Indicate. Find out what it was and rehab to F/N.)
38. **HAD THE WHOLE SUBJECT BEEN HANDLED?** _____
(Indicate. If no F/N, rehab to F/N.)
39. **DID YOU NOT FULLY UNDERSTAND WHAT "FALSE DATA" IS?** _____
(Check for and clear up any Mis-U words and clear up fully what "false data" is, using HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
40. **WAS THE FALSE DATA NOT FOUND?** _____
(Indicate. Help him locate it and complete the False Data Stripping steps to EP.)
41. **WAS A FALSE DATUM NOT BLOWN?** _____
(Indicate. Complete the False Data Stripping on the datum to EP. Date/Locate if necessary.)
42. **WAS THERE AN EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____
(Get what it was and complete the False Data Stripping on that datum to EP.)
43. **WAS THERE NO EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____
(Indicate it. Find out if the false datum had already blown; if so, indicate it and rehab to F/N. If the false datum has not blown, Date/Locate the receipt of the datum, to EP.)



44. **WAS A FALSE-DATA CHAIN LEFT UNFLAT?** _____
 (Indicate. Complete the chain to EP. Date/Locate the receipt of the false data if needed.)
45. **DID YOU JUMP FROM ONE FALSE-DATA CHAIN TO ANOTHER?** _____
 (Indicate. Find out if the false datum from the original chain blew; if it did, have him spot the point where it blew. Rehab to F/N if needed. If the false datum had not blown, complete the original chain to EP. Then complete the chain that was jumped to, if unflat.)
46. **WAS THERE MORE FALSE DATA ON THE SUBJECT OR AREA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the False Data Stripping on the subject or area completed.)
47. **WERE THERE MISUNDERSTOODS IN THE AREA OF THE FALSE DATA?** _____
 (Find and clear the MUs, each to F/N.)
 (Get the False Data Stripping completed.)
48. **WERE YOU NOT FAMILIAR WITH THE BASIC TRUE DATA ON THE SUBJECT BEING ADDRESSED?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the true data on the area found and studied, then redo False Data Stripping on the subject.)
49. **WAS THE TRUE DATA NEVER FOUND?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the true data found and studied, then redo False Data Stripping on the subject.)
50. **DID YOU NOT RESTUDY THE TRUE DATA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get him to restudy the true data, then redo False Data Stripping on the subject.)
51. **WAS THERE A FALSE DATUM YOU THOUGHT MUST BE TRUE, BECAUSE OF ITS SOURCE?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)
52. **WERE YOU EMBARRASSED TO SAY WHAT THE FALSE DATUM WAS?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)



53. **WERE YOU EMBARRASSED TO SAY WHERE THE FALSE DATUM HAD COME FROM?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)
54. **DID THE PERSON DOING THE ACTION GIVE YOU FALSE DATA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the False Data Stripping completed. Send the person who gave him the false data to Ethics.)
55. **DID YOU THINK OF SOME FALSE DATA YOU DIDN'T MENTION?** _____
 (Find out what it was and handle it to EP with False Data Stripping procedure.)
56. **WAS THE FALSE DATA VALUABLE TO YOU?** _____
 (2WC the value, E/S to F/N. Then pull any withhold connected with this, E/S to F/N.)
 (Get the False Data Stripping completed, including finding and studying the true data.)
57. **WERE YOU USING THE FALSE DATA TO MAKE SOMEONE 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.)
58. **WERE YOU THROWN INTO A SECONDARY?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
59. **DID YOU FEEL GRIEFY?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
60. **WAS A LOSS RESTIMULATED?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
61. **WAS AN ENGRAM RESTIMULATED?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)



62. **WAS AN IMPLANT RESTIMULATED?** _____
 (Indicate. If no joy, do an L3RH on the time of the restimulation. Date/Locate if needed. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
63. **WERE THERE METERING ERRORS?** _____
 (Indicate. Find out whether it was false reads, missed reads or missed F/Ns and handle E/S to F/N.)
 (Get the False Data Stripping completed if needed.)
64. **DID THE FALSE DATA HANDLED HAVE NO CHARGE ON IT?** _____
 (Indicate it and that it should not have been taken up. If no F/N, 2WC E/S to F/N. Get in False and Protest buttons.)
65. **WAS THE FALSE DATA STRIPPING DONE ON TOO BROAD AN AREA?** _____
 (Indicate it. If no F/N, 2WC E/S to F/N.)
 (Get the specific area or areas that need to be False Data Stripped located per step A of False Data Stripping procedure and complete the False Data Stripping to EP.)
66. **HAD YOU NOT HAD SUFFICIENT FOOD?** _____
 (2WC E/S to F/N.)
67. **HAD YOU NOT HAD SUFFICIENT SLEEP?** _____
 (2WC E/S to F/N.)
68. **HAD YOU TAKEN DRUGS?** _____
 MEDICINE? _____
 ALCOHOL? _____
 (2WC E/S to F/N.)
 (Get the False Data Stripping completed. Program for drug handling.)
69. **WAS THERE SOMETHING ELSE WRONG WITH YOUR FALSE DATA STRIPPING?** _____
 (Find out what and handle with the appropriate correction list.)
70. **WAS THERE SOMETHING WRONG WITH YOUR CASE?** _____
 (Assess and handle a C/S 53.)
71. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)

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 LRH Technical Research
 and Compilations



HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 12 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 11-1

FALSE DATA STRIPPING REPAIR 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 11 July 88, Product Debug Series 11, FALSE DATA STRIPPING REPAIR 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 FALSE DATA STRIPPING REPAIR LIST

A, about, accepting, action, addressed, alcohol, already, an, and, another, any, anything, ARC break, area, as.

Basic, be, because, been, being, blown, broad, by.

Case, caused, chain, charge, come, correction, critical.

Data, date, dating, datum, did, didn't, doing, done, drugs.



Earlier, earlier-similar, else, embarrassed, engram, error, errors, evaluation, ever, experience.

False, false data, familiar, feel, first, food, found, from, fully.

Get, give, given, grievous.

Had, handled, handling, has, have.

Implant, in, incident, indicated, Int, into, invalidation, is, it, item, its.

Jump, justify.

Knowledge.

Left, lied, list, listened, locating, location, loss.

Made, major, make, malicious, medicine, mention, metering, middle, misapplied, misunderstands, more, must.

Never, no, not, nothing.

Of, on, one, or, out, out-ethics, out-Int, out-list, overrun, overt, overts.

Part, person, place, pretended, prior, problem, protesting.

Really, resent, restimulated, restudy.

Say, secondary, seem, sensible, similar, sleep, some, somebody, someone, something, source, statements, stripping, subject, sufficient.

Taken, the, then, there, think, thought, thrown, to, tolerated, too, trouble, true.

Understand, unflat, using.

Valuable.

Was, were, what, when, where, while, whole, with, withhold, withholds, wrong.

You, your.

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HCO BULLETIN OF 20 JULY 1988

Remimeo
HRD Checksheets
HRD Auditors
HRD C/Ses
Qual Div
Personnel

Happiness Rundown Series 5R-1

HAPPINESS RUNDOWN REPAIR 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 21 Jan. 84R, HRD Series 5R, HAPPINESS RUNDOWN REPAIR LIST (HRL).

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 HAPPINESS RUNDOWN REPAIR LIST

A, about, accept, accepted, action, afraid, against, alcohol, an, any, anyone, anything, ARC break, are, attention, auditing, auditor.

Been, between.

Case, charged, cognition, command, concerning, conflicts, considerations.

Dare, decided, did, didn't, do, doing, done, don't, drugs, during.



Earlier, else, error, evaluation, evil, exterior.

False, feel, first, F/N, form, found, from.

Gains, get, go, goal.

Happiness, harmful, has, hasn't, have, haven't.

If, in, inclined, intend, intention, interrupted, invalidation, is.

Keep, keeping.

Left, life, list.

Me, medicine, mention, missed.

Not, nothing.

Of, on, or, other, others, out, overrun, overt.

Past, person, place, practice, precept, precepts, problem, protesting, purpose.

Question.

Read, refuse, restimulated, restrain, run, rundown.

Saying, session, sessions, some, something, succumb.

Taken, tell, that, the, there, thought, to, told, transgress, transgression, trouble.

Uncharged, understood, unflat, up, upset.

Was, way, were, what, with, withhold, word, worried, wouldn't, wrong.

Yet, you, you'll, your, you're.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 DECEMBER 1988R
REVISED 30 JANUARY 1990

Remimeo
All Orgs and
Missions
Chaplains
C/Ses
Auditors

SCIENTOLOGY MARRIAGE COUNSELING

Refs:

Tape: 5912C10	“Demonstration of New HGC Process”
HCOB 31 Dec. 59R	BLOW-OFFS
Rev. 21.8.87	
Tape: 6001C02	“Marriage”
HCOB 10 July 64	OVERTS—ORDER OF EFFECTIVENESS
	IN PROCESSING
HCO PL 27 May 65	PROCESSING

Scientology Marriage Counseling is a very powerful technique for restoring ARC between marital partners whose relationship has become strained or is headed for divorce.

Use of this technique is depicted in the public film *The Married Couple*.

DELIVERY REQUIREMENTS

Scientology Marriage Counseling can be delivered by a certified Class II Auditor who is an ordained Scientology minister (or minister-in-training) and who has been high crime checked out and passed in Qual on Scientology Marriage Counseling procedure. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The length of time required to complete Scientology Marriage Counseling can vary, but ordinarily it can be done in one or two intensives.

This processing must be done at an org which is qualified to deliver auditing to the partner with the *highest* case level. For instance, if one of the partners is OT III and the other is a Grade IV Release, the counseling may be delivered at an Advanced Org, but not in a Class IV Org or mission.

PROCEDURE

Scientology Marriage Counseling is actually classified as an *assist*. It is meant to alleviate difficulties a couple are experiencing in their relationship with each other by helping them to unburden their accumulated overts and withholds.

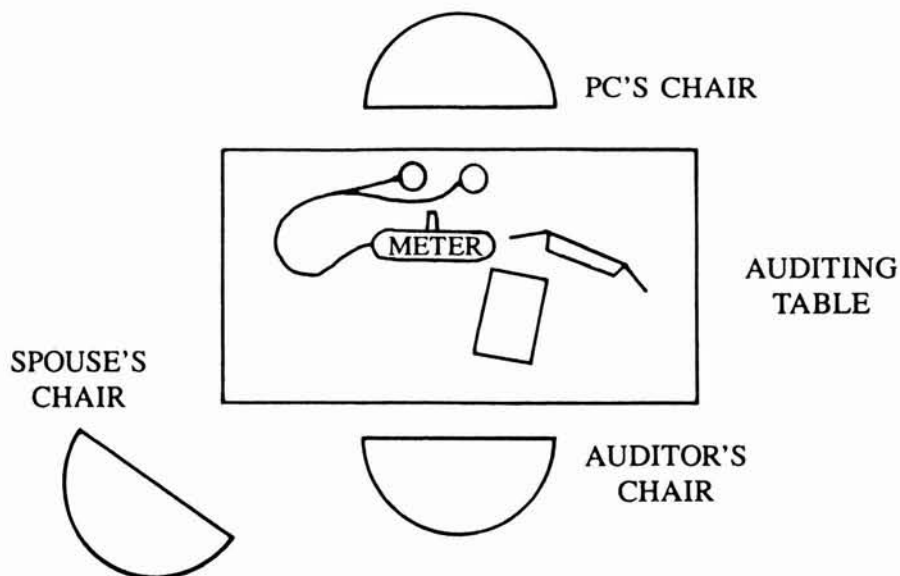
Unlike most other processes, this procedure is done with *three* people in the auditing room—the auditor and two preclears (the marital partners).

The procedure is as follows:

1. Set up the auditing room as per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER. Be sure to provide



comfortable chairs for *both* partners. The chair used by the partner who is not holding the cans is placed to one side of the auditing table, facing the pc's chair and slightly behind the auditor.



2. Ensure both partners understand what will be taking place in the counseling sessions. If both partners are already trained as auditors or have had a Scientology C/S-1, these points need only be briefly reviewed to ensure both understand them. If one or both partners has never given or received metered auditing before, then *each* of these steps must be done in full:
 - a. Explain that everything said in the counseling you will be doing is held in strictest confidence, according to the traditional rules of pastor/parishioner confidentiality.
 - b. Describe how the counseling will be done, i.e., that you will be asking a set of questions, called a "process," of one partner until a certain result is reached, then asking the same questions of the other partner. Ensure it is understood by both partners that when one of them is holding the cans and answering your questions, the other is to remain quiet and just listen, no matter what is said and no matter how much he or she may want to comment. When you are finished directing your questions to one partner, the other will be given his or her turn.
 - c. Briefly explain to both partners what the E-Meter is used for. For demonstration, do a "pinch test." Explain to both partners that to show how the meter registers mental reactions, you will give the partner holding the cans a pinch. Do so. Then get that partner to think of the pinch (while still holding the cans), showing both partners

the meter reaction. (Ref: *The Book of E-Meter Drills*, E-Meter Drill 5RB) Keep this demonstration and explanation very simple. You can use the book *Introducing the E-Meter* to help handle any questions, but do not complicate this step unnecessarily.

- d. Explain what the word “floating needle” means and that a floating needle indicates that you have reached a good point in the process. Let both partners know you will indicate a floating needle when one occurs in the counseling.
 - e. Explain that when you have finished a counseling session, you will take both partners to the Examiner. Explain that the Examiner will have the pc hold the E-Meter cans, that the pc may say anything he wishes, and that the Examiner will not say anything other than acknowledging and indicating a floating needle when one is present.
 - f. Clear the words “moral code,” “overt act” and “withhold” with both partners, using the definitions sheet attached to this HCOB.
 - g. Clear the commands of the process with both partners, making sure they understand very clearly what is meant by “done to” and “withheld from” in the questions. Explain that when the first question is answered, you’ll give the second question and so on, back and forth between the two questions. The questions are:
 1. **WHAT HAVE YOU DONE TO (spouse’s name)?**
 2. **WHAT HAVE YOU WITHHELD FROM (spouse’s name)?**
3. Put one of the partners on the meter, set the sensitivity for the pc, do a metabolism test and check to be sure the pc is well rested, has eaten and is not hungry.
 4. Start the session by saying **“THIS IS THE SESSION.”** (Tone 40)
 5. Run the process commands alternately (1,2,1,2,1,2, etc.) until the pc has an F/N, cog and VGIs. Indicate the F/N and give the pc the R-factor that you have finished directing the questions to him/her for now.
 6. Have the second partner sit in the auditing chair holding the cans while the first partner sits in the third chair, observing. Start a new worksheet for the second partner.
 7. Give the partner on the cans the R-factor that you’ll now be directing the same questions to him/her. Ask if he/she has any questions before you begin. Set the sensitivity, etc., as in step 3.
 8. Repeat steps 5-7, each time running the process to an F/N, cog and VGIs for the partner on the meter.
 9. When the minister ends a session, such as for a meal break or to end off for the day, both pcs are taken to the Examiner. When counseling is ended for the day, the minister should see that the couple is scheduled for their next counseling session.

10. Write up the counseling session using a separate Auditor's Report Form and set of worksheets for each pc. In order to ensure that a complete record of the session exists in both pcs' folders, a photocopy of each partner's worksheets should be included with the original worksheets of the other when those are placed in the pc folder. (For example, the husband's pc folder would contain the original worksheets of his sessions, plus a photocopy of the worksheets of the wife's sessions.) Route the two folders to the C/S.

END PHENOMENA

By continuing the counseling a point should be reached where the TA has flattened out on both partners, and both are F/Ning, VGIs and in ARC with each other. That is the EP.

The aim of Scientology Marriage Counseling is to assist marital partners in restoring affinity, reality and communication with each other.

Many, many marriages at the brink of divorce have been successfully salvaged with the help of this processing. There is, however, no guarantee that a couple wishing to get a divorce will decide to remain married, and no minister or any org staff member should make any such promise or claim to anyone.

If the counseling is completed standardly, the couple will have been unburdened of the overts and withholds affecting their relationship and will be in good communication with each other and better able to make rational decisions concerning their marriage.

It may take several counseling sessions to reach the EP. A marriage that is in trouble is not something that is put together again in one night, because the number of overts and withholds usually takes a little longer to detail.

When the EP has been reached, both partners are C/Sed to declare to completion of Scientology Marriage Counseling in Qual.

TIPS

TRs

Excellent auditor TRs are a must in delivering Scientology Marriage Counseling. The auditor should have a flawless command of TRs 0–4 and be an expert at Upper Indoc TRs. Considerable upset can sometimes occur in a Scientology Marriage Counseling session, and the auditor must be able to handle it and control both partners smoothly and with high ARC.

Auditor's Code

The Auditor's Code must be strictly observed by the minister at all times during Scientology Marriage Counseling. It is particularly important that the auditor not give any impression, by his words, tone of voice, mannerisms or by any other means, that he favors or sympathizes with one partner or the other, either in or out of session. (Ref: HCO PL 14 Oct. 68RA, THE AUDITOR'S CODE; HCOB 23 May 71 X, Basic Auditing Series 9, COMM CYCLE ADDITIVES; and HCOB 26 Apr. 71 I, TRs AND COGNITIONS)



OTs

Scientology Marriage Counseling procedure is not changed when it is being done on an OT. The procedure is the same regardless of the case level of the pc or pre-OT.

Only in doing *repair* of Scientology Marriage Counseling on an OT III or above is there any difference in procedure. In such a case an LCRE would be done following the technical rules for use of correction lists on OTs.

C/Sing

Scientology Marriage Counseling is C/Sed as one would any metered assist processing, according to the HCOBs of the C/S Series.

As the pcs may be very green, the C/S should be alert for any indicators that one or both of them do not understand what is expected and get this remedied if spotted.

The C/S should also ensure that an auditor is thoroughly checked out and drilled before allowing him to do this processing. With the added randomness of *two* people to handle in each session and the misemotion that can sometimes come to the surface in this processing, it requires excellent auditor TRs, metering and command of the procedure.

REPAIR

Ordinarily upsets or bogs in Scientology Marriage Counseling stem from *missed withholds* and are handled by simply continuing the process. However, if a session is utterly bogged or if a pc is refusing to go on at all, an LCRE should be assessed and handled.

If an LCRE must be used, it should be done in a session without the pc's spouse present; however, if overts or withholds on the spouse are gotten off in a pc's repair session they must also be revealed by the pc to his spouse in a later session when the spouse is present. This is done by simply having the pc, in the next session, tell the spouse each of the overts or withholds that were gotten off in the repair session.

If the auditor delivering the counseling is not qualified to use the LCRE, the pc is turned over to another auditor for the repair session.

If one or both of the pcs refuse to come in for a Scientology Marriage Counseling session after counseling has begun, arrangements should be made to get them in immediately for repair as above.

CAUTIONS

Simplicity

Scientology Marriage Counseling procedure is quite simple. Guard against any tendency to complicate the procedure with additional commands or steps.

One point of complexity that has been added to this action by some is in the

area of setting up the pc for the action. Scientology Marriage Counseling is done as an assist for a present time difficulty. It is not a major grade or rundown requiring extensive setups before it can be done. Even rudiments are ordinarily unnecessary—if the pc is there for Scientology Marriage Counseling on his own determinism, he'll be found to be *in-session* already; rudiments would act as a distraction in such a case and could tend to throw the pc *out* of session. (Ref: Tape 5911C09, “Demo of an Assist”) Unless it is known that a pc has a situation which must be handled before an assist is begun (such as a read on out-Int or out-lists) the counseling is simply begun and carried through to completion much as one would do any assist action.

Where extensive setups have erroneously been entered into, it has commonly been found that the pc's attention is primarily on his marital situation, and that is exactly what ends up being addressed in the “setup” auditing. This can even include overts and withholds on the pc's spouse coming to light without the benefit of the spouse being present.

If a rud needs to be flown on one or both of the partners, it should be done in session with *both partners* present, unless the partner needing the rud is OT III or above and the other partner is not.

Session Misemotion and Overuse of Repair

It is not uncommon for one or both of the marriage partners being counseled to show a great deal of misemotion in a Scientology Marriage Counseling session. Crying, yelling, etc., are not unusual. The auditor should not instantly think he needs to do an LCRE or other repair action when misemotion occurs. The three oldest rules in processing apply: (a) GET THE PC THROUGH IT; (b) WHAT TURNS IT ON WILL TURN IT OFF; (c) THE WAY OUT IS THE WAY THROUGH. Only when continuing with the process of “What have you done to (spouse)?” “What have you withheld from (spouse)?” has not smoothed the session out should an LCRE be resorted to. (Ref: HCO PL 27 May 65, PROCESSING)

Auditing Both Pcs

Ideally, *both* partners should be audited in the same counseling session or on the same day. Though it may not always be possible to do this, experience has shown it is definitely preferable to audit both partners in one day rather than auditing one on one day and one the next.

If you end off a counseling session by auditing spouse A, begin the next session by auditing spouse B. Example: On Monday the husband is given an hour of processing, then the wife is given 45 minutes, then the husband is given an hour and finally the wife is given an hour and a half. Tuesday the session is begun by auditing the husband, and so on.

Participation

It is very important that both partners actually take part in Scientology Marriage Counseling on their own determinism. If one of the partners is hesitant to enter into counseling, a Chaplain or FSM can and should enlighten him or her to bring about an understanding of how the counseling could help. However, if one or both of the partners is not in agreement with doing the processing or is



doing it on someone else's determinism, it is highly unlikely that the counseling will succeed; in fact, Scientology Marriage Counseling may not be sold or delivered in such circumstances. A person who did not sign up for this counseling on his or her own determinism is a troublesome source per HCO PL 27 Oct. 64R, POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE, and is to be handled per that policy.

Completing the Process to EP

It may happen that partway through Scientology Marriage Counseling one or both of the partners originate that they have decided to get a divorce. Even if they seem to be satisfied with their decision, the counseling must be continued until the full EP is reached: TA flattened out on both partners, both F/Ning and VGIs and in ARC with each other.

TRAINING

When a couple has completed Scientology Marriage Counseling, they must be sold and delivered training to hat them on basic Scientology and tools they can use to build a strong and lasting relationship. The *How to Improve Your Marriage Course* is a Scientology Life Improvement Course designed specifically for this purpose and is part of a standard marriage handling program. Following the *How to Improve Your Marriage Course*, the couple should also do the *Success Through Communication Course*.

When applied standardly, Scientology Marriage Counseling is a tremendously effective tool that can be used to open the way to a happy and satisfying marriage for couples who want to repair and improve their relationship.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

Revision assisted by
LRH Technical Research
and Compilations



SCIENTOLOGY MARRIAGE COUNSELING

DEFINITIONS SHEET

The following definitions are for use in clearing these terms as part of Scientology Marriage Counseling.

Moral Code: An agreed-upon code of conduct. Whenever people get together and operate as groups, they make agreements on codes of conduct regarding what is right and what is wrong, what is moral and what is immoral—in other words, what will be contributive to survival and what will be destructive of survival. This is a moral code—a series of agreements to which a person has subscribed to guarantee the survival of a group. It doesn't matter what the size of the group is—whether it is a group of two people forming a marriage or a whole nation being formed—they enter into certain agreements.

Overt Act: A harmful act or a transgression against the moral code of a group. When a person does something that is contrary to the moral code he has agreed to, or when he omits to do something that he *should* have done per that moral code, he has committed an overt act. An overt act violates what was agreed upon.

Withhold: An unspoken, unannounced transgression against a moral code by which a person is bound. A withhold is, then, an overt act that a person committed that he or she is not talking about. Any withhold comes *after* an overt act.

1989

Remimeo
Class V Graduate
Auditors and C/Ses
HCO
Tech/Qual

AUDITING REPAIR LIST FOR PEOPLE FROM EST

Ref:

HCOB 25 Nov. 71 II

RESISTIVE CASES, FORMER THERAPY

PERSONS WHO HAVE BEEN IN EST SOMETIMES TURN UP IN MIS-
SIONS AND ORGS. IT IS NECESSARY TO UNDO THE CASE DAMAGE
BEFORE THE PERSON CAN BE PROCESSED IN SCIENTOLOGY AND
GET LASTING CASE GAIN.

Est (acronym for Erhard Seminars Training)* was an offbeat activity which made a squirrel use of parts of the technologies of Dianetics and Scientology. What they did was take some early Scientology materials and alter them. They later told people they didn't know where est came from.

The real trouble with est is that it messes up cases. For example: Their squirrel "processes" sometimes bring about forcible exteriorization but they don't have any tech to repair out-Int. Covert and overt evaluation are rampant in est, and some former est cases have had implants restimulated by est's psychiatrist-like use of evaluation and invalidation.

Additionally they confuse people with false data. One of the falsest data is that they make it appear that some of the basics they use are their own discoveries or developments, when in fact these basics are alter-ised Scientology.

The purpose of this list is to repair case damage from a person's involvement with est so he or she can make lasting case gain in Scientology and Dianetics processing. The exact handling for persons who have been involved in est consists of:

- I. Passing the Est Confessional given in HCOB 2 June 89 II, EST CONFESSSIONAL FORM.
- II. Receiving the Auditing Repair List for People from Est, as given in this HCOB.

* Though the est program was retired in late 1984, the same corporation which had delivered it (Werner Erhard & Associates) began delivering another squirrel program called "The Forum." This HCOB also applies to anyone who has been involved in "The Forum" or est under any other name.

These steps are done prior to giving the person Objectives, Scientology Drug Rundown or any other actual auditing. The person must first have received a Scientology C/S-1 to ensure they fully understand the basics of auditing. The actions are delivered by a Class V Graduate Auditor or above.

Those who were formerly in est and who have already received Scientology and Dianetics auditing should also be given this list, at the first appropriate point of their pc program. They should not be C/Sed for this list while in the middle of some other case action. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

EST CONFESSIONAL

Before a pc may be audited on the repair list, he must be given a metered HCO Confessional on points A-J of HCO PL 27 Oct. 64R, POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE. The questions for this Confessional are given in HCOB 2 June 89 II, EST CONFESSIONAL FORM.

It is done as a standard HCO Confessional per HCOB 7 Jan. 85, HCO CONFESSIONALS, and HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE. Est's purpose is to put plants in to get tech data. Therefore this Confessional includes questions which are meant specifically to spot such a person. If a person is found to be a plant, he is turned directly over to the MAA/Ethics Officer or the HCO Area Secretary, and the Director of Special Affairs is alerted immediately. In such a case HCO *must* additionally report all details directly to the Inspector General Network. The org must *not* attempt to do the repair list itself on a person who has been found to be a plant.

AUDITING REPAIR LIST

Having completed and passed the Est Confessional, the person is audited on the Auditing Repair List for People from Est. In assessing the questions, use "est" or, if the est activity the pc was involved in was under some other name, use that name.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N by doing the instructions given on the list. (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)

When the pc has had all available BPC on his involvement with est found and handled to F/N and VGIs, the action is complete.

If the C/S suspects there is more to handle after all reading questions have been F/Ned, he may order that the list be taken to an F/Ning assessment.

PRECLEAR: _____ DATE: _____

AUDITOR: _____



This pc has passed the EST CONFESSSIONAL FORM, HCOB 2 June 89 II, has completed any required handling based on the results of the Confessional and is not a plant.

Case Supervisor signature

1. **IN EST WAS THERE TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION?** _____

(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. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RB, as applicable.)

2. **IN EST WERE YOU FORCIBLY EXTERIORIZED?** _____

(Handle as in #1 above.)

3. **IN EST WERE YOU GIVEN A WRONG INDICATION?** _____

(L4BRB.)

4. **IN EST WERE YOU GIVEN A WRONG ITEM?** _____

(L4BRB.)

5. **IN EST WERE YOU GIVEN A WRONG WHY?** _____

(L4BRB.)

6. **AS A RESULT OF YOUR INVOLVEMENT IN EST DID YOU SELF-LIST?** _____

(L4BRB.)

7. **WERE YOU DOING EST OVER OUT-RUDS?** _____

(Find out which and handle E/S to F/N.)

8. **IN EST DID YOU HAVE AN ARC BREAK?** _____

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

9. **IN EST DID YOU HAVE A PROBLEM?** _____

(Get what it was and E/S to F/N.)

10. **DID YOU STILL HAVE A PROBLEM AFTER YOU LEFT EST?** _____

(Get what it was and E/S to F/N.)



11. **WAS EST A PROBLEM TO YOU?** _____
(E/S to F/N.)
12. **IN EST DID YOU HAVE A WITHHOLD?** _____
(Pull the withhold E/S to F/N.)
13. **IN EST WAS A WITHHOLD MISSED?** _____
(Pull the missed withhold E/S to F/N.)
14. **WERE YOU RUN ON AN EST PROCESS OVER AN ARC BREAK?** _____
(ARCU CDEINR E/S to F/N.)
15. **WERE YOU RUN ON AN EST PROCESS OVER A PROBLEM?** _____
(Get what it was and handle with itsa E/S itsa to F/N.)
16. **WERE YOU RUN ON AN EST PROCESS OVER A WITHHOLD?** _____
(Pull the withhold E/S to F/N.)
17. **WERE YOU RUN ON AN EST PROCESS OVER PROTEST?** _____
(Get what it was and handle with itsa E/S itsa to F/N.)
18. **WERE YOU MADE TO DO SOMETHING IN EST YOU DIDN'T WANT TO DO?** _____
(Get what it was and handle with itsa E/S itsa to F/N.)
19. **WERE YOU RUN ON AN EST PROCESS OVER A MISUNDERSTOOD?** _____
(Find out what it was and clear it to F/N.)
20. **IS THERE ANYTHING ABOUT YOUR INVOLVEMENT WITH EST THAT I SHOULDN'T FIND OUT ABOUT?** _____
(Pull the withhold E/S to F/N. Get *all* the data.)
21. **IN EST DID YOU COMMIT AN OVERT?** _____
(Get what it was and E/S to F/N.)
22. **HAVE YOU USED EST FOR SOME UNWORTHY MOTIVE?** _____
(Get what it was and E/S to F/N.)
23. **IN EST DID YOU DO ANYTHING THAT HARMED OR UPSET ANOTHER?** _____
(Get what it was and E/S to F/N.)
24. **IN EST WERE OVERTS OR WITHHOLDS RESTIMULATED?** _____
(Pull the overts or withholds E/S to F/N.)



25. **IN EST WERE YOU FORCED TO WITHHOLD SOMETHING?** _____
 (Handle as a withhold E/S to F/N.)
26. **DID YOU GO BACK TO EST AFTER YOU HAD RECEIVED DIANETICS OR SCIENTOLOGY TRAINING OR PROCESSING?** _____
 (Handle as a missed withhold E/S to F/N.)
27. **IN EST WERE YOU INVOLVED IN ANY UNETHICAL SEXUAL ACTIVITY?** _____
 (Handle as a missed withhold E/S to F/N.)
28. **WERE YOU FORCED TO ENROLL IN EST TRAINING?** _____
 (2WC E/S to F/N.)
29. **WERE YOU FORCED TO BRING GUESTS TO EST?** _____
 (2WC E/S to F/N.)
30. **IN EST WAS THERE ANY INVALIDATION?** _____
 (2WC E/S to F/N.)
31. **IN EST WERE YOU CALLED OBSCENE NAMES?** _____
 (ARCU CDEINR E/S to F/N.)
32. **REGARDING YOUR INVOLVEMENT IN EST HAS THERE BEEN ANY INVALIDATION?** _____
 (2WC E/S to F/N.)
33. **IN EST DID ANYONE INVALIDATE YOUR BEINGNESS?** _____
 (2WC E/S to F/N.)
34. **IN EST WERE YOU RIDICULED IN FRONT OF THE GROUP?** _____
 (2WC E/S to F/N.)
35. **IN EST WERE YOU BELITTLED?** _____
 (2WC E/S to F/N.)
36. **IN EST WERE YOU TOLD YOUR LIFE WAS MEANINGLESS?** _____
 (2WC E/S to F/N.)
37. **IN EST WERE YOU TOLD YOU WERE A ROBOT OR A MACHINE?** _____
 (2WC E/S to F/N.)
38. **IN EST DID SOMEONE EVALUATE FOR YOU?** _____
 (2WC E/S to F/N.)



39. **IN EST WAS THERE ANY EVALUATION?** _____
(2WC E/S to F/N.)
40. **IN EST WERE YOU TOLD WHAT WAS WRONG WITH YOU?** _____
(2WC E/S to F/N.)
41. **IN EST WERE YOU TOLD WHAT TO THINK?** _____
(2WC E/S to F/N.)
42. **IN EST WERE YOU NOT ALLOWED TO LEAVE THE ROOM?** _____
(2WC E/S to F/N.)
43. **IN EST WERE YOU NOT PERMITTED TO GO TO THE RESTROOM?** _____
(2WC E/S to F/N.)
44. **IN EST WERE THERE IGNORED ORIGINATIONS?** _____
(2WC E/S to F/N.)
45. **IN EST WERE YOU PROTESTING?** _____
(Indicate and 2WC E/S to F/N.)
46. **IN EST WERE YOU OVERWHELMED BY MENTAL PICTURES?** _____
(2WC E/S to F/N.)
47. **IN EST WERE YOU OVERWHELMED BY A PROCESS THAT WAS RUN?** _____
(2WC E/S to F/N.)
48. **IN EST WAS THERE A FALSE ACCUSATION?** _____
(2WC E/S to F/N.)
49. **IN EST WERE THERE ANY DISAGREEMENTS?** _____
(2WC E/S to F/N.)
50. **IN EST WERE YOU NOT GIVEN DEFINITIONS OF TERMS?** _____
(2WC E/S to F/N.)
51. **IN EST WAS THERE A MISUNDERSTOOD WORD OR SYMBOL?** _____
(Find out what it was and clear it to F/N.)



52. **IN EST WERE YOU GIVEN FALSE DATA?** _____
 (Handle each false datum found per HCOB 7 Aug. 79, FALSE DATA STRIPPING, and by showing the person the true data on the subject from Scientology materials.)
53. **IN EST WERE YOU CONFUSED BY CONFLICTING DATA?** _____
 (Handle as in #52.)
54. **IN EST WERE YOU GIVEN DATA YOU COULD NOT THINK WITH OR WHICH DID NOT MAKE SENSE?** _____
 (Handle as in #52.)
55. **IN EST WAS THERE ANY DATA YOU COULD NOT APPLY?** _____
 (Handle as in #52.)
56. **IN EST WAS A PROCESS OR EXERCISE OVERRUN?** _____
 (Indicate. Rehab to F/N.)
57. **IN EST WAS THERE A WIN OR RELEASE THAT WAS NOT ACKNOWLEDGED?** _____
 (Indicate. Rehab to F/N.)
58. **REGARDING EST IS THERE ANYTHING YOU STILL HAVE ATTENTION ON?** _____
 (2WC E/S to F/N.)
59. **IN EST WAS SOMETHING RESTIMULATED BUT LEFT UNHANDLED?** _____
 (2WC E/S to F/N.)
60. **IN EST WAS AN IMPLANT RESTIMULATED?** _____
 (Indicate it. 2WC E/S to F/N. Date/Locate if needed.)
61. **IN EST WAS AN EARLIER PSYCHIATRIC INCIDENT RESTIMULATED?** _____
 (Indicate it. 2WC E/S to F/N. Date/Locate if needed.)
62. **IN EST WAS SOME EARLIER TREATMENT RESTIMULATED?** _____
 (Indicate it. 2WC E/S to F/N. Date/Locate if needed.)
63. **IN EST WAS SOME EARLIER THERAPY RESTIMULATED?** _____
 (Indicate it. 2WC E/S to F/N. Date/Locate if needed.)
64. **IN EST WERE YOU IMPLANTED WITH SOME IDEA OR COMMAND?** _____
 (Indicate it. 2WC E/S to F/N. Date/Locate if needed.)



65. **IN EST WERE YOU SHOCKED OR STARTLED BY SOMETHING THAT OCCURRED?** _____
(2WC E/S to F/N.)
66. **DO YOU FEEL SUPPRESSED BY EST?** _____
(2WC E/S to F/N.)
67. **IN EST WERE YOU DENIED SLEEP?** _____
(2WC E/S to F/N.)
68. **IN EST WERE YOU MADE TO DEPRIVE YOUR BODY?** _____
(2WC E/S to F/N.)
69. **IN EST WERE YOU MADE TO WATCH PORNOGRAPHIC MOVIES?** _____
(2WC E/S to F/N.)
70. **IN EST WERE YOU TOLD NOT TO TELL?** _____
(2WC E/S to F/N. If any withhold is found, pull it E/S to F/N.)
71. **DID YOU MAKE NO GAINS IN EST?** _____
(2WC E/S to F/N.)
72. **IN EST COULDN'T YOU GET "IT"?** _____
(Note to the auditor: Per reports, getting "it" is a phrase used in some est training which means, roughly, reaching some "state" or "understanding." Even in est this is not clearly defined. If this question reads, handle by indicating the BPC and, if no F/N, 2WC E/S to F/N.)
73. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
(Indicate it, E/S to F/N.)
74. **IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF EST?** _____
(2WC E/S to F/N noting all BDs and reads. Return the folder to the C/S for further programing which should include Expanded GF 40 if needed.)

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Founder

Compilation assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1989

Issue II

Remimeo
C/Ses
Auditors
Tech/Qual
HCO
Dept of Special Affairs

Confessional Form 13

EST CONFESSIONAL FORM

Refs:

HCO PL 27 Oct. 64R	POLICIES ON PHYSICAL HEALING,
Rev. 15.11.87	INSANITY AND SOURCES OF TROUBLE
HCOB 1 Mar. 77 III	FORMULATING CONFESSIONAL
	QUESTIONS
HCOB 1 Mar. 77 II	CONFESSIONAL FORMS
HCOB 2 June 89	AUDITING REPAIR LIST FOR PEOPLE
	FROM EST

This Confessional form covers the sources of trouble as given in HCO PL 27 Oct. 64R, POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE, and is to be done on any Scientologist formerly involved in EST. The form also includes questions designed to detect a plant, as EST's purpose is to put plants in to get tech data.

The form is done as a standard HCO Confessional per HCOB 7 Jan. 85, HCO CONFESSIONALS, and HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case.

If a person being given this Confessional is found to be a plant, he is turned directly over to the MAA/Ethics Officer or the HCO Area Secretary, and the Director of Special Affairs is alerted immediately. In such a case HCO *must* additionally report all details directly to the Inspector General Network. The org *must not* attempt to further audit or train a person who has been found to be a plant.

PRECLEAR: _____ DATE: _____

AUDITOR: _____

1. **ARE YOU INTIMATELY CONNECTED WITH PERSONS OF KNOWN ANTAGONISM TO MENTAL OR SPIRITUAL TREATMENT OR SCIENTOLOGY?** _____
2. **IN THIS LIFETIME, DO YOU HAVE A CRIMINAL RECORD?** _____



3. **HAVE YOU OR ANY MEMBER OF YOUR IMMEDIATE FAMILY EVER SUED OR THREATENED TO SUE OR EMBARRASS OR ATTACK SCIENTOLOGY?** _____
4. **HAVE YOU OR ANY MEMBER OF YOUR IMMEDIATE FAMILY EVER PUBLICLY ATTACKED SCIENTOLOGY?** _____
5. **HAVE YOU OR ANY MEMBER OF YOUR IMMEDIATE FAMILY EVER BEEN PARTY TO AN ATTACK ON SCIENTOLOGY?** _____
6. **DO YOU FEEL THAT SOME DIANETICS OR SCIENTOLOGY BOOK OR AUDITOR IS RESPONSIBLE FOR ANY BAD CONDITION YOU ARE IN?** _____
7. **ARE YOU BEING AUDITED BECAUSE SOMEONE ELSE WANTED YOU TO BE AUDITED?** _____
8. **DO YOU WANT TO BE PROCESSED ONLY TO SEE IF SCIENTOLOGY WORKS?** _____
9. **DO YOU FEEL THAT SOME PERSON SHOULD BE HELPED AT THE EXPENSE OF THE ORGANIZATION, FOR THE PURPOSE OF NOTORIETY?** _____
10. **DO YOU "HAVE AN OPEN MIND" ABOUT SCIENTOLOGY BUT NO PERSONAL HOPES OR DESIRES FOR AUDITING OR KNOWINGNESS?** _____
11. **DO YOU BELIEVE THAT NO PERSON OR THING CAN REALLY GET BETTER?** _____
12. **ARE YOU OR HAVE YOU EVER ATTEMPTED TO SIT IN JUDGMENT ON SCIENTOLOGY IN A HEARING?** _____
13. **ARE YOU ATTEMPTING TO INVESTIGATE SCIENTOLOGY?** _____
14. **ARE YOU HERE FOR SOME OTHER REASON THAN WHAT YOU'VE SAID?** _____
 (Pull the withhold E/S to F/N. Get *all* the data. If it turns out the person is a plant that has been sent in to the org to harm Scientology or gain access to Scientology and Dianetics materials for some unworthy motive, end off the session and turn the person over directly to the EO, MAA or the HCO Area Secretary, with an alert to the Dir Special Affairs.)
15. **WERE YOU SENT HERE TO GET DATA FOR SOMEONE ELSE?** _____
 (Handle as in #14 above.)
16. **HAVE YOU BEEN SENT HERE AS A PLANT TO GET TECH DATA?** _____
 (Handle as in #14 above.)



17. **ARE YOU STILL CONNECTED TO EST IN ANY WAY?** _____
(Handle as in #14 above.)
18. **ARE YOU CURRENTLY CONNECTED IN SOME WAY TO WERNER ERHARD OR ANY OF HIS ORGANIZATIONS OR ASSOCIATES?** _____
(Handle as in #14 above.)
19. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
20. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
21. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
22. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
23. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
24. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
25. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
26. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
27. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____
28. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
29. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____

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Compilation assisted by
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JUNE 1989

Remimeo
Class V Graduate
Auditors and C/Ses
HCO
Tech
Qual

**AUDITING REPAIR LIST FOR PEOPLE FROM EST
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	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 2 June 89, AUDITING REPAIR LIST FOR PEOPLE FROM EST.

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.

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)

NOTE: This list does not include words from the EST CONFSSIONAL FORM, HCOB 2 June 89 II, which is given to a pc before auditing him on the repair list. The words of the Confessional are cleared as part of clearing each Confessional question, per standard Confessional procedure. (Ref: HCOB 30 Nov. 78R, CONFSSIONAL PROCEDURE)

**WORDS FROM THE AUDITING REPAIR LIST
FOR PEOPLE FROM EST**

Accusation, acknowledged, activity, after, allowed, another, apply, ARC break, as, attention.

Back, beingness, belittled, body, bring, by, bypassed charge.



Called, command, commit, conflicting, confused, could, couldn't.

Definitions, denied, deprive, did, disagreements, doing.

Earlier, enroll, evaluate, evaluation, exercise, exteriorization, exteriorized.

False, find, first, forced, forcibly, front.

Gains, given, go, group, guests.

Harmed.

I, idea, ignored, implant, implanted, incident, indication, interiorization, invalidate, invalidation, involvement, item.

Leave, left, life.

Machine, made, make, meaningless, missed, misunderstood, motive, movies.

Names, not, nothing.

Obscene, occurred, originations, out, out-ruds, over, overrun, overt, overts, overwhelmed.

Permitted, pictures, place, pornographic, problem, process, processing, protest, protesting, psychiatric.

Received, regarding, release, restimulated, restroom, result, ridiculed, robot, room, run.

Self-list, sense, sexual, shocked, shouldn't, sleep, startled, subject.

Tell, terms, therapy, there, think, told, training, treatment, trouble.

Unethical, unhandled, unworthy, upset, used.

Was, watch, which, why, win, withholds, wrong.

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HCO BULLETIN OF 5 JULY 1989

Remimeo
Supervisors
Cramming Officers
Professional TR
Course

COACHING TRs 0-4

Refs:

HCOB 16 Aug. 71R II Rev. 5.7.78	TRAINING DRILLS REMODERNIZED
HCOB 24 May 68	COACHING
HCOB 8 Aug. 83	CYCLING THROUGH TRs ON A PROFESSIONAL TR COURSE
Technical Training Film Number TR-4	<i>The Professional TR Course</i>

The subject of coaching is covered thoroughly in HCOB 24 May 68, COACHING, but there is additional data on the coaching of TRs 0-4 which Professional TR Course students and Supervisors should know.

OT TR 0

OT TR 0 is mostly coached by the Course Supervisor. It is an actual waste of time to have two students coaching each other on it as there is very little to do. The Supervisor can cover a whole classroom of OT TR 0, simply spotting student twitches, etc., and flunking them. It is very easy—all he does is keep them at it. Even if the Supervisor ignores a person twitching and just insists that the class go on doing it, the person will come on through the TR.

You occasionally get some isolated student who has not passed OT TR 0 even though the rest of the class has gone on to the later TRs. The Supervisor would keep his eye on this student in spite of whatever else he was doing in the room. If the student went to sleep or started boiling off or departed from correct OT TR 0 in some other way, he would be given a flunk and gotten back to doing the drill. With a student who has obviously flunked, it is also up to his twin to assist the Supervisor in getting him through the drill. It is only after a student has been returned to OT TR 0, when the rest of the class is doing something else, that the twin does a lot of coaching.

“BLINKLESS” TR 0 AND TR 0 BULLBAIT

When a student gets really good on TR 0, he is said to have “blinkless TRs.” However, a blink is not a flunk on TR 0 and “blinkless” is not a requirement. Nobody has a right to put any attention on whether somebody is blinking—it is whether or not he is confronting.

Blinking is really a symptom when one is confronting with his eyeballs.

What is required for a pass on TR 0 is two hours of good, acceptable confront. Totally blinkless, wide-open, staring-eyed TR 0 and TR 0 Bullbait are not a requirement for pass but any truly competent auditor can do it.



**PROFESSIONAL TR COURSE STUDENTS
WITH NO EARLIER TR EXPERIENCE**

Most auditors entering a Professional TR Course have already done lower-level TR courses, where they learned TRs 0–4 by going through them several times, getting tougher each time. If a Professional TR Course student hasn't done this on an earlier course, he can start his drilling on the Professional TR Course by going through the TRs from OT TR 0 to TR 4 a few times and getting tougher each time, and then move on to TRs the hard way per HCOB 8 Aug. 83, **CYCLING THROUGH TRs ON A PROFESSIONAL TR COURSE**. This is not the only way for such a student to start off on the Professional TR Course; it is *a* way to do it.

This data should be known and applied by the Supervisor and all students wearing the hat of coach on the Professional TR Course.

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HCO BULLETIN OF 24 SEPTEMBER 1989

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**REPAIR LIST FOR TREATMENT FROM PSYCHIATRISTS,
PSYCHOLOGISTS AND PSYCHOANALYSTS**

<i>Refs:</i>		
PAB 62	30 Sept. 55	PSYCHIATRISTS
PAB 92	10 July 56	A CRITIQUE OF PSYCHOANALYSIS
PAB 93	24 July 56	A CRITIQUE OF PSYCHOANALYSIS (Continued)
HCOB	22 May 69	DIANETICS, ITS BACKGROUND
HCOB	16 July 70	THE PSYCHIATRIST AT WORK
HCO PL	6 Dec. 76RB	ILLEGAL PCs, ACCEPTANCE OF HIGH CRIME PL
	Rev. 8.4.88	
HCOB	25 Nov. 71 II	RESISTIVE CASES, FORMER THERAPY

This is a prepared list for persons now in Scientology who formerly received treatment from a psychiatrist, psychologist and/or psychoanalyst.

Such persons have been subjected to false data, invalidation, evaluation, drugs or other damaging abuses.

This repair list is used to locate and handle bypassed charge connected with the treatment so that the person can make lasting gains in Dianetics and Scientology processing.

Cleaning up the bypassed charge from such treatment should be done as early as possible in a pc's auditing. This list should be given prior to Objectives, Scientology Drug Rundown or any other actual auditing. The person must first have received a Scientology C/S-1 to ensure that he or she fully understands the basics of auditing.

The list is delivered by a Class V Graduate Auditor or above.

Those who were formerly given psychiatric, psychological or psychoanalytic treatment and who have already received Scientology and Dianetics auditing should also be given this list, at the first appropriate point of their pc program. They should not be C/Sed for this list while in the middle of some other case action. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

ILLEGAL PCs

This list does not set aside or modify policy on illegal pcs, as given in HCO PL 6 Dec. 76RB, ILLEGAL PCs, ACCEPTANCE OF, HIGH CRIME PL. The extent of the pc's psych treatment must be determined and clearance given by



HCO *before* any auditing may be begun. If the pc is an illegal pc per HCO PL 6 Dec. 76RB, the person must not be audited on this list or on any other auditing.

While the pc is being audited on the list, it may be discovered that he or she actually had more extensive treatment in this lifetime than was at first reported, and that the pc is in fact an illegal pc. If this occurs, the C/S for that session is completed, the auditing is discontinued and the pc is handled per HCO PL 6 Dec. 76RB.

USE OF THE REPAIR LIST

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N by doing the instructions given on the list. (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, C/S RULES, PROGRAMING FROM PREPARED LISTS) After all reading questions have been F/Ned, the list should be taken to an F/Ning assessment.

The questions are asked with a prefix appropriate to the treatment the pc has had, such as “ **IN PSYCHIATRIC TREATMENT . . . ?**” or “**IN PSYCHO-ANALYSIS . . . ?**”

When the pc has had all available BPC on his psychiatric, psychological or psychoanalytic treatment found and handled to F/N and VGIs, and the list has been taken to an F/Ning assessment, the action is complete.

The pc's case programing should include the Expanded Green Form 40 as well as New Era Dianetics (for those pcs not yet Clear) addressed to the treatment he has received. (Ref: HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON, and HCOB 31 Oct. 71, C/S Series 44R Addition, THE SEQUENCE OF PROGRAMS)

PRECLEAR: _____ DATE: _____

AUDITOR: _____

1. WAS THERE TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION? _____

(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. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RB, as applicable.)

2. WERE YOU GIVEN A WRONG INDICATION? _____
(L4BRB.)



3. **WERE YOU GIVEN A WRONG ITEM?**
(L4BRB.) _____
4. **WAS THERE AN OUT-LIST?**
(L4BRB.) _____
5. **WERE YOU GIVEN A WRONG WHY?**
(L4BRB.) _____
6. **DID YOU SELF-LIST?**
(L4BRB.) _____
7. **DID THE PRACTITIONER TRY TO EXPLAIN TO YOU WHY YOU WERE UPSET?**
(L4BRB.) _____
8. **WERE YOU TREATED OVER OUT-RUDS?**
(Find out which and handle E/S to F/N.) _____
9. **DID YOU HAVE AN ARC BREAK?**
(ARCU CDEINR E/S to F/N.) _____
10. **WERE YOU ARC BROKEN BY THE PRACTITIONER?**
(ARCU CDEINR E/S to F/N.) _____
11. **WERE YOU TREATED OVER AN ARC BREAK?**
(ARCU CDEINR E/S to F/N.) _____
12. **WERE YOU UPSET AFTER THE TREATMENT?**
(ARCU CDEINR E/S to F/N.) _____
13. **WERE YOU TOLD YOU HAD AN ARC BREAK WHEN YOU DIDN'T HAVE ONE?**
(Indicate and E/S to F/N.) _____
14. **DID YOU HAVE A PROBLEM?**
(Get what it was and E/S to F/N.) _____
15. **WERE YOU GIVEN A PROBLEM?**
(Get what it was and E/S to F/N.) _____
16. **DID THE TREATMENT GIVE YOU A PROBLEM YOU PREVIOUSLY DID NOT HAVE?**
(Get what it was and E/S to F/N.) _____
17. **WAS THE TREATMENT ITSELF A PROBLEM TO YOU?**
(E/S to F/N.) _____
18. **DID YOU STILL HAVE A PROBLEM AFTER YOU LEFT TREATMENT?**
(Get what it was and E/S to F/N.) _____
19. **WERE YOU TOLD YOU HAD A PROBLEM WHEN YOU DID NOT HAVE ONE?**
(Indicate and E/S to F/N.) _____
20. **DID YOU HAVE A WITHHOLD?**
(Pull the withhold E/S to F/N.) _____
21. **WAS A WITHHOLD MISSED?**
(Pull the missed withhold E/S to F/N.) _____



22. **WERE YOU TOLD TO WITHHOLD SOMETHING?** _____
(Pull the withhold E/S to F/N.)
23. **WERE YOU TOLD NOT TO TELL?** _____
(2WC E/S to F/N. If any withhold is found pull it E/S to F/N, then take the 2WC to F/N.)
24. **WERE YOU TREATED OVER A WITHHOLD?** _____
(Pull the withhold E/S to F/N.)
25. **IS THERE ANYTHING ABOUT THE TREATMENT THAT YOU DO NOT WANT KNOWN?** _____
(Pull the withhold E/S to F/N. Get *all* the data.)
26. **DID YOU COMMIT AN OVERT?** _____
(Get what it was and E/S to F/N.)
27. **HAVE YOU USED TREATMENT FOR SOME UNWORTHY MOTIVE?** _____
(Get what it was and E/S to F/N.)
28. **DID YOU DO ANYTHING THAT HARMED OR UPSET ANOTHER?** _____
(Get what it was and E/S to F/N.)
29. **DID YOU COMMIT AN OVERT ON THE PRACTITIONER?** _____
(Get what it was and E/S to F/N.)
30. **WERE OVERTS OR WITHHOLDS RESTIMULATED?** _____
(Pull the overts or withholds E/S to F/N.)
31. **DID YOU GO BACK TO TREATMENT AFTER YOU HAD RECEIVED DIANETICS OR SCIENTOLOGY TRAINING OR PROCESSING?** _____
(Handle as a missed withhold E/S to F/N.)
32. **DID ANYTHING HAPPEN YOU WERE AFRAID WOULD BE FOUND OUT?** _____
(Handle as a withhold E/S to F/N.)
33. **DID YOU ENGAGE IN ANY SEXUAL ACTIVITY?** _____
(Handle as a withhold E/S to F/N.)
34. **HAVE YOU EVER CONDONED SIMILAR TREATMENT FOR ANOTHER?** _____
(Handle as a withhold E/S to F/N.)
35. **WERE YOU TOLD YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
(Indicate and E/S to F/N.)
36. **WERE YOU TOLD YOU HAD COMMITTED AN OVERT WHEN YOU HADN'T?** _____
(Indicate and E/S to F/N.)
37. **WERE YOU PROTESTING ANYTHING?** _____
(2WC E/S to F/N.)
38. **WERE YOU TREATED OVER PROTEST?** _____
(Get what it was and handle with itsa E/S itsa to F/N.)

39. **WERE YOU FORCED TO GET TREATMENT?**
(2WC E/S to F/N.) _____
40. **WERE YOU MADE TO DO SOMETHING YOU DIDN'T WANT TO DO?**
(Get what it was and handle with itsa E/S itsa to F/N.) _____
41. **WAS THERE ANY INVALIDATION?**
(2WC E/S to F/N.) _____
42. **DID ANYONE INVALIDATE YOUR BEINGNESS?**
(2WC E/S to F/N.) _____
43. **WERE YOU RIDICULED IN FRONT OF ANOTHER OR OTHERS?**
(2WC E/S to F/N.) _____
44. **WERE YOU TOLD THAT YOU WERE WRONG?**
(2WC E/S to F/N.) _____
45. **DID SOMEONE EVALUATE FOR YOU?**
(2WC E/S to F/N.) _____
46. **WAS THERE ANY EVALUATION?**
(2WC E/S to F/N.) _____
47. **WERE YOU TOLD WHAT WAS WRONG WITH YOU?**
(2WC E/S to F/N.) _____
48. **WERE YOU TOLD WHAT TO THINK?**
(2WC E/S to F/N.) _____
49. **DID THE PRACTITIONER TELL YOU THAT YOUR PROBLEMS WERE ALL BECAUSE OF SOMETHING RELATED TO SEX?**
(2WC E/S to F/N.) _____
50. **DID ANYONE TRY TO MAKE YOU CHANGE YOUR MIND?**
(2WC E/S to F/N.) _____
51. **DID SOMEONE TRY TO MODIFY YOUR BEHAVIOR?**
(2WC E/S to F/N.) _____
52. **WERE YOU TOLD YOUR CONDITION OR SITUATION WAS HOPELESS?**
(2WC E/S to F/N.) _____
53. **WERE YOU TOLD TO LEARN TO ADJUST OR ADAPT TO YOUR SITUATION OR CONDITION?**
(2WC E/S to F/N.) _____
54. **WERE YOU PHYSICALLY RESTRAINED?**
(2WC E/S to F/N.) _____
55. **WERE YOU MADE TO ASSOCIATE SOME IDEA OR ACTIVITY WITH PAIN?**
(2WC E/S to F/N.) _____
56. **WERE YOU SEXUALLY ABUSED?**
(2WC E/S to F/N.) _____



57. **DID THE PRACTITIONER ATTEMPT TO ENGAGE IN SEXUAL ACTIVITIES WITH YOU?** _____
(2WC E/S to F/N.)
58. **DID THE PRACTITIONER ATTEMPT TO HYPNOTIZE YOU AND THEN SEXUALLY ABUSE YOU?** _____
(2WC E/S to F/N.)
59. **WERE YOU ADVISED TO HAVE SEX WITH SOMEONE OTHER THAN YOUR SPOUSE?** _____
(2WC E/S to F/N. If any withhold is found, pull it E/S to F/N, then take the 2WC to F/N.)
60. **WERE YOU THREATENED?** _____
(2WC E/S to F/N.)
61. **WERE YOU SHOCKED OR STARTLED BY SOMETHING THAT OCCURRED?** _____
(2WC E/S to F/N.)
62. **WERE YOU ORDERED NOT TO TELL?** _____
(2WC E/S to F/N. If any withhold is found, pull it E/S to F/N.)
63. **WERE THERE IGNORED ORIGINATIONS?** _____
(2WC E/S to F/N.)
64. **DID THE PRACTITIONER FAIL TO ACKNOWLEDGE YOU?** _____
(Indicate and 2WC E/S to F/N.)
65. **WAS THERE A MISUNDERSTOOD WORD OR SYMBOL?** _____
(Find out what it was and clear it to F/N.)
66. **WERE YOU CONFUSED?** _____
(2WC E/S to F/N.)
67. **WERE YOU GIVEN FALSE DATA?** _____
(Handle each false datum found per HCOB 7 Aug. 79, FALSE DATA STRIPPING, and by showing the person the true data on the subject from Scientology materials.)
68. **WERE YOU CONFUSED BY CONFLICTING DATA?** _____
(Handle as in #67.)
69. **WERE YOU GIVEN DATA YOU COULD NOT THINK WITH OR WHICH DID NOT MAKE SENSE?** _____
(Handle as in #67.)
70. **WAS THERE DATA YOU ENCOUNTERED WHICH DIDN'T SEEM TO ADD UP?** _____
(Handle as in #67.)
71. **WAS SOMETHING RESTIMULATED BUT LEFT UNHANDLED?** _____
(2WC E/S to F/N.)
72. **WAS AN IMPLANT RESTIMULATED?** _____
(Indicate it. 2WC E/S to F/N. Date/locate if needed.)



73. **WAS AN EARLIER PSYCHIATRIC INCIDENT RESTIMULATED?**
(Indicate it. 2WC E/S to F/N. Date/locate if needed.) _____
74. **WAS SOME EARLIER THERAPY RESTIMULATED?**
(Indicate it. 2WC E/S to F/N. Date/locate if needed.) _____
75. **DID YOU FEEL SUPPRESSED BY THE TREATMENT?**
(2WC E/S to F/N.) _____
76. **DID THE PRACTITIONER TRY TO BLUNT YOUR REACH?**
(2WC E/S to F/N.) _____
77. **DID THE PRACTITIONER ATTEMPT TO INTROVERT YOU?**
(2WC E/S to F/N.) _____
78. **DID YOU GO INTO THE VALENCE OF A PRACTITIONER?**
(2WC E/S to F/N.) _____
79. **DID THE PRACTITIONER ABANDON YOU?**
(2WC E/S to F/N.) _____
80. **DID YOU MAKE NO GAINS?**
(2WC E/S to F/N.) _____
81. **WERE YOU GIVEN PAIN-DRUG-HYPNOSIS?**
(Applying the tools of Confessional tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given the pc and to what degree the pc has carried out or executed these commands and suggestions. Handle to F/N. Note for C/S for further PDH follow-up actions to be programed.) _____
82. **WERE YOU HYPNOTIZED AND GIVEN SUGGESTIONS OR COMMANDS?**
(Handle as in #81.) _____
83. **WERE YOU DRUGGED AND THEN GIVEN SUGGESTIONS OR COMMANDS?**
(Handle as in #81.) _____
84. **WERE YOU IMPLANTED WITH SOME IDEA OR COMMAND?**
(Handle as in #81.) _____
85. **DID SOMETHING OCCUR THAT SEEMED TOO INCREDIBLE TO BELIEVE?**
(2WC E/S to F/N.) _____
86. **WERE YOU OVERWHELMED BY MENTAL PICTURES?**
(2WC E/S to F/N.) _____
87. **IS THERE SOMETHING ABOUT YOUR TREATMENT THAT YOU YOURSELF DON'T KNOW?**
(Get what it is and 2WC E/S to F/N.) _____
88. **WERE YOU GIVEN ELECTRIC SHOCK?**
(2WC E/S to F/N. Find out the nature/extent of the electric shock. Send a full report to HCO.) _____



89. **WERE YOU GIVEN ELECTRIC SHOCK AND THEN GIVEN SUGGESTIONS OR COMMANDS?** _____
 (Handle as in #81.)
90. **WERE YOU GIVEN SOME OTHER KIND OF SHOCK?** _____
 (2WC E/S to F/N. Find out the nature/extent of the shock. Send a full report to HCO.)
91. **WERE YOU GIVEN DRUGS AND ELECTRIC SHOCK?** _____
 (2WC E/S to F/N. Send a full report to HCO.)
92. **WERE THE MOTIONS OF GIVING YOU AN IMPLANT GONE THROUGH, WITH NO ACTUAL IMPLANT GIVEN?** _____
 (2WC E/S to F/N. Date/locate if needed.)
93. **WERE YOU GIVEN A BRAIN OPERATION?** _____
 (2WC E/S to F/N. Find out the nature/extent of the operation. Send a full report to HCO.)
94. **DID SOMETHING GO ON TOO LONG?** _____
 (Indicate. Rehab to F/N.)
95. **WAS THERE A RELEASE THAT WAS NOT ACKNOWLEDGED?** _____
 (Indicate. Rehab to F/N.)
96. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate it, E/S to F/N.)
97. **IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF THE TREATMENT?** _____
 (Assess and handle a C/S 53 to F/Ning assessment, using the same prefix used on this list.)

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HCO BULLETIN OF 25 SEPTEMBER 1989

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**REPAIR LIST FOR TREATMENT FROM PSYCHIATRISTS,
PSYCHOLOGISTS AND PSYCHOANALYSTS
WORD LIST**

Refs:

HCO PL	4 Apr.	72R III	Word Clearing Series 48
	Rev. 21.6.75		ETHICS AND STUDY TECH
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 24 Sept. 89, REPAIR LIST FOR TREATMENT FROM PSYCHIATRISTS, PSYCHOLOGISTS AND PSYCHOANALYSTS.

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.

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 THE REPAIR LIST
FOR TREATMENT FROM PSYCHIATRISTS,
PSYCHOLOGISTS AND PSYCHOANALYSTS**

A, abandon, about, abuse, acknowledge, activity, actual, adapt, add, adjust, advised, afraid, after, all, an, and, another, any, anyone, anything, ARC break, are, as, ashamed, associate, attempt.

Back, be, because, been, behavior, beingness, believe, blunt, brain, break, broken, but, by, bypassed charge.



Change, charge, command, commit, condition, condoned, conflicting, confused, could.

Data, Dianetics, did, didn't, do, done, don't, drugged, drugs.

Earlier, electric shock, encountered, engage, evaluate, evaluation, ever, explain, exteriorization.

Fail, false, false data, feel, find, find out, for, found, front.

Gains, get, give, go.

Had, hadn't, happen, harmed, have, having, hopeless, hypnotize.

I, idea, ignored, implant, implanted, in, incident, incredible, indication, interiorization, in the first place, into, introvert, invalidate, invalidation, is, item, itself.

Kind, know.

Learn, left, long.

Made, make, mental, mind, missed, misunderstood, modify, motions, motive.

No, not, nothing.

Occur, of, on, one, operation, or, ordered, originations, other, out, out-list, out-ruds, over, overt, overwhelmed.

Pain, pain-drug-hypnosis, physically, pictures, practitioner, previously, problem, processing, protest, psychiatric, psychiatrist, psychoanalyst, psychologist.

Reach, received, related, restimulated, restrained, result, ridiculed.

Scientology, seem, self-list, sense, sex, sexual, shock, shouldn't, similar, situation, sleep, some, someone, something, spouse, startled, still, subject, suggestions, suppressed, symbol.

Tell, than, that, the, then, therapy, there, think, threatened, through, to, told, too, training, treated, treatment, trouble, try, turned.

Unhandled, unworthy, up, upset, used.

Valence.

Want, was, were, what, when, which, why, will, with, withhold, word, wrong.

You, your, yourself.

L. RON HUBBARD
Founder

Compilation assisted by
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HCO BULLETIN OF 26 OCTOBER 1989

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Pro TR Course
Supervisors
Pro TR Course
Students

TRs CLAY TABLE PROCESSING: INSTRUCTIONS FOR THE STUDENT AUDITOR

As a student on the Professional TR Course you will be running TRs Clay Table Processing on another student.

This issue covers data you need to know about delivering this processing in order to be able to do it successfully.

THERE ARE FIVE SECTIONS TO TRs CLAY TABLE PROCESSING. EACH SECTION IS A SEPARATE CLAY TABLE PROCESS. YOU ARE NOT TO BEGIN AUDITING ANOTHER ON A TRs CLAY TABLE PROCESSING SECTION UNTIL YOU HAVE RECEIVED THAT SECTION YOURSELF. YOU MAY NOT AUDIT ANOTHER ON ANY SECTION OF TRs CLAY TABLE PROCESSING THAT YOU YOURSELF HAVE NOT FULLY COMPLETED AS A PRECLEAR.

AUDITOR PROCEDURE

Here are the steps to follow in doing a TRs Clay Table session:

1. Study the sheets which the Supervisor shows you which give the end phenomena for the sections you will be doing on the pc. This is done so that you will understand the end results you are working for. You need to understand very well the end phenomena for each section as given on these sheets so that you can recognize when the pc has reached the EP of a section.

If you have any questions on the processes, get them cleared up with the Supervisor's help before you begin auditing.

2. After the Supervisor starts the session, indoctrinate the pc to what Clay Table Processing is all about by having him go through the first three parts of the *Clay Table Processing Picture Book*: "How to do Clay Table Processing," "Practice Representations" and "Reach and Withdraw." Have the pc look at the pictures and read each page, get him to execute any commands given and call the Supervisor over to inspect each clay representation as the pc finishes it by putting out your hand behind you.
3. When the pc has finished the last practice clay representation from the *Clay Table Processing Picture Book*, run the pc on Reach and Withdraw on it, using the commands as given in the book. When you give a

command, indicate the clay representation by gesturing to it with your hand or by nodding. Run Reach and Withdraw on the clay representation until the pc is bright and VGIs. Call the Supervisor over when you have completed it.

4. Have the pc read the pages of the book which explain "Take a Walk." When finished, call the Supervisor. He will come over and have you start the pc on Section I of TRs Clay Table Processing.
5. Before the pc does the first clay representation (or any clay representation), have him read the definition of the key word or words used in that command. These are given in the *Clay Table Processing Picture Book*. If the pc has any confusion as to the meaning of a command or one of the words in the book, call the Supervisor who will handle it.
6. Give the pc the command and have him do the clay representation called for.
7. When the pc finishes the clay representation, call the Supervisor over to inspect it. Continue on with the next clay representation in the section per steps 5 and 6. The Supervisor checks each clay representation as the pc completes it.
8. When the pc has attained the EP of a section and this has been confirmed by the Supervisor, run Reach and Withdraw on the clay representation until the pc is bright and VGIs.
9. At the Supervisor's direction, begin the next section of TRs Clay Table Processing and continue on per steps 5–8.
10. Continue auditing until the Supervisor indicates it is time to end the session. Note the time the session ended on your worksheets. Take the pc to the Examiner and then put the Exam Report, session worksheets and any success stories written during the session in the pc's folder, in that order. Hand the folder in to the Supervisor who will see that it is routed to the Case Supervisor.

POINTS TO REMEMBER

- A. It is very important in Clay Table Processing that you do not talk more than you have to. Your whole job as a student auditor is to get the pc to do the process and get through it. This is done, not with chatter, but with direct commands and by gesturing and pointing from the pc to the clay and maybe even making motions with your hands to start working with the clay.
- B. Keep notes of what occurs on your worksheets throughout the session, including what clay representation the pc is doing, regular time notations, any cognitions or wins the pc has, debug actions taken by the Supervisor, the exact statement of the EP, etc.
- C. IF AT ANY TIME DURING THE SESSION YOU NEED HELP OR ARE NOT SURE WHAT TO DO, CALL THE SUPERVISOR BY PUTTING YOUR HAND OUT BEHIND YOU. THE SUPERVISOR WILL COME AND HELP YOU.



- D. If the pc forgets to label any part of the clay representation, you should gesture toward the labeling materials to remind him of this.
- E. You must NEVER touch the person's clay. The clay is his own and must not be interfered with.
- F. If the pc has a win or realizes something, listen to him and let him finish saying what he has to say. Do not interrupt him. Be sure to write down what he says on your worksheets. DO NOT ASK ANY QUESTIONS ABOUT WHAT HE HAS SAID. When he has no more to say, acknowledge him, ask if he would like to write up his win and let him do so if he wishes.

When the pc writes up a win, read it and acknowledge him. Then call the Supervisor over and show it to him. He will tell you what to do next.

WARNING

NEVER tell the pc what the end phenomena of a Clay Table action is or hint to him about it or ask him questions to try to get him to realize what it is. Doing this is very serious and can keep the pc from getting the full gains of the process.

TRs Clay Table Processing is easily done. Follow these simple instructions, get it done correctly and you will be rewarded with some remarkable results.

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Founder

Compilation assisted by
LRH Technical Research
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HCO BULLETIN OF 27 OCTOBER 1989

Remimeo
TR Clay Table C/Ses,
Supervisors, and
Review Auditors

(This HCOB was taken directly from an LRH issue for Hubbard Key To Life Course Supervisors, the only difference being deletion of reference to a specific Key To Life process.)

HOW TO DO CLAY TABLE PROCESSING

Refs:

HCOB 17 Aug. 64	CLAY TABLE WORK IN TRAINING AND PROCESSING
HCOB 7 Sept. 64	CLAY TABLE LEVELS
HCOB 12 Sept. 64	CLAY TABLE, MORE GOOFS
HCOB 27 Sept. 64	CLAY TABLE CLEARING
HCOB 16 Nov. 64	CLAY TABLE LABEL GOOFS
HCOB 22 Apr. 70R Rev. 2.8.89	CLAY TABLE DEMO CHECKOUTS
HCOB 10 Dec. 70RA I Rev. 25.7.87	CLAY TABLE WORK IN TRAINING

Clay “demo” is short for clay *demonstration*.

A clay *demonstration* is a model made out of clay to clarify studies, definitions or confusions.

A clay REPRESENTATION is a model made on a clay table out of clay by someone undergoing Clay Table Processing.

Clay Table Processing is different from clay demos used in study. It is an auditing action in which the pc does actions called for in the process by doing them in clay.

They are two totally different activities.

Clay Table Processing is an audited action. It is classified as an Objective Process. It is not a think process. The pc carries out each command by doing it in clay.

WHY CLAY TABLE?

There is something about Clay Table Processing which is not generally appreciated. When you're sitting there auditing a pc on a subjective process (one which deals with the internal, out of sight, in-his-own-mind world of the preclear—a recall, think or remember process which consults the pc's mock-ups, thoughts and considerations) or when he's sitting there with his brains going round and round, you don't really know what he's thinking and what he's not thinking. Furthermore, what he is thinking isn't expressed in any particular way, because he quite ordinarily can't communicate.



When he gets it all down in clay, why, there it is. He has to work it out and it has to be there. He can't suppress it and not-is it and say, "Oh well, I'll think about that tomorrow, ha-ha."

It brings him out into the open. It makes him work in the physical universe. It makes his thoughts visible. Therefore he has to finish the thought. In the 4th ACC (Phoenix, 1954) I covered the fact that in subjective processing you don't always know what the pc is doing with the auditing command. You don't always know that the pc has in fact answered the auditing command as he may be answering something completely different.

The current culture is in a period of extreme disassociation because of drugs and educational factors. The average person today is quite disassociated from what is actually going on around him.

This shows up in subjective processing when you ask him the auditing command "Do birds fly?" and he says, "Um hum, yes." Well, that's fine, but what did he answer "yes" to? With a little searching around you'll find he answered "yes" to the fact that his feet hurt.

This is where Objective Processes were born. That's why Objective Processes work on drug cases where think processes don't work, that factor and no other.

The reason they work is that they are actually doing visibly what they are supposed to be doing by doing the auditing command. Otherwise they may not. That's why significance processes may not bite on such cases; they don't do them. The auditing command goes through a lot of circuits. That is the background of cases that are no-case-gain. They cannot answer an auditing command.

That is why Clay Table. Clay Table makes it vivid that the pc *didn't* do what you asked him to do and enforces that he does what you ask him to do. Clay Table is another part of the Objective scene. You tell him to give you an incident where that happened in his life and he isn't then able to answer you "yes" or "no," he's got to put it on the table and then you can see that you said "Indianapolis" and he's saying "strawberries." He isn't answering the auditing question. So, in Clay Table the pc is gotten to actually answer the auditing command, and thus processing will work.

There is another virtue in Clay Table Processing: Instead of the incident being collapsed upon the person, it is now sitting out there one to three feet away from him, even though it is simply represented. He can now *look* at it.

Ideas and significances and even mental image pictures do not have any great amount of mass connected with them. It is to some degree this lack of mass that causes them to remain collapsed upon the person. This can be expressed in other ways, such as "low havingness." When such thoughts are put in clay they remedy this lack of havingness.

There are a lot of virtues in Clay Table Processing.



You could assign several words to this activity to explain it. You could call it “symbolism” or “healing by projection of one’s troubles into mass.” You could call it “remedy by duplication.” But you really don’t have to explain it with a new term, because it works.

Clay Table Processing is not a new activity in Scientology. I developed it in 1964 at Saint Hill and have now revived it for use on certain courses.

It is extremely powerful processing and when done correctly will produce miracles.

This bulletin on Clay Table Processing contains data on how to do Clay Table Processing and is for the use of Supervisors, Review Auditors and others delivering this action. These terminals should be well versed in the references given at the top of this HCOB.

A student learns how Clay Table Processing is done by studying the *Clay Table Processing Picture Book* on his course.

AUDITING, NOT TRAINING

Clay Table *Processing* is an *audited* action. It is not a training action. Clay table work in *training* is an entirely different activity.

In training, anyone can sit down and do clay demos to straighten out definitions of words or to demonstrate a paragraph he is studying or rid himself of confusions. Clay demos can be used to get mass and reality on what one is studying or trying to develop or to demonstrate out a procedure or a set of actions one will be doing. That is a standard action both in life and in training. It does not require an auditor or coach to do clay demos.

It is a very dangerous thing to confuse clay demo use with Clay Table Processing. The difference between these two actions is vast.

The only real connection between the two is that they both use clay.

The whole subject of Clay Table Processing can be confused because people don’t see the difference between these two things. Indeed, the original pilots using Clay Table Processing went off the rails and people started to do Clay Table Processing solo because they had it mixed up with clay table demos in training.

I think the reason Clay Table Processing went out of use at Saint Hill was because they started doing it solo when my back was turned and thought it was clay table demos. So it fell right out of use and we lost a valuable piece of technology because of this confusion.

So let’s lay this down in letters of fire: Clay Table *Processing* is a whole different subject from clay table demos.

Clay Table Processing is an *audited* action and is done per the rules of auditing and is always done with an auditor or student auditor or Supervisor sitting right there running the process on the person. Only demos are done solo.

NOT DONE SOLO

Clay Table Processes are *never* done solo. All Clay Table Processing actions are done as *auditing* with the person administering the actions sitting across from



the pc doing the action and running the procedure on the pc. Each specific procedure is covered individually in the issues governing those actions.

Clay Table Processing is not a solo action.

HOW TO DO CLAY TABLE (TECHNIQUE)

ANYTHING can be represented in clay.

The essence of Clay Table Processing is to get the pc to work it out in clay.

ART is no object in Clay Table work. The forms can be crude.

The person simply takes a handful of clay and forms in clay the thing he is trying to show. Then he labels it.

Let us take a BODY. All right, take some clay, form a body and then put a label on it, "BODY." Then you could take a yellow ring of clay beside the body or on it or in it and label it a "THETAN." A large lump of clay covering up the "BODY" and "THETAN" might serve as the "MIND."

A preclear will learn that he can actually make a life situation materialize in clay.

The quantity of things that can be made has no limit.

He simply shows in clay the space, lines, forms and ideas he is representing. The clay must show the incident, conflicts or circumstances. Any idea, action or situation can be represented in clay. It must be recognizable.

It is up to the preclear doing the action to work out how to do it in clay.

It is important that the Supervisor and students know how to do Clay Table work and do it correctly.

MUZZLED AUDITING

Clay Table Processing is done with muzzled auditing. By "muzzled auditing" is meant the auditor gets the preclear through it without adding any chatter. Muzzled auditing simply omits extraneous comments.

It is very important in Clay Table Processing that the student auditor or Supervisor running the action does not talk more than he has to.

The whole job of the auditor or Supervisor is to get the pc to do it and get through it. He does this, not with chatter, but with direct commands and by gesturing and pointing from the pc to the clay and maybe even making motions with his hands to start working with the clay. Gestures of this kind accompany all commands or are done without speaking.

In this way he imparts to the pc the idea that he is supposed to work with the clay. This bypasses Mis-Us and gets the job done Mis-Us or no Mis-Us.

The auditor does not sit there like a stuffed dummy doing nothing. It is up to the student auditor to insist and push the person through it. It is also up to the



student auditor to make gestures with his own hands and point and repeat the command and encourage the fellow along. He continues in this way and the pc is gotten through it.

He may even go so far as to pick up the pc's wrist and move it toward the clay to get him to continue—depending on the state of apathy of the pc.

Do not indulge in incorrect gestures. Don't point at the pc while giving him the commands. Point at the table.

Never under any circumstances touch the pc's clay. The auditor must never do this. The clay is the pc's own clay and it must not be touched or interfered with by anyone auditing or inspecting on Clay Table.

The point is that the auditor does not just sit there and do nothing.

Of course one would never push or badger a preclear who was doing fine and moving along on his Clay Table.

Many of the students and people administering these Clay Table actions will not be trained on TRs and will not be trained auditors. They are not required to do a TRs course or anything else before they can do Clay Table on another. They are given the *Clay Table Processing Picture Book* which teaches them how to administer Clay Table Processing.

They have their process commands for each Clay Table action they will be administering. Any violations of procedure are handled by the Supervisor referring the student auditor to the appropriate materials.

MATERIALS

A clay table is any platform at which a person, sitting, can work comfortably.

The surface must be smooth. A table built of rough timber will serve, but the top surface where the work is done should be oilcloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

Several different colors of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal, and having a separate stand of its own of any type is also valuable. It should have subdivisions in it for the different colored clays.

Castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

It is important to have lots and lots of clay. At least ten pounds of clay per pc are required.

Colors are used to help make the difference between one object and another and don't necessarily have any significance beyond that.

There should also be sticks like orangewood sticks (used to clean one's fingernails) or tongue depressors (used by doctors so they can look down one's throat) so that one can make holes or lines in clay.

Also needed are scissors with which to cut labels and sheets of thin cardboard from which they can be cut and a marking pencil which will make plain letters on the cardboard labels.

Cheap cleaning tissues and a solvent are also necessary.

HANDLING CLAY

Clay is messy. Until we find or unless we find a totally non-oily clay, precautions must be taken to keep people clean, and if not clean, cleaned up afterwards.

Clay can get on clothes and papers and walls and doors in a most alarming way.

Student auditors and pcs using clay can provide smocks for themselves and the Supervisor can provide liberal quantities of cheap cleaning tissue and solvent.

Several cheap solvents work. The least odorous and easiest handled are best. Odorous solvents should be guarded against as course rooms may soon begin to smell like cleaning shops and mortuaries. This can restimulate pcs so use odorless solvents.

It is very important that no solvent be used which is explosive or easily catches fire. One should also forbid smoking when anybody is working around clay tables, even if the solvent is guaranteed noninflammable.

Provide baskets for used cleaning tissues. And empty them.

The clinging quality of clay and the odor of bad solvents could put an end to the great value of Clay Table work. So safeguard against this.

SIZE

A preclear's clay work must be large. A tiny representation defeats the purpose of having Clay Table work at all. The pc needs MASS to understand and work things out. So make sure they are all doing large clay representations.

LABELS

In Clay Table work of all kinds the pc MUST label each separate thing he or she makes.

Generalities are one of man's favorite aberrations. Man crunches things up, condenses, goes all out for togetherness or sameness. His epitaph should be "It's all the same." Identifying things with things causes man to call a number of things one thing. (He is also fond of calling one thing a number of things when he worsens on this point.)

I'll show you how this works. Auditor's report: "The pc labeled everything." Actual fact: The pc made a representation in clay composed of fifteen separate



pieces, made one label giving all fifteen one name. Auditor's complaint: "The pc isn't progressing—no cognitions."

Everything is labeled that is made on the clay table, no matter how crude the label is. Labels are usually made with cut-out pieces of cardboard written on with a ballpoint or marking pen. A label is usually marked, then cut so that one end of it is pointed. The pc can then open a small slit in the clay model with a stick and slide the label point into it and then close the clay up on the point so the model is not marred. It is sometimes very difficult to get a soggy label or too light a piece of cardboard to stick into clay which is rather hard.

The pc labels (with a small piece of cardboard) each object he makes as he goes along. This prevents the significance of what he is working out from piling up in his mind. He may also originate to the auditor or person doing the action on him about what it is he is making. This is fine as long as he also has a label on the object. It is the CLAY that must explain—not the preclear.

RECOGNIZABLE REPRESENTATIONS

When someone has completed a clay representation, each part labeled, etc., and says he is finished, it must be RECOGNIZABLE on inspection.

An inspection of clay work must not be used to invalidate any cognitions or wins the person may have had doing it. He may have had a win or cognition that blew his mind out halfway through it. You have to let a pc have his wins.

But the general rule relating to Clay Table is that they must be recognizable. This does not necessarily mean from an art standpoint. But it does mean that when someone inspecting it has looked it over and read the labels, he should be able to view the clay representation for what it is. He shouldn't have to have an explanation of it to see what has been made in clay.

Sometimes a preclear does simply a confused hotchpotch which demonstrates definitely that he is very confused in his mind about the situation. Getting the pc to clarify the clay work results in his being able to clarify his thoughts about it.

Directions of flows or travel are usually indicated with little arrows and this can become important. The arrow can be made out of clay or it can be made as another type of a label. It is often lack of data in the clay work about which way what is going or which way what is flowing that makes it unrecognizable.

Where a pc has not had any win and has in front of him a mish-mash of unrecognizable clay objects, getting him to make it clearer or complete it will very often result in unlocking some barriers in his own mind and get him a win.

Therefore this rule about *recognizable* clay work has long existed.

It must not be used to harass or overrun wins or argue with the pc who has just done the action. But in many instances, getting him to clarify what he just made in clay blows the whole scene for the person.

IN CLAY TABLE PROCESSING YOU MUST NEVER TELL THE PRE-CLEAR WHAT HE HAS TO DO TO MAKE IT RECOGNIZABLE! Persuasion

works wonders. Get him to work on it so that *the other person* can understand it. If he can't make his clay representation understandable, he doesn't understand it himself. But you must not tell him that he's got to put a man there or a car somewhere else or something of the sort or ask him, "Where were the dogs?" as this is directly interfering with his processing. It comes under the heading of "evaluation." All you have to do is look a little puzzled and persuade him to do a little more work on it so that you understand it. He normally will be happy to do this. Do not accept his verbal explanation of it. He has to tell you in terms of models, spaces, ideas and labels. His statement, "Oh, that's Aunt Mame, she's thinking about her dog," is responded to simply by, "Well, let's see it." Be gentle, be persuasive, but get it in clay!

The general rule is that if someone inspecting the clay can't tell what it is all about, the clay work must be completed and clarified.

The other rule is that this action must not be used to invalidate someone who has had a win.

INSPECTION OF CLAY REPRESENTATIONS IN CLAY TABLE PROCESSING

When Clay Table Processing is being done by student auditors under the supervision of a Course Supervisor, the completed clay representations are inspected by the Supervisor. The student auditor summons him by sticking his hand out behind his chair.

The inspection of the Clay Table work is important. I have seen people passing ridiculously inadequate, small-figure clay representations and have seen them flunk perfectly good ones. I myself used to use a test of whether or not I could understand the thing from its clay representation layout and labels. That is a good test. If the representation passes this test, then the Supervisor should tell the pc so.

If the clay representation does not pass that test, then of course the pc hasn't got it all out of his head into the clay.

One would not use the word "flunk" as it might be taken as an invalidation by the preclear. One would simply tell him to clarify or complete the representation.

Capricious and wrong flunks and brush-off passes are alike very detrimental to the pc's progress. The Supervisor must understand the criteria for a passing representation. The pc will not be upset by a correct flunk and he will not be satisfied with a brush-off, incorrect pass. The truth is what will produce the wins and the good indicators. If the Supervisor sees the pc's indicators go out on a pass or a flunk, he should check to ensure that the pass or flunk was correct and handle to GIs on the part of the pc.

To a Supervisor especially, the Auditor's Code applies. Do not EVALUATE or INVALIDATE under the guise of inspection. Use the data on "Recognizable Representations" above and simply get him to clarify it so that you can understand it. And don't clobber his wins.

WORKSHEETS

Worksheets are always kept during any Clay Table Processing.



Worksheets are kept by the auditor and include the name of auditor and pc, the date, the time of starting, a brief running record of what is done, any cognitions or wins the pc has, time notations regularly throughout the session, any debug actions taken by the Supervisor, the exact statement of any EP, etc.

Worksheets are a running record of the session and are written as the session goes along—they are never written after a session or recopied. They should be written in blue or black ink and be neat and legible.

Worksheets are essential. Each session is C/Sed, and if the auditing has to be checked later by a C/S or if somebody is looking for how come this pc caved in, those worksheets are vital. So make sure those worksheets exist.

In all Clay Table Processing the pc handles the mass. The person administering the action does not suggest subjects or colors or forms. He NEVER touches a person's clay such as rearranging it or anything else. He does not evaluate or invalidate the person's Clay Table work. Any corrections needed (such as too small, no labels, clay doesn't show it) are handled with reference to the *Clay Table Processing Picture Book*.

The Clay Table auditor is there, very interested, and he actively gets the person to do the process. He should acknowledge when expected and be very sure to understand what the clay representation is and he lets the pc do the work.

If the person is gotten to do the process, the Clay Table Processing will succeed. Do not demand these student auditors have perfect TRs. Let the student study the material that covers the action he is administering and get on with it. (He studies the student materials only, of course.)

Where the Supervisor finds a student auditor tends to break the Auditor's Code or chatter or mess up on TRs, he forces him into an even stricter application of muzzled auditing. Where he can't get the student to open up or speak or talk at all and an underuse of communication exists, he simply boots the student into actually communicating. Simple as that.

Let's go at it right, get it correctly applied and succeed with it.

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HCO BULLETIN OF 29 OCTOBER 1989

Remimeo
Clay Table Processing
C/Ses
Review Auditors

CLAY TABLE PROCESSING REPAIR LIST—LCTR

With the revival of the use of Clay Table Processing, a repair list is necessary to handle any errors or bogs that may occur on Clay Table Processing.

This list is used on any pc who requires a repair of his Clay Table Processing due to a bog on the clay action, a red tag exam after a session, roller coaster or a BER within a few hours of his session, a flunked declare accompanied by a BER, etc.

This list is assessed Method 3 with each reading line taken to F/N per the instructions.

The list is prefaced according to what action is being repaired. For example, if the person were receiving TRs Clay Table Processing repair, the preface could be “**ON TRS CLAY TABLE PROCESSING _____?**” or “**IN THE LAST TRS CLAY TABLE PROCESSING SESSION _____?**” etc.

ADDENDA

In the future there will be additional Clay Table Processing rundowns released, some of which will call for specialized repair. To cover the repair of these specific rundowns, there will be addenda to this LCTR issued.

Each addendum will have any additional questions necessary to repair that specific rundown. The addendum would then be used in conjunction with the LCTR.

WHO DOES IT

This list is done by another student auditor than the one who is auditing the pc, or in Review. The repair list is assessed and the bypassed charge handled, at which point, unless it was found that the EP had been reached, the student would be returned to course to finish the action. If it is found that the pc has attained the EP and has not yet run the Reach and Withdraw, he is returned to course to reconstruct the representation and run Reach and Withdraw on it (providing the process calls for Reach and Withdraw) to VGIs. In doing this list the auditor must be alert for the possibility that the pc has already had the EP and it was missed.

The auditor doing this list must be Class IV or above and fully qualified to do reviews on the Clay Table Processing action being repaired.



R-factor: We are going to go through a list that will help handle any trouble or errors that may have occurred on (action being repaired).

1. **DO YOU HAVE TROUBLE GOING IN OR OUT OF THINGS?** _____
(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.)
2. **WAS THERE A WRONG ITEM?** _____
(L4BRB and handle.)
3. **HAS THERE BEEN A WRONG INDICATION?** _____
(L4BRB and handle.)
4. **HAS THERE BEEN A LIST ERROR?** _____
(Find out which list. L4BRB and handle.)
5. **WAS THE WRONG PERSON OR THING REPRESENTED?** _____
(2WC E/S to F/N. L4BRB if necessary.)
6. **WERE YOU MADE TO FEEL THAT YOU WERE REPRESENTING THE WRONG PERSON OR THING?** _____
(2WC E/S to F/N. L4BRB if necessary.)
7. **WAS THE ACTION DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE ACTION?** _____
(Indicate. 2WC E/S to F/N.)
8. **WERE YOU UPSET?** _____
(Handle the ARC break with ARCU CDEINR E/S to F/N.)
9. **DID YOU FEEL SAD?** _____
(Handle the ARC break with ARCU CDEINR E/S to F/N.)
10. **DID YOU HAVE A PROBLEM?** _____
(Itsa E/S itsa to F/N.)
11. **WERE YOU WORRIED ABOUT SOMETHING ELSE?** _____
(Itsa E/S itsa to F/N.)



12. **WAS THERE SOMETHING YOU WEREN'T SAYING?** _____
(Pull the withhold E/S to F/N.)
13. **WERE YOU WITHHOLDING ANYTHING?** _____
(Pull the withhold E/S to F/N.)
14. **HAS THERE BEEN ANY INVALIDATION?** _____
(2WC E/S to F/N.)
15. **HAS THERE BEEN ANY EVALUATION?** _____
(2WC E/S to F/N.)
16. **WERE YOU PROTESTING?** _____
(2WC E/S to F/N.)
17. **WAS A WIN BYPASSED?** _____
(Find out what and rehab it to F/N.)
18. **WAS A WIN INVALIDATED?** _____
(Find out what and rehab it to F/N.)
19. **WAS THERE A WIN THAT WASN'T ACKNOWLEDGED?** _____
(Find out what and rehab it to F/N.)
20. **WAS THERE AN EARLIER WIN THAT WASN'T ACKNOWLEDGED?** _____
(Find out what and rehab it to F/N.)
21. **DID YOU THINK OF SOMETHING AND NOT REPRESENT IT IN CLAY?** _____
(Get what and 2WC E/S to F/N.)
22. **DID YOU THINK OF SOMETHING THAT YOU FELT WOULD TAKE TOO LONG TO SHOW IN CLAY?** _____
(2WC E/S to F/N.)
23. **DID YOU SAY YOU DID THIS WHEN YOU REALLY DIDN'T?** _____
(Pull the withhold E/S to F/N. Get the action completed.)
24. **WERE YOU JUST TRYING TO GET THROUGH IT INSTEAD OF DOING IT?** _____
(Pull the withhold E/S to F/N. Get the action completed.)
25. **WERE YOU NOT SATISFIED WITH A CLAY REPRESENTATION?** _____
(2WC E/S to F/N.)



26. **IS THE CLAY TABLE ACTION SIMPLY INCOMPLETE?** _____
(2WC E/S to F/N.)
27. **DID A CLAY REPRESENTATION NOT REALLY SHOW IT?** _____
(2WC E/S to F/N.)
28. **DID YOU FEEL YOU HAD TO EXPLAIN WHAT YOUR REPRESENTATION WAS ALL ABOUT?** _____
(2WC E/S to F/N.)
29. **WAS EACH INDIVIDUAL PIECE OF CLAY NOT LABELED?** _____
(2WC E/S to F/N.)
30. **WAS A CLAY REPRESENTATION TOO SMALL?** _____
(2WC E/S to F/N.)
31. **DO YOU NOT KNOW HOW TO DO CLAY REPRESENTATIONS?** _____
(Clear it up with the correct reference.)
32. **WERE YOU TOLD A CLAY REPRESENTATION WAS OKAY WHEN IT WASN'T?** _____
(2WC E/S to F/N.)
33. **WERE YOU PREVENTED FROM DOING THE EXACT STEPS OF THE PROCEDURE?** _____
(2WC E/S to F/N.)
34. **WAS ANY STEP OF THE PROCEDURE OMITTED?** _____
(2WC E/S to F/N.)
35. **DID SOMEONE TOUCH OR MOVE YOUR CLAY REPRESENTATION?** _____
(2WC E/S to F/N.)
36. **WAS THERE NO AUDITOR?** _____
(2WC E/S to F/N.)
37. **WAS THERE NO SUPERVISOR?** _____
(2WC E/S to F/N.)
38. **DID THE SUPERVISOR DO SOMETHING WRONG?** _____
(2WC E/S to F/N.)
39. **DID THE AUDITOR DO SOMETHING WRONG?** _____
(2WC E/S to F/N.)

40. **DID THE AUDITOR TALK TOO MUCH?** _____
(2WC E/S to F/N.)
41. **DID ANYONE TRY TO SHOW YOU HOW TO DO YOUR REPRESENTATION?** _____
(2WC E/S to F/N.)
42. **WERE YOU TOLD A CLAY REPRESENTATION WAS NOT OKAY WHEN IT WAS?** _____
(2WC E/S to F/N.)
43. **WERE YOU TOLD YOU DIDN'T MAKE IT WHEN YOU HAD?** _____
(2WC E/S to F/N.)
44. **WERE YOU MADE TO WRITE UP A SUCCESS STORY WHEN YOU DIDN'T WANT TO?** _____
(2WC E/S to F/N.)
45. **DID YOU NOT WRITE UP A WIN WHEN YOU FELT YOU SHOULD HAVE?** _____
(Get what the win was. 2WC E/S to F/N.)
46. **WAS THE CLAY TOO HARD?** _____
(2WC E/S to F/N.)
47. **DID YOU FIND THE CLAY MESSY?** _____
(2WC E/S to F/N.)
48. **WAS REACH AND WITHDRAW NOT RUN?** _____
(2WC E/S to F/N.)
49. **WAS THERE SOMETHING WRONG WITH THE REACH AND WITHDRAW?** _____
(Find out what and handle according to what comes up, e.g., 2WC E/S to F/N, L1C, etc.)
50. **WAS THERE SOMEONE OR SOMETHING HOSTILE TO YOU?** _____
(2WC E/S to F/N.)
(Program for PTS Type A handling.)
51. **WERE YOU CONNECTED TO SOMEONE OR SOMETHING THAT DID NOT AGREE WITH DIANETICS OR SCIENTOLOGY?** _____
(2WC E/S to F/N.)
(Program for PTS Type A handling.)

65. **WERE YOU HUNGRY?** _____
(2WC E/S to F/N.)
66. **DIDN'T YOU GET A SESSION?** _____
(2WC E/S to F/N.)
67. **IS THERE SOMETHING ELSE WRONG?** _____
(2WC to find what. Note BD item. If BD item is covered by one of the questions on this list, handle per that question's instructions. If not, just 2WC to F/N and get further C/S instructions for handling if necessary.)
68. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
(Indicate it. If it does not F/N on indication, take it E/S to F/N.)

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HCO BULLETIN OF 30 OCTOBER 1989

Remimeo
Clay Table Processing
C/Ses
Review Auditors

**CLAY TABLE PROCESSING
REPAIR LIST WORD LIST**

Refs:

HCOPL	4 Apr.	72R III	Word Clearing Series 48
	Rev. 21.6.75		ETHICS AND STUDY TECH
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 29 Oct. 89, CLAY TABLE PROCESSING REPAIR LIST—LCTR.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

A 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)

LCTR WORD LIST

A, about, acknowledged, action, agree, alcohol, all, an, and, any, anyone, anything, auditor.

Been, being, bypassed.

Clay, clay table, cognition, connected, continue, couldn't.

Dianetics, did, didn't, distracted, do, doesn't, doing, done, drugs.

Each, earlier, else, end, error, exact, explain.



Feel, felt, find, first, force, forced, from.

Get, going, gone, guessing.

Had, hard, has, have, hostile, how, hungry.

In, incomplete, indication, individual, instead, invalidated, invalidation, is, it, item.

Just.

Know.

Labeled, list, listen, long.

Made, make, medicine, messy, middle, misunderstood, move, much.

No, not, nothing.

Of, okay, omitted, on, one, or, other, out, overwhelmed.

Person, piece, place, prevented, problem, procedure, protesting.

Reach, really, represent, represented, representation, representations, representing, result, rushed.

Sad, satisfied, say, saying, Scientology, session, should, show, simply, small, some, someone, something, step, steps, success stories, supervisor.

Table, take, taken, talk, that, the, there, thing, think, this, through, tired, to, told, too, touch, try, trying.

Understand, up, upset.

Want, was, wasn't, were, weren't, what, when, win, with, withdraw, withholding, word, worried, would, write, wrong.

You, your.

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HCO BULLETIN OF 23 DECEMBER 1989

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TR Course Supervisors
Cramming Officers
C/Ses
Tech/Qual

TR DEBUG ASSESSMENT WORD LIST

Refs:

HCO PL	4 Apr.	72R III	Word Clearing Series 48
	Rev. 21.6.75		ETHICS AND STUDY TECH
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 3 Apr. 78R, TR DEBUG ASSESSMENT.

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 Word Clearing may be done by the student's twin.

Method 5 Word Clearing is used when clearing these words.

This word list need only be cleared once on a student if correctly cleared the first time.

The fact of having cleared this word list on a person must be noted in the appropriate place in his pc folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM THE TR DEBUG ASSESSMENT

A, about, action, already, an, another, are, auditing.

Be, been.

Clay Table Processing, could, course.

Did, doing.

Exterior.

Fake, false data, falsely.

Get, give, gone.

Have, heavy.



In, involved, is, item.

Kind, known.

Let, life.

Middle, misunderstood, more.

Of, on, other, out, out-ethics, over, overrun.

Passed, passing, problem, put.

Reason.

Situation, so, some, someone, something.

The, there, this, to, TR, TRs.

Unnecessary, unwillingness, upset.

Was, were, while, with, word, wrong.

You, your.

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1990

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HCO BULLETIN OF 27 MARCH 1990
Issue I

Remimeo
Purif RD
I/Cs
C/Ses
MLOs
Preclears
Tech/Qual

Purification Rundown Series 13

THE PURIFICATION RUNDOWN AND RADIATION

Refs:

Book: *All About Radiation*

HCOB 3 Jan. 80RA	Purif RD Series 3
Rev. 8.8.83	PURIFICATION RUNDOWN AND ATOMIC WAR
HCOB 3 Jan. 84 III	Purif RD Series 7
	RADIATION AND LIQUIDS
HCOB 27 Mar. 90 II	Purif RD Series 14
	THE PURIFICATION RUNDOWN: A LONG- RANGE DETOXIFICATION PROGRAM

(This data is released as a record of researches and results noted. It cannot be construed as a recommendation of medical treatment or medication. The Purification Rundown is undertaken or delivered by anyone on his own responsibility.)

An additional aspect concerning the exudation of radiation from a body has been discovered which may have a bearing on the Purification Rundown. Research findings have shown that *heat* is a very very vital factor in handling the effects of radiation. Because quantities of niacin are taken and because of the heat of the sauna, it is possible that the Purification Rundown runs out a certain amount—possibly not all—of the accumulated radiation in people.

It is not intended to raise the temperature of the body drastically high on the Purification Rundown. However, introducing an additional few degrees to the body as in the Purif possibly brings about the shedding of radiation to some degree from a temperature point of view.

This phenomenon has been observed in persons with skin cancer who have undertaken the Purification Rundown. According to texts on the subject, skin cancer is usually caused by over-exposure to radiation in the form of sunlight. Reports from medical doctors who have supervised persons undergoing the Purif show that certain cases of skin cancer and related skin conditions made visible improvements during the rundown.

Niacin plus heat will get rid of *some* radiation residues, and it could be these which make a being and body feel dead tired and inactive and *stupid*.

Therefore, the Purification Rundown is not only for drugs. It is also a *possible* assist on getting rid of radiation residues dominant on a planet (such as Earth) with a yellow dwarf sun.



A body is full of them from many sources—x-rays, sun, etc.

A being out of a body in pure fire gets rid of them *fast*.

In fact, people whose bodies aren't cremated when they die could get stuck in by reason of residual radiation.

This discovery—that moderate heat apparently assists in the discharge of radiation from a body—may explain why persons who have had heavy exposures to radiation have reported such remarkable wins and results when they do a standard Purification Rundown.

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HCO BULLETIN OF 27 MARCH 1990

Issue II

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Purification Rundown Series 14

**THE PURIFICATION RUNDOWN:
A LONG-RANGE DETOXIFICATION PROGRAM**

Refs:

HCOB	6 Feb.	78RD	Purif RD Series 1R
	Rev. 27.3.90		THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
HCOB	3 Jan.	80RA	Purif RD Series 3
	Rev. 8.8.83		PURIFICATION RUNDOWN AND ATOMIC WAR
HCOB	3 Jan.	84 III	Purif RD Series 7
			RADIATION AND LIQUIDS
HCOB	10 Mar.	84 II	Purif RD Series 8
			OILS CAN GO RANCID

“Toxic substance” is a term which has been used to describe drugs, chemicals, or any substance shown to be poisonous or harmful to an organism. The word “toxic” comes from the Greek word “toxikon” which originally meant a poison in which arrows were dipped.

The human body is made up of certain exact chemicals and chemical compounds, and complex chemical processes go on continuously within it. Some substances, such as nutrients, air and water, are vital to the continuation of these processes and for maintaining the body’s health. Some substances are relatively neutral when entered into the body, causing neither benefit nor damage. *Toxic* substances are those which upset the body’s normal chemical balance or interfere with its chemical processes. Some of them can wreak havoc, blocking or perverting vital body functions and making the body ill or even uninhabitable for a being.

“Detoxification” would be the action of removing a poison or a poisonous effect from something (such as from one’s body).

There has been an enormous volume of material written on the subject of toxic substances, their reported effects and the prospects for their handling. Examples abound in publications and news reports.

Let’s look this horse squarely in the face. This society, at this time, is riddled with toxic substances. According to studies, some of the things that are put in a can of peas or a can of soup are, let’s face it, toxic. They are preservatives and the action of a preservative is to impede decay. Yet digestion and cellular action are based on decay. In other words, those things might be great for the manufacturer as they preserve his product, *but* they could be very bad for the consumer.



It is not that I am on a food fadism kick or a kick against preservatives; the point I am making is that man is surrounded by toxins. This one example alone (preservatives in foods) is an indicator of the degree of toxic substances in modern society.

Here are some other examples of toxic substances that researchers report are finding their way into the bodies of this planet's inhabitants:

Industrial Chemicals: Under this heading exists a vast array of chemicals that are used in manufacturing. Not all such chemicals are toxic, of course. But workers in factories which produce or use such things as pesticides, petroleum products, plastics, detergents and cleaning chemicals, solvents, plated metals, preservatives, drugs, asbestos products, fertilizers, some cosmetics, perfumes, paints, dyes, electrical equipment, or any radioactive materials can be exposed, often for extended periods, to toxic materials. And of course, the consumer can be exposed to residual amounts of such chemicals when he uses these products.

Agricultural Chemicals: Pesticides are the most obvious of the toxic substances to which workers in agricultural activities could be exposed. These include insecticides (insect-killing chemicals), herbicides (chemicals to kill unwanted plants such as weeds) and man-made fertilizers.

Under the heading of herbicides come several which contain a substance known as "dioxin," known to be a highly toxic chemical, even in amounts almost too small to detect in the body. (Dioxin is found in "Agent Orange," a chemical defoliant used in the Vietnam War. This chemical was the subject of considerable publicity when it was found that some US soldiers were exposed to it, apparently with varying adverse effects.)

Contact with chemicals used in agriculture can occur in a number of ways: The chemical can be carried on or in the plant itself and so eaten; it can be carried on the wind and be breathed in directly by those living or working in agricultural areas; or it can even be carried into drinking water supplies.

Food, Food Additives and Preservatives: There are substances added to some commercially processed foods that are meant to "enhance" color or flavor or, as mentioned above, to keep the food from spoiling. Also becoming more common are various artificial sweeteners used in "diet" soft drinks and other commercially packaged foods. From research on these "enhancers" and "sweeteners" and "preservers" it appears that a number of them are quite toxic, and the whole subject of food additives and preservatives has become a matter of concern to many people.

There is another side to this matter of food. Research findings point to the possibility that rancid oils are a health hazard of a magnitude not previously suspected. Oils used in cooking or commercial processing of foods, where they are not fresh, pure and free of rancidity, have been linked by researchers with digestive and muscular ills, and even cancer. (Ref: HCOB 10 Mar. 84 II, OILS CAN GO RANCID)

Perfumes and Fragrances: Use of perfumes and fragrances in all sorts of products has become more and more prevalent in recent years. Everything from clothing to laundry detergent, from cellophane tape to wrapping paper is turning

up with FRAGRANCE added to it. And that fragrance is almost always a cheap chemical derivative, an extract of coal tar which probably costs about ten cents a fifty-gallon drum. Findings seem to bear out that these chemicals, floating about in the local supermarket as “fragrances,” are actually toxic *and* can end up in the food products sold there. And when you get a mouthful of this stuff it is no aid to digestion, believe me!

Radiation: You’ve no doubt seen in news publications that contact with radiation can occur through exposure to nuclear weapons tests or the radioactive particles they can release into the atmosphere, nuclear wastes, or to some manufacturing processes which use radioactive materials. There are other sources of radiation exposure, too: prolonged exposure to the sun, dental and medical x-rays, television sets and unshielded computer display screens are among them.

Recent research has been done into a naturally occurring radioactive gas known as radon. It is a product of the decay of another radioactive element, radium, which has been found to be present in minute amounts in the ground and in many building materials such as concrete, brick and gravel. Apparently, tiny amounts of radon gas can escape from the surfaces of such materials and thus be present in the air and inhaled. If ventilation is not provided for, the radon content of the air in a building can reportedly reach 50 to 100 times the level found outdoors.

Drugs: Drug use has, since the 1960s, become increasingly widespread throughout much of the world. This includes not only “street” drugs such as marijuana, heroin, cocaine and the psychiatrist’s favorite, LSD, but also medical drugs and common “remedies” like cough syrups and headache pills. The potential harmful effects of such chemicals has been the subject of extensive research and documentation.

THEORY OF THE PURIFICATION RUNDOWN

Any of these substances reportedly has the potential of remaining in the system. The most likely place for a toxic substance to lock up is in the fatty tissue. It has been said that in middle age and past middle age, a body’s ability to break down fat lessens. So here we have, apparently, a situation of beings who have toxic substances locked up in their body’s fatty tissue and the fatty tissue is not actually getting broken down, and so such toxic substances could accumulate.

Fortunately, we have the Purification Rundown.

The Purification Rundown could be called a “long-range detoxification program.” While it is addressed primarily to the handling of drug residues lodged in the body, it is possible that there are many toxic substances which the body accumulates which the rundown may accelerate getting rid of.

And in a society as pervaded with toxic materials as this one has become, handling accumulations of such materials is a point of great interest.

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HCO BULLETIN OF 28 MARCH 1990

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Purification Rundown Series 15

THE ROLE OF OIL ON THE PURIFICATION RUNDOWN

Refs:

HCOB 6 Feb. 78RD	Purif RD Series 1R
Rev. 27.3.90	THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
HCOB 21 May 80	Purif RD Series 5
	PURIFICATION RUNDOWN CASE DATA
HCOB 10 Mar. 84 II	Purif RD Series 8
	OILS CAN GO RANCID

(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 by anyone on his own responsibility.)

As covered in the earlier HCOBs on the Purification Rundown, a specific type of oil is given to persons on the rundown in order to replace the fat that gets sweated off. Without oil to replace the fat, the body would become "fat hungry" and might not release tissue fat.

Toxic substances have the potential of remaining in the system. The most likely place for a toxin to lock up in the system is in the fatty tissue. The idea then is to exchange the fatty tissues which hold accumulations of toxins, with the oil that is given on the rundown.

Oil intake on the Purif in sufficient amounts is therefore a necessity in order to achieve the expected results from the rundown.

TAKING THE OIL

Some persons on the Purif occasionally had trouble swallowing the oil when taken by itself and this usually had to do with the texture of the oil itself, rather than the taste of it. One must first ensure that the oil has been kept refrigerated and has not gone rancid so that that can be ruled out as a factor. Otherwise there have been a number of solutions to taking the oil. Some people take it by putting it on a salad and then eating it; some mix the oil with orange juice or tomato juice; others have mixed it with yogurt, and these methods reportedly work fine. However, eating food that has been cooked in the All Blend oil cannot be substituted as one's ration of oil for the day.

Taking the oil does have a tendency to coat the stomach and intestinal walls for a certain period, which can prevent the full assimilation of other nutrients,



especially water soluble vitamins. It is therefore important to take the oil at a different time of day than when one takes the water soluble vitamins used on the Purif. One doctor has suggested that it is probably best taken before going to bed or at least at a different mealtime than when the vitamins and minerals are taken.

The optimum quantity of oil to take on the Purif is fully covered in HCOB 6 Feb. 78RD, Purif RD Series 1R, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, and HCOB 21 May 80, Purif RD Series 5, PURIFICATION RUNDOWN CASE DATA.

THE FOUR OILS

The types of oil to be used on the Purification Rundown must include soy, safflower, walnut and peanut oil. These four types of oil come in a single oil called "All Blend" oil as sold in some supermarkets and health food stores in the US. If All Blend oil cannot be obtained, one could blend it from these four oils in the proper amounts, or find an adequate substitute. Any oil used on the Purif however, must be cold-pressed and polyunsaturated and the oil must be kept refrigerated so that it does not go rancid.

LECITHIN

The oils used on the Purification Rundown must include lecithin. Lecithin is a fatty substance found in plant and animal tissue and is chiefly obtained from egg yolk, soybeans and corn. According to noted nutritionist Adelle Davis, it appears to be a homogenizing agent capable of breaking fat and probably cholesterol into tiny particles which can pass readily into the tissues.

Lecithin should 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.

EVENING PRIMROSE OIL

"Evening primrose oil" is the oily extract from the crushed seeds of the evening primrose plant. According to researchers it purportedly handles various food allergies and furnishes a substance which seems to help break down dietary fat and fatty tissue. It is available in many health food stores in capsule form.

According to some authorities, a body's ability to break down fat decreases in middle age and past middle age. So it appears that we have a situation of beings who have toxins locked up in their fatty tissue and who are not able to break down fatty tissue and so the toxins multiply. Apparently the Purification Rundown has the potential of facilitating getting rid of these toxins.

Pilots which were done using evening primrose oil on the Purification Rundown have shown that it appears to benefit persons with a history of an inability to metabolize fat (as evidenced by a lack of weight loss when moderately dieting), and persons with heavy drug or alcohol histories. Persons on these pilots



were given six capsules (500 mg each) of evening primrose oil per day—three capsules twice a day with meals—in addition to the usual amounts of All Blend oil.

Occasionally persons with a history of an inability to metabolize fat would seem to do better if the amount of evening primrose oil was increased to nine or twelve capsules per day and the All Blend oil was reduced one tablespoon than what would be a normal dose for that person.

One medical doctor reported that evening primrose oil seemed to assist persons on the Purif who had trouble metabolizing the All Blend oil. Although nearly every person this doctor tended on the Purif RD had no difficulties with taking All Blend oil, he very occasionally encountered a case who was not able to metabolize it. When given six capsules of evening primrose oil per day along with the All Blend oil, he found that in just a few days the person would usually be able to handle the oil.

SUMMARY

The intake of oil, along with vitamins and minerals, is an essential part of the Purif and the rundown simply cannot be delivered successfully without it.

Evening primrose oil is not mandatory for all persons on the Purification Rundown, but pilots have shown that it does appear to have some efficacy with persons who have a history of an inability to metabolize fat, persons with heavy drug histories, or in the rare instance of someone who has difficulty metabolizing All Blend oil.

This data is given here mainly for information to those supervising Purification Rundowns. The Purification Rundown I/C and C/S should ensure that those persons on the rundown do get oil (with lecithin) in adequate amounts as part of the daily regimen of this rundown.

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HCO BULLETIN OF 1 APRIL 1990

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TRs and Objectives
Co-audit
Co-audit Supervisors

CCHs 8-10

(Excerpted from HCOB 14 Nov. 87 III,
EXPANDED GRADE I PROCESS CHECKLIST,
for use on TRs and Objective Co-audits.)

CCH 8 (TRIO)

(Refs: PAB 87, SCIENTOLOGY PROCESSING
HCOB 2 Nov. 57RA, AN OBJECTIVE RUNDOWN)

Auditor and preclear seated at a comfortable distance apart, both facing toward majority of the room. The following three commands are run several times for the first command, fewer for the second command and fewer for the third command.

1. **LOOK AROUND HERE AND TELL ME WHAT YOU COULD HAVE.**
2. **LOOK AROUND HERE AND TELL ME WHAT YOU WOULD PERMIT TO REMAIN IN PLACE.**
3. **LOOK AROUND HERE AND TELL ME WITH WHAT YOU COULD DISPENSE.**

(Run several times for the first command, fewer for the second command, fewer for the third command, then run several times for the first command, fewer for the second command, fewer for the third command, etc., to EP.)

CCH 9 (TONE 40, "KEEP IT FROM GOING AWAY")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT (indicated object). THANK YOU.**
2. **WALK OVER TO THAT (indicated object). THANK YOU.**
3. **TOUCH THAT (indicated object). THANK YOU.**
4. **KEEP IT FROM GOING AWAY. THANK YOU.**
5. **DID YOU KEEP IT FROM GOING AWAY? THANK YOU.**

(Run consecutively, i.e., 1, 2, 3, 4, 5, 1, 2, etc., to EP.)



CCH 10 (TONE 40, "HOLD IT STILL")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT (indicated object). THANK YOU.**
2. **WALK OVER TO THAT (indicated object). THANK YOU.**
3. **TOUCH THAT (indicated object). THANK YOU.**
4. **HOLD IT STILL. THANK YOU.**
5. **DID YOU HOLD IT STILL? THANK YOU.**

(Run consecutively, i.e., 1, 2, 3, 4, 5, 1, 2, etc., to EP.)

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HCO BULLETIN OF 2 APRIL 1990

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Co-audit Supervisors

**ADDITIONAL OBJECTIVE PROCESSES
FOR TRs AND OBJECTIVES CO-AUDIT**

Ref:

HCOB 14 Nov. 87 III EXPANDED GRADE I PROCESS CHECKLIST

The following processes are for use on a TRs and Objectives Co-audit, when additional Objective Processes are needed for a preclear's program.

They have been excerpted from HCOB 14 Nov. 87 III, EXPANDED GRADE I PROCESS CHECKLIST. (This excerpted list is not a substitute for use of the full checklist when auditing a preclear on Expanded Grade I.)

The Case Supervisor selects the processes to be run, not the Co-audit Supervisor or the student's co-auditor. The Co-audit Supervisor would, however, ensure that the co-auditor had read each process and drilled and checked out on it before auditing it on his twin.

A. R2-69: PLEASE PASS THE OBJECT

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-69)

This process is run silently, no verbal commands. Run the process per the following instructions:

Step Ia:

The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until there is no comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

Step Ib:

When Step Ia is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear is to offer the object to him. When the



preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it. This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat. Then go to Step II.

Step II:

The auditor, just having accepted the object, makes a gesture that this part is over, then deliberately puts the object down where the preclear can see it, stands back and indicates that the preclear is to pick it up. When the preclear picks it up, the auditor gestures that he is to put it down again anywhere he likes in the room. The instant the preclear does so, the auditor snatches it up and puts it someplace else. You keep this up, till auditor and preclear are racing around the room, seizing the object as soon as the other's fingers have let go of it. The object isn't necessarily placed in a different spot each time. It may be picked up and put down again in the same place, but it must be handled each time. All sorts of tacit rules and understandings will probably develop while this is being run.

(Continue running Step II as above, to EP.) _____

B. R2-35: LOCATION PROCESS

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-35)

WHERE ARE YOU NOW?

(Run repetitively to EP.) _____

C. R2-36: SELF-DETERMINISM

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-36)

1. **INDICATE SOMETHING WHICH IS NOT MAKING SPACE FOR YOU.**
2. **INDICATE SOMETHING ELSE WHICH IS NOT MAKING SPACE FOR YOU.**

(Give the first command, then run the second command repetitively to EP.) _____

D. R2-67: OBJECTS

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-67)



In clearing the command with the pc, ensure that the pc understands that by “objects” is meant physical universe, present time, visible objects.

LOCATE SOME OBJECTS.

(Pc looks at them and notes what they are. Run repetitively to EP.) _____

E. 3-PART LOCATIONAL PROCESS

(Ref: PAB 153, CCH)

Part One: Locational Processing

This is a command-of-attention process. The auditor points to an object as he gives the command, and the preclear merely turns his head. The stress is on the auditor getting the preclear’s attention to go smoothly to the object indicated.

Auditor selects a new object each time the command is repeated.

NOTICE THAT _____. THANK YOU.

(Run repetitively to EP.) _____

Part Two: Locational, Body and Room

Auditor selects a different object and body part each time the commands are repeated.

1. **LOOK AT THAT.** (Auditor points to an object.) **THANK YOU.**
2. **LOOK AT YOUR (foot, hand or knee).** **THANK YOU.**

(Run alternately to EP.) _____

Part Three: Objective Show Me

Auditor selects a different object each time the command is repeated.

1. **SHOW ME THAT _____. (Auditor points to an object.)**
THANK YOU.

When that is running fairly well, change to the following pair of commands. Auditor selects a different object and body part each time the commands are repeated.

1. **SHOW ME THAT _____. (Auditor points to an object.)**
THANK YOU.
2. **SHOW ME YOUR (foot, hand or knee).** **THANK YOU.**



(Continue running these two commands alternately to EP.) _____

F. CONNECTEDNESS

(Ref: Scientology: Clear Procedure, Issue I, Dec. 57,
Section "STEP FIVE, PC VERSUS MEST")

Auditor selects a different object each time the command is repeated.

**YOU GET THE IDEA OF MAKING THAT (indicated object)
CONNECT WITH YOU. DID YOU? THANK YOU.**

(Run repetitively to EP.) _____

G. CONTROL TRIO

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on
Control Trio
PAB 146, PROCEDURE CCH)

Auditor selects a different object each time the command is repeated.

1. **GET THE IDEA OF HAVING THAT (indicated object).**

(Run repetitively to EP.) _____

Auditor selects a different object each time the command is repeated.

2. **GET THE IDEA THAT IT IS ALL RIGHT TO PERMIT
THAT (indicated object) TO CONTINUE.**

(Run repetitively to EP.) _____

Auditor selects a different object each time the command is repeated.

3. **GET THE IDEA OF MAKING THAT (indicated ob-
ject) DISAPPEAR.**

(Run repetitively to EP.) _____

H. GOALS

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on
Goals
PAB 146, PROCEDURE CCH)

Part One:

1. **WHAT ARE YOU ABSOLUTELY SURE WILL HAPPEN
IN THE NEXT TWO MINUTES? (one hour, three days,
one week, three months, one year, etc.)**

Discuss it to complete pc certainty on each time span before continuing to the next one, i.e., one hour, three days, one week, three months, one year, etc. The auditor must all the time be sure that the preclear is certain that these things are going to happen in the next two minutes (or whatever the time span is) to ensure that the process really bites.

(Run to EP per instructions above.) _____

2. **TELL ME SOMETHING THAT YOU WOULD LIKE TO DO IN THE NEXT TWO MINUTES.** (one hour, etc., increasing span of time)

(Run to EP per instructions above.) _____

Part Two:

1. **TELL ME SOMETHING YOU ARE SURE WILL BE THERE IN TWO MINUTES,** etc.

(Run to EP per instructions above.) _____

2. **TELL ME SOMETHING YOU WOULD LIKE TO HAVE IN TWO MINUTES,** etc.

(Run to EP per instructions above.) _____

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**MODEL SESSION
FOR OBJECTIVES CO-AUDITS**

There is a step-by-step procedure for starting and ending an Objectives session for nonprofessional co-auditors.

1. Get the pc's folder and read the C/S instructions for the session.
2. Ensure that you have read, drilled and received a checkout on the process you are about to run.
3. Inform the Supervisor that you are going to be starting a session.
4. Select and set up a session space in the course room.
5. Get a clipboard, ballpoint pens, an Auditor's Report Form, sheets of worksheet paper and a simple dictionary.
6. Bring the pc to the session space.
7. Have the pc sit in his or her chair. You sit facing the pc.
8. Ask the pc if it is all right to do the session in the part of the room you are both in, and if not, make things right by adjusting the room or location of the session to another part of the room if needed.
9. Check if the pc is well fed and well rested.
10. When it is established there is no reason not to begin session, start the session with, "**THIS IS THE SESSION**" (Tone 40).
11. Start your worksheet and note on it the time you started the session.
12. Tell the pc that you will clear the process command with him. Clear the command backwards by first clearing in turn each word in the command in backwards sequence. Ask the pc "**WHAT IS THE DEFINITION OF _____ ?**" If the pc doesn't know the definition of the word, clear it up with a good simple dictionary.

Once the words of the command are cleared, clear the command itself by asking, "**WHAT DOES THIS COMMAND MEAN TO YOU?**" Do this for each command of the process. 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 a dictionary. Have him use each word in a sentence until he understands it, and then clear the command again. Indicate on your worksheet that you have cleared each command.

13. Tell the pc, **“WE ARE NOW GOING TO RUN (name of process).”** Then write down the time on your worksheet and place your clipboard on the floor.
14. Run the process on the pc.
15. When the pc has reached the end phenomena of the process, end off and have the pc sit down (if not already sitting).
16. Write briefly on your worksheet what happened at the end of the process.
17. Put your hand up to signal the Supervisor. He will read what you have written on the worksheet thus far and tell you what to do next.

If you have run the process to its end phenomena, the Supervisor will have you end the session and take the pc to the Examiner.

If the end phenomena of a process does not occur in one session, the same process will be continued in a later session until it is achieved.

18. a. When you are ready to end the session, tell the pc that you will be ending the session.
- b. Then ask:

“IS THERE ANYTHING YOU WOULD CARE TO SAY OR ASK BEFORE I END THIS SESSION?”

Pc answers.

Acknowledge the pc and note down his answer.

If the pc asks a question, acknowledge and say, **“I WILL NOTE THAT DOWN FOR THE C/S.”**

- c. End the session with **“END OF SESSION”** (Tone 40).
19. Take the pc to the Examiner.

The Examiner will have the pc sit down at a table and hold onto two electrodes which are connected to an E-Meter. While on the meter the pc may say anything he would like to about the session he has just had. The Examiner will listen and note down what he says and he will also notice the movement of the needle on the meter. If the pc has just had a cognition and has very good indicators on the process, the Examiner will probably see a floating needle and will indicate it.

20. After the pc has finished his exam, pick up the Exam Form and take the pc back to the course room.

After the session, write up on your worksheets any other data on what occurred during the session that you were unable to write while running the Objective Process, and write up your Auditor's Report Form. Put your worksheets beneath the Auditor's Report Form and staple them together. Then place your worksheets, Auditor's Report Form and the Exam Form in the pc's folder and turn the folder in to the Supervisor.

If the end of the course time comes up before the end phenomena of the process has been reached, do the following:

- A. Tell the pc, **“THE SESSION TIME IS ABOUT OVER. WE’LL BE ENDING SHORTLY.”**
- B. After giving the pc another command or two and having him carry them out, tell him, **“WE’RE ENDING THE SESSION NOW.”**

Then end off the session per steps 17, 18, 19 and 20 above.

NOTE: If you get into an impasse in session and can’t make any progress, or if the pc becomes upset or other confusions arise, put your hand behind your back to attract the attention of the Supervisor who will assist in the situation.

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HCO BULLETIN OF 9 APRIL 1990

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OBJECTIVES CORRECTION LIST

Refs:

HCOB 28 May 70	CORRECTION LISTS, USE OF
HCOB 19 Mar. 78	QUICKIE OBJECTIVES
HCOB 9 Feb. 79R	KSW Series 23R
Rev. 23.8.84	HOW TO DEFEAT VERBAL TECH CHECKLIST
HCOB 29 Apr. 80R	PREPARED LISTS,
Rev. 26.7.86	THEIR VALUE AND PURPOSE

This correction list is used to repair auditing errors on pcs receiving Objectives. It can be assessed by a Co-audit Supervisor (if fully qualified to assess and handle this list) or in a session by a Class III or above auditor.

When difficulty is encountered during an Objectives session and the auditor or Co-audit Supervisor needs to get the session rolling again, this list would be assessed and handled until the cause of the difficulty had been handled. Then the session would be continued.

If after a session the person receiving Objectives red tags at the Examiner, or if he gets sick or upset or falls on his head shortly after a session, this list should be assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority per policy.

The list can also be used to clean up any bypassed charge on a person who completed Objectives months or even years earlier but who appears to have some BPC or needs further handling in the area.

The list is ordinarily assessed Method 3 with each reading line taken to F/N per the instructions. If the pc is severely upset, the list may be assessed Method 5.

The list should be used with a prefix which acts as a time limiter, such as "In this session, _____?" or "Recently, _____?"

PRECLEAR: _____ DATE: _____

AUDITOR: _____

R-factor: We are going to go through a list that will help handle any trouble or errors that may have occurred on your Objective Processing.

1. **DID YOU GO EXTERIOR?** _____
(Indicate it. If it does not F/N on indication, rehab the point he went exterior. Do not continue the process he went exterior on, as it has EPed.)
2. **HAVE YOU HAD TROUBLE GOING IN OR OUT OF THINGS?** _____
(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.)
3. **HAVE YOU BEEN GIVEN A WRONG ITEM?** _____
(L4BRB and handle.)
4. **DID YOU HAVE AN ARC BREAK?** _____
(Handle the ARC break with ARCU CDEINR E/S to F/N.)
5. **WERE YOU UPSET?** _____
(Handle the ARC break with ARCU CDEINR E/S to F/N.)
6. **DID YOU HAVE A PROBLEM?** _____
(Itsa E/S itsa to F/N.)
7. **WERE YOU WITHHOLDING ANYTHING?** _____
(Pull the withhold E/S to F/N.)
8. **WAS THERE SOMETHING YOU WEREN'T SAYING?** _____
(Pull the withhold E/S to F/N.)
9. **DID YOU COMMIT AN OVERT?** _____
(Pull the overt E/S to F/N.)
10. **HAS THERE BEEN ANY INVALIDATION?** _____
(2WC E/S to F/N.)
11. **HAS THERE BEEN ANY EVALUATION?** _____
(2WC E/S to F/N.)



12. **WERE YOU PROTESTING?** _____
(2WC E/S to F/N.)
13. **WAS A PROCESS LEFT UNFLAT?** _____
(Indicate it. Find out what process and flatten it to EP.)
14. **WHILE RUNNING THE OBJECTIVE PROCESS DID SOMETHING TURN ON THAT DID NOT TURN OFF?** _____
(Indicate it. Find out what process and flatten it to EP.)
15. **WAS A PROCESS ENDED WHILE IT WAS STILL PRODUCING CHANGE?** _____
(Indicate it. Find out what process and flatten it to EP.)
16. **DID THE AUDITOR TAKE YOU OFF THE OBJECTIVE PROCESS AND JUST TWO-WAY COMM IT TO F/N?** _____
(Indicate it. Find out what process and flatten it to EP.)
17. **DID SOMEONE SAY YOU WERE COMPLETED ON A PROCESS WHEN YOU DIDN'T FEEL YOU WERE?** _____
(Indicate it. Find out what process and flatten it to EP.)
18. **DID THE AUDITOR LET YOU GET OUT OF RUNNING THE PROCESS?** _____
(Indicate it. Find out what process and flatten it to EP.)
19. **DID THE AUDITOR NOT GET YOU TO EXECUTE THE AUDITING COMMAND?** _____
(Indicate it. Find out what process and flatten it to EP.)
20. **WERE YOU INTERRUPTED DURING A PROCESS?** _____
(2WC E/S to F/N. Then flatten the process to EP if unflat.)
21. **DID SOMEONE SUGGEST A PROCESS WAS UNNECESSARY OR SHOULDN'T BE RUN?** _____
(2WC E/S to F/N. Get the process run to EP.)
22. **WERE YOU JUST TRYING TO GET THROUGH IT INSTEAD OF DOING IT?** _____
(Pull the withhold E/S to F/N.)
(Get the unflat process flattened.)
23. **WAS A PROCESS CONTINUED AFTER IT WAS FLAT?** _____
(Find out what process and rehab.)
24. **WAS AN OBJECTIVE PROCESS OVERRUN?** _____
(Find out what process and rehab.)



25. **WAS A COGNITION IGNORED?** _____
 (2WC E/S to F/N. Rehab the process being run if O/R.)
26. **DID THE AUDITOR FUMBLE THE AUDITING COMMAND?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat.)
27. **DID THE AUDITOR CHANGE THE AUDITING COMMAND?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat.)
28. **DID THE AUDITOR VARY ANY PART OF THE PROCESS?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat.)
29. **DID THE AUDITOR OMIT ANY PART OF THE AUDITING COMMAND?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat.)
30. **COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?** _____
 (Find out what it was and 2WC E/S to F/N. Clear it up with the correct reference, using Word Clearing as needed, to F/N and VGIs.)
31. **HAS THERE BEEN SOME WORD OR COMMAND YOU HAVEN'T UNDERSTOOD?** _____
 (Find and clear the misunderstood word[s], to F/N.)
32. **HAVE YOU BEEN AUDITED OVER A MISUNDERSTOOD WORD IN THE MATERIALS?** _____
 (Find and clear the misunderstood word[s], to F/N.)
33. **DID THE AUDITOR FAIL TO ACKNOWLEDGE YOU AFTER YOU HAD EXECUTED THE AUDITING COMMAND?** _____
 (2WC E/S to F/N.)
34. **WERE YOU DISTRACTED?** _____
 (Find out what happened and 2WC E/S to F/N.)
35. **WERE YOU AUDITED IN AN ANTAGONISTIC OR CHALLENGING MANNER?** _____
 (Indicate it was a violation of the Auditor's Code. 2WC E/S to F/N.)
36. **DID THE AUDITOR GET ANGRY WITH YOU?** _____
 (Indicate it was a violation of the Auditor's Code. 2WC E/S to F/N.)



37. **DID THE AUDITOR GO OUT OF TWO-WAY COMMUNICATION WITH YOU WHILE RUNNING THE PROCESS?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat or rehab if O/R.)
38. **WAS THE AUDITOR NOT IN COMMUNICATION WITH YOU?** _____
 (2WC E/S to F/N. Flatten the process to EP if unflat or rehab if O/R.)
39. **WERE THERE AUDITOR'S CODE BREAKS?** _____
 (Get what. Indicate it was a violation of the Auditor's Code. 2WC E/S to F/N.)
 (C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I, if needed.)
40. **DID THE AUDITOR DO SOMETHING ELSE WRONG?** _____
 (2WC E/S to F/N.)
41. **DID SOMEONE GIVE YOU VERBAL TECH?** _____
 (2WC E/S to F/N. Then handle with the correct reference.)
42. **HAS ANYONE INVALIDATED YOUR GAINS OR PROGRESS?** _____
 (Find out who and get the invalidation off E/S to F/N.)
 (Program for PTS handling.)
43. **ARE YOU CONNECTED TO SOMEONE OR SOMETHING THAT IS ANTAGONISTIC TOWARDS DIANETICS OR SCIENTOLOGY?** _____
 (2WC E/S to F/N.)
 (Program for PTS handling.)
44. **WERE YOU AUDITED OVER AN OUT-ETHICS SITUATION?** _____
 (Handle as a withhold, E/S to F/N.)
45. **HAVE YOU RECENTLY TAKEN DRUGS? MEDICINE? ALCOHOL?** _____

 (2WC E/S to F/N. Note for C/S.)
 (Note to C/S: If the pc is ill, see that proper medical treatment is obtained and assists done as needed, then return pc to his Objectives auditing.)
46. **WERE YOU TIRED?** _____
 (2WC E/S to F/N.)



47. **WERE YOU HUNGRY?** _____

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

48. **IS SOMETHING ELSE WRONG?** _____

(If so and it doesn't clean up on 2WC, GF M5 and handle.)

49. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____

(Indicate it. If it does not F/N on indication, take it E/S to F/N.)

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HCO BULLETIN OF 10 APRIL 1990

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OBJECTIVES CORRECTION LIST
WORD LIST

Refs:

HCO PL	4 Apr.	72R III	Word Clearing Series 48
	Rev. 21.6.75		ETHICS AND STUDY TECH
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 9 Apr. 90, OBJECTIVES CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The 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.

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 THE OBJECTIVES
CORRECTION LIST**

A, acknowledge, after, alcohol, an, and, angry, antagonistic, any, anyone, anything, ARC break, are, audited, auditing, auditor, auditor's.

Be, been, being, breaks.

Challenging, change, code, cognition, comm, command, commit, communication, completed, connected, continued, couldn't.

Dianetics, did, didn't, distracted, do, doing, done, drugs, during.



Else, ended, evaluation, execute, executed, exterior.

Fail, feel, first, flat, fumble, F/N.

Gains, get, give, given, go, going.

Had, has, have, haven't, hungry.

Ignored, in, instead, interrupted, invalidated, invalidation, is, it, item.

Just.

Left, let.

Manner, materials, medicine, misunderstood.

Not, nothing.

Objective, of, off, omit, on, once, or, out, out-ethics, over, overrun, overt.

Part, place, problem, process, producing, progress, protesting.

Recently, run, running.

Say, saying, Scientology, shouldn't, situation, some, someone, something, still, suggest.

Take, taken, talking, tech, that, the, there, things, through, tired, to, towards, trouble, trying, turn, two-way.

Understand, understood, unflat, unnecessary, upset.

Vary, verbal.

Was, were, weren't, what, when, while, with, withholding, word, wrong.

You, your.

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HCO BULLETIN OF 12 APRIL 1990

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(This HCOB was directly taken from an LRH
issue for Hubbard Key to Life Course Supervisors.)

**CLAY TABLE
DEFINITION OF TERMS**

Refs:

HCOB	27 Oct. 89	HOW TO DO CLAY TABLE PROCESSING
HCOB	17 Aug. 64	CLAY TABLE WORK IN TRAINING AND PROCESSING

As you will remember from the Study Tapes, a subject can suffer from a lack of enough terms to describe all its parts. What happens is that the same term can be used to cover two separate phenomena or actions with the result that these become confused. Technology can be lost in this fashion.

Well, I have just discovered that this exact phenomenon has occurred in an area of our technology.

For years now there has been a term "clay demo" or "clay demonstration" used to describe the action done by a student whereby he makes models in clay to clarify study materials. This term was unfortunately also used to describe the action done by a preclear when called upon during Clay Table Processing to represent his thoughts, etc., in clay. Both were called "demos" even though they are entirely separate activities. About the only thing they have in common is that they both use clay!

Clay Table Processing was developed in the '60s at Saint Hill and put into use there. Probably the reason it fell out of use is because people confused it with clay table demos and immediately started doing it solo. Even though it was a highly successful technique, we lost a valuable piece of technology because of this confusion.

When it was reintroduced on the Hubbard Key to Life Course, those doing the pilots went totally off the rails and people started to do Clay Table Processing solo, without an auditor, because they had it mixed up with clay demos. This cost us a great deal of case gain and many people had to be put back on the action after they thought they were complete. This was a direct result of a processing activity being allowed to slide back into a training activity.

THE WHY

I have now found the Why for this confusion.



The same word “demo” was being used for the action done by a pc and for the action done by a student.

Since the same term was being used, the activities were collapsed into one because people didn’t see the difference between these two things, yet the difference is great.

HANDLING

The handling of this requires a clarification of the terms used and the introduction of a new term.

Demonstration comes from the Latin “demonstrare,” to point out, show, prove.

The Oxford English Dictionary has the following definition for “demonstration”:

“The exhibition and explanation of specimens and practical operations, as a method of instruction in a science or art.”

The Webster’s New World Dictionary College Edition includes the following definition of “demonstrate”:

“To explain or make clear by using examples, experiments, etc.”

Actually the clay table work done by a preclear in session is not a demonstration at all. The pc’s action is to get something out of the think world into a solid form. He is *representing* his thoughts in clay.

We will therefore use the term *Clay Representation* for the work done in clay by a preclear during Clay Table Processing.

Representation comes from “re-” + “present” + “-ation.”

“Re-” is prefixed to ordinary verbs of action, sometimes indicating that the action itself is performed a second time and sometimes that its result is to reverse a previous action or process or to restore a previous state of things.

“Present” comes from the Latin “praesentare,” to place before, exhibit, hold out, exhibit a likeness to.

“-ation” is a suffix used to form nouns of action.

From this derivation you can see that “representation” has the idea of exhibiting a likeness to and indicates that the result of the action is to reverse a previous action or state. Since the clay table work done by a pc usually consists of putting in clay something that he has previously copied from the physical universe (a mental image picture), he is actually reversing that action during Clay Table Processing and putting the pictures and thoughts back into some material form.

The Oxford English Dictionary includes the following definitions for “representation”:

“An image, likeness or reproduction in some manner of a thing.”

“A material image or figure; a reproduction in some material or tangible form.”

“The action or fact of exhibiting in some visible image or form.”

“The fact of expressing or denoting by means of a figure or symbol; symbolic action or exhibition.”

A preclear would do clay representations to get his thoughts down in clay in answer to an auditing command.

So you can see that a clay demonstration, by definition, would be a training activity done by students as a means of clarifying materials, adding mass to the significance of the materials and working things out.

Since this confusion of terms led to the disuse of a very valuable tech, this clarification is now made:

CLAY DEMONSTRATIONS ARE USED TO CLARIFY THINGS IN STUDY.

CLAY REPRESENTATIONS ARE DONE BY PRECLEARS AND PRE-OTs IN CLAY TABLE PROCESSING.

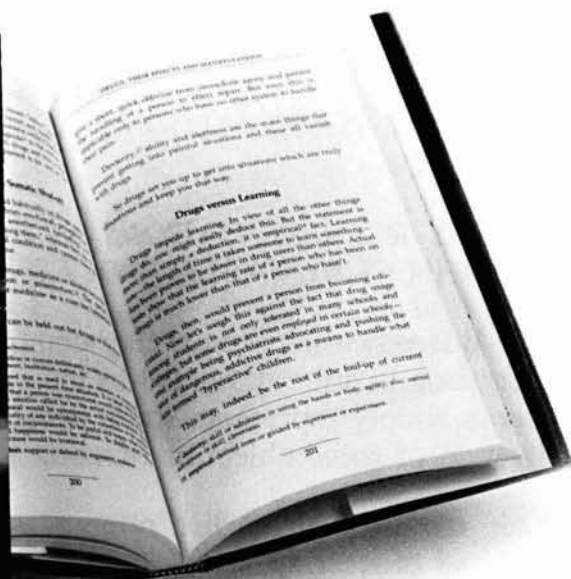
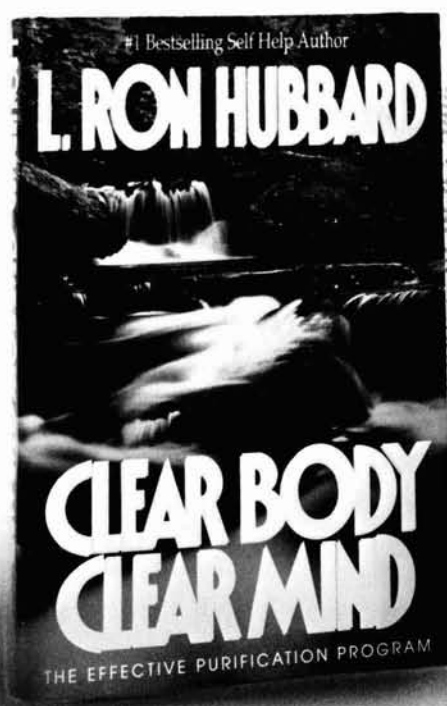
The difference between a clay demo and a clay representation is that a clay representation is directly related to the person on one dynamic or another, and a clay demo simply represents some principle or activity but basically is used for clarification of some object or function.

This modifies all earlier references on the subject of clay table work in training and processing.

I am very happy to have made this discovery as it will lead to the restoration of a very effective and powerful piece of our technology.

L. RON HUBBARD
Founder

CLEAR BODY CLEAR MIND The Effective Purification Program by L. Ron Hubbard Published 1990



Drugs, poisons and environmental toxins are an increasingly serious problem throughout the world—but until Ron's development of the Purification Rundown, there was no effective means for an individual to rid his own body of accumulations of drug residues and other toxins. Since the program's release it has been completed by tens of thousands of people around the world, and the reports of their successes are nothing short of miraculous.

With the release of *Clear Body Clear Mind, The Effective Purification Rundown*, the

theory and procedure of this incredible program are now available to *anyone*. The book describes in vivid detail the nature and extent of the biochemical problem our society faces, then describes the development, theory and exact procedure of the Purification Rundown. The book's appendix includes extensive documentation of the results reported by those who have completed the program, as well as the results of scientific and medical studies of the program and its participants.

HUBBARD KEY TO LIFE COURSE BOOKS

by L. Ron Hubbard

Published 1990



The Hubbard Key to Life Course is the ultimate answer to the widespread illiteracy ravaging our society. Writing about this course in 1979, Ron said:

“The product of the Key to Life Course is a Scientologist who is in communication because he can express himself easily and clearly both verbally and in writing and can fully understand the communication he receives from others.”

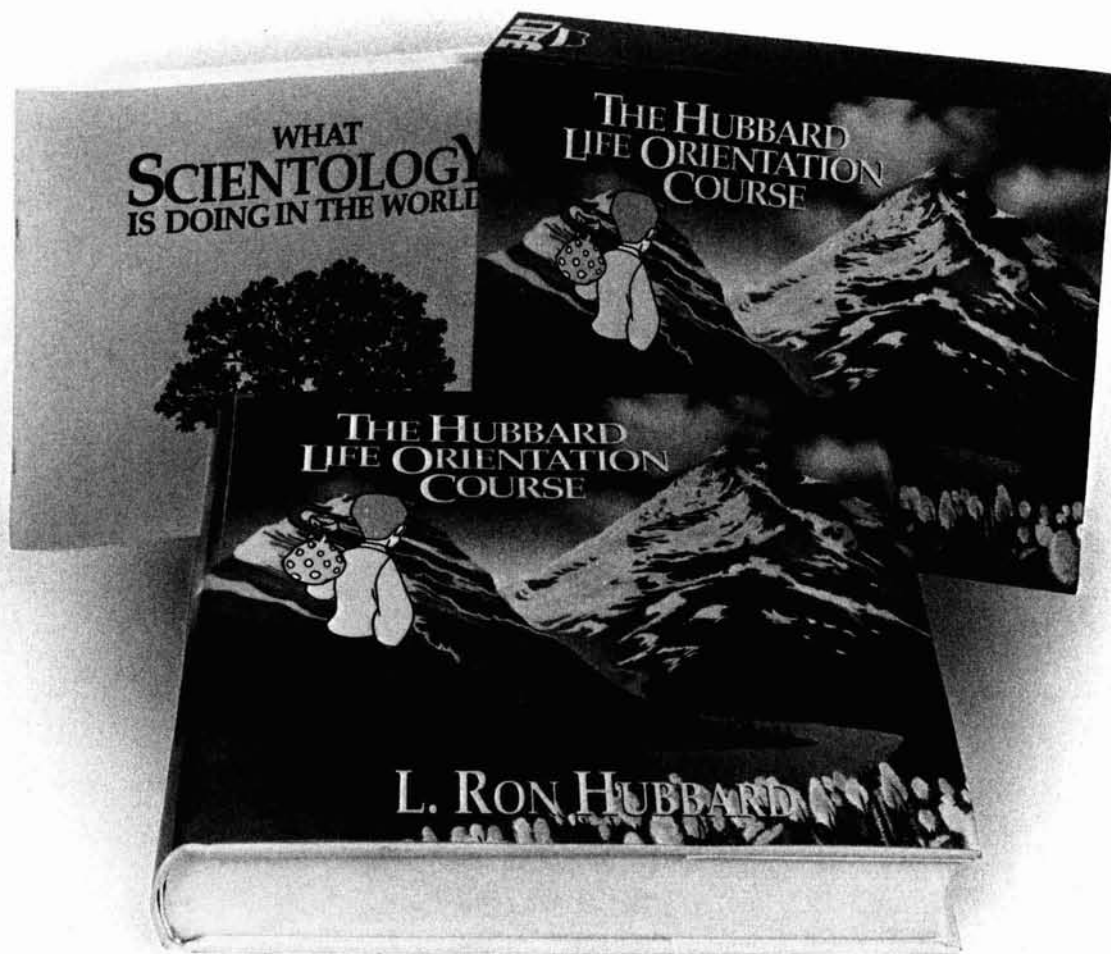
The books used on the Hubbard Key to Life Course are in themselves a spectacular

achievement. Designed and written by Ron and containing over 4,000 illustrations, these thirteen books are not only powerful technical texts, they are true works of art.

The New Grammar, just one of the books in the set, represents a revolutionary breakthrough in the field of language. It properly defines grammar and brings it back from the restrictive set of nearly incomprehensible and often arbitrary rules it had become under the hands of grammarians, to the status of a usable tool of expression and communication.

HUBBARD LIFE ORIENTATION COURSE BOOKS by L. Ron Hubbard

Published 1990



Ron said, about the Hubbard Life Orientation Course:

"A person right off the Key to Life Course doesn't necessarily even know what to talk *about*. The Life Orientation Course takes him from that point up, and makes him into a higher-level being. It is actually the second stage of Key to Life and could even be called the 'post graduate course' to the Key to Life Course.

"It is worth its weight in gold to anyone who takes it.

"The object of the Life Orientation Course, is to get the person to

straighten out his own life and get into production. Key to Life doesn't necessarily get a person into production. The Life Orientation Course establishes the *beingness* and then brings about the *producingness*."

The materials for the course consist of two books. The first is a large hardbound book, illustrated throughout with full-color artwork done by the same artist who illustrated the Key to Life Course books. The second book is illustrated with color photographs.

The books form a complete package that can be continually referred to by the course graduate.



HCO BULLETIN OF 18 JUNE 1990

Remimeo
C/Ses
Tech Sec
Qual Sec

C/S Series 124

PCs WHO REFUSE AUDITING

Refs:

HCOB	11 May 69 II	FORCING A PC
	Rev. 12.10.69	
HCOB	16 June 70	C/S Series 6 KSW Series 20 WHAT THE C/S IS DOING
HCOB	19 June 70	C/S Series 7 C/S Q AND A
HCOB	31 Mar. 71	C/S Series 31 PROGRAMING AND MISPROGRAMING
HCOB	23 May 71R VIII	Basic Auditing Series 10R
	Rev. 4.12.74	RECOGNITION OF RIGHTNESS OF THE BEING
HCOB	28 Sept. 71	C/S Series 62 KNOW BEFORE YOU GO
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS
HCOB	3 May 83	C/S Series 117 WHO OR WHAT IS A "C/S"?

Book: *The Dynamics of Life*, Chapter Sixteen, "The 'Laws' of Returning"

Book: *The Book of Case Remedies*

It is absolutely forbidden for a C/S to force his opinion on a pc about what the pc should be running in session or on his program. That is evaluative C/Sing and is the worst sort of mishandling of pcs.

There was an instance once where a pc who didn't want auditing on a repair action was nevertheless forced to do what the C/S and auditor said in spite of the pc's protest. When this was carried on, the pc who was refusing the auditing then *really* refused auditing.

The Why of this was that the C/S was running a know best on the pc instead of "know before you go." It was actually suppressive C/Sing.

The handling of a pc who is objecting to what he is being audited on is not to force more auditing on the pc. You don't keep calling a pc into session to keep running the action the pc is refusing to run.

The standard handling is to find out why the pc doesn't want the auditing and straighten it out. That is really all you do.

HANDLING

The steps for a C/S to take when he encounters a pc who refuses auditing are to:

1. Call for a D of P interview.



2. Find out why the pc is refusing the auditing.
3. Handle it smoothly.
4. Correct the pc's program.
5. Get the pc going again, paralleling the mind.
6. Method 9 word clear any C/S or auditor guilty of forcing auditing on a preclear on *Dianetics: The Modern Science of Mental Health*, Book Three, Chapter One, "The Mind's Protection"; HCOB 25 Feb. 60, THE MODEL SESSION; HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS; and HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO.
7. If the pc still persists in refusing auditing after the above have been done, then the C/S and auditor are still forcing auditing on the pc and auditing is being used suppressively. Any C/S or auditor guilty of the above must be handled with group justice proceedings which would include a Comm Ev and could include a penalty of being declared suppressive and expelled from the Church.

Handling a pc who refuses auditing is easy. One has the auditor or D of P talk with the pc and *listen* to what the pc says. You find out why the pc is refusing auditing and get it out of the road. That is the simplicity of it.

Q&A

None of this authorizes a C/S or auditor to Q&A off a correct program, such as backing off from completing a needed Confessional on a pc who needs a Confessional.

None of this permits a C/S to fail to handle a pc who is refusing any more auditing on a grade or a pre-OT who is refusing to do any more auditing on a Solo level, when it is evident from data in the folder that the person is not yet complete on the grade or OT level. (Ref: HCO PL 26 Oct. 71, TECH DOWNGRADES)

SUMMARY

One is not handling the case in front of one if he is trying to force auditing on the pc. One has to listen to what the pc has to say and one must parallel the pc's mind.

C/S for the pc. Then everybody wins.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



Remimeo
Qual
C/Ses
Cramming Officers

C/S Series 125

SCIENTOLOGY AUDITOR ANALYSIS CHECKLIST

This is an analysis list for use in handling of Scientology auditors who are flubby and not coming straight with more routine cramming actions, or whose pcs are not progressing as expected in their Scientology auditing. It is a simple tool for *fast* handling of a Scientology auditor who is goofing.

The checklist is divided into two parts. Part One of the checklist locates the auditor's general areas of difficulty. It is assessed by the Cramming Officer or by another auditor. It must be assessed by someone qualified to operate a meter and assess prepared lists. Then, in Cramming, Part Two is used to dig more deeply into the areas found in assessing Part One so that exact handling steps can be worked out and fully done. Case actions would be determined by the Case Supervisor.

Assess the list accurately, handle what is found thoroughly and 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 receiving the assessment: "I am not auditing you. I am going to assess a Scientology Auditor Analysis Checklist so we can locate any weak points in your application of Scientology processes and procedures and get them corrected. This is not a case action and the data obtained will be used in Cramming. Any out-ethics situation disclosed will be reported to the Ethics Officer and is actionable." (If assessment is done by an auditor other than the Cramming Officer, explain that the second part will be handled in Cramming.)

Assess the entirety of Part One, Sections A through I, 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 based on what is found. Handling can include Word Clearing, False Data Stripping, Crashing Mis-U Finding, Ethics, etc., as needed to handle the auditor rapidly and terminatedly. The checklist itself is not an auditing action, it is a cramming tool.



When all corrective actions have been completed, the auditor again 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 Scientology Auditor Analysis Checklist.

A-1 **IS THERE SOME TRICK YOU USE TO MAKE SURE THE SESSION COMES OUT OKAY?** _____

A-2 **IS THERE SOMETHING YOU DO IN SESSION YOU WOULDN'T WANT THE C/S TO KNOW?** _____

A-3 **HAVE YOU TRIED TO MAKE A SESSION LOOK BETTER THAN IT REALLY WAS?** _____

A-4 **HAVE YOU EVER FALSIFIED A WORKSHEET?** _____

A-5 **HAVE YOU EVER AGREED NOT TO PUT SOMETHING DOWN ON A WORKSHEET?** _____

A-6 **HAVE YOU DONE SOMETHING WITH A PC YOU DON'T WANT FOUND OUT?** _____

A-7 **HAVE YOU DONE SOMETHING TO A PC YOU DON'T WANT THAT PC TO FIND OUT?** _____

A-8 **IS THERE SOMETHING YOU DO IN SESSION THAT PCs DON'T LIKE?** _____

A-9 **HAVE YOU VIOLATED THE AUDITOR'S CODE?** _____

A-10 **HAVE YOU AUDITED A PC FOR SOME OTHER REASON THAN TO HELP THAT PC?** _____

A-11 **HAVE YOU COFFEE-SHOPPED A PC AFTER SESSION?** _____

A-12 **ARE PCs MEAN OR UNCOOPERATIVE?** _____

A-13 **ARE YOU INVOLVED IN AN OUT-ETHICS SITUATION?** _____

A-14 **ARE YOU JUST FAKING THAT YOU CAN AUDIT?** _____

(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 **DOES SOMEONE OBJECT TO YOUR BEING TRAINED?** _____

B-2 **HAS SOMEONE BEEN ENTURBULATING YOU?** _____

B-3 **ARE YOU PTS?** _____

(If any of the questions in Section B read, go to Section B of Part Two and fully handle per the instructions given.)

C-1 **IS THE MIND NOT REAL?** _____

C-2 **DO YOU EVER WONDER IF THERE REALLY ARE SUCH THINGS AS MENTAL MASSES OR MENTAL IMAGE PICTURES?** _____



- C-3 **DO YOU HAVE ANY DOUBTS ABOUT THE WORKABILITY OF SCIENTOLOGY PROCESSES?** _____
- C-4 **HAVE YOU YOURSELF NOT HAD GAINS IN AUDITING?** _____
 (If any of the questions in Section C read, go to Section C of Part Two and fully handle per the instructions given.)
- D-1 **IN SESSION, DO YOUR TRs GO OUT?** _____
- D-2 **IN SESSION, DO YOU GET NERVOUS OR AFRAID?** _____
- D-3 **IS IT HARD TO SIT STILL DURING A LONG SESSION?** _____
- D-4 **DO YOUR PCs HAVE TROUBLE HEARING YOU?** _____
 (If any of the questions in Section D read, go to Section D of Part Two and fully handle per the instructions given.)
- E-1 **HAVE YOU BEEN UNSURE THAT ITEMS REALLY READ?** _____
- E-2 **HAVE YOU INDICATED F/Ns WRONGLY?** _____
- E-3 **IS THERE ANY AREA OF METERING YOU FEEL UNSURE OF?** _____
- E-4 **WHEN ASSESSING PREPARED LISTS ON PCs, DO YOU HAVE TROUBLE GETTING READS?** _____
- E-5 **DO YOU HAVE TROUBLE SEEING THE METER DIAL?** _____
- E-6 **CAN'T YOU READ A METER?** _____
 (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 **ARE YOU UNSURE ABOUT WHICH ITEMS OR TERMINALS TO RUN?** _____
- F-2 **DO YOU HAVE TROUBLE FINDING ITEMS OR TERMINALS TO RUN?** _____
- F-3 **DO YOU KNOW WHICH ITEM OR TERMINAL THE PC SHOULD BE RUN ON BEFORE ASSESSING OR STUDYING THE FOLDER?** _____
- F-4 **IS THERE SOME CONFUSION ABOUT HOW TO ASSESS?** _____
- F-5 **IS THERE SOME CONFUSION ABOUT HOW TO FIND ITEMS OR TERMINALS?** _____
- F-6 **IS THERE ANY CONFUSION ABOUT CHECKING PROCESSES OR FLOWS FOR A READ?** _____
- F-7 **DO YOU HAVE TROUBLE FINDING A READING PROCESS OR FLOW?** _____



- F-8 **WHEN CHECKING PROCESS COMMANDS AND FLOWS, ARE THEY MOSTLY UNREADING?** _____
- F-9 **HAVE YOU RUN ITEMS, TERMINALS, PROCESSES OR FLOWS THAT REALLY DIDN'T READ?** _____
 (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 IT HARD TO KEEP UP WITH THE PC?** _____
- G-2 **DO YOU KEEP THE PC WAITING?** _____
- G-3 **DO YOU FORGET THE COMMANDS?** _____
- G-4 **DO YOU FUMBLE WITH COMMANDS?** _____
- G-5 **DO YOU ALTER COMMANDS?** _____
- G-6 **ARE YOU IN MYSTERY ABOUT WHAT'S HAPPENING DURING A SESSION?** _____
- G-7 **IS THERE SOMETHING ABOUT A PARTICULAR PROCESS OR PROCEDURE YOU DON'T GET?** _____
- G-8 **DO YOU HAVE DIFFICULTY FLYING RUDIMENTS?** _____
- G-9 **DO YOU HAVE TROUBLE HANDLING PCs WITH OUT-RUDS?** _____
- G-10 **DO YOU CONTINUE TO AUDIT A PC WHO HAS INDICATORS OF OUT-RUDS?** _____
- G-11 **DO YOU Q&A WITH PCs?** _____
- G-12 **DO YOU HAVE DIFFICULTY RUNNING REPETITIVE PROCESSES?** _____
- G-13 **DO YOU HAVE DIFFICULTY RUNNING BRACKETS?** _____
- G-14 **DO YOU HAVE DIFFICULTY RUNNING OBJECTIVE PROCESSES?** _____
- G-15 **DO YOU HAVE DIFFICULTY DOING CONFESSIONALS?** _____
- G-16 **DO YOU AVOID PULLING PCs' WITHHOLDS?** _____
- G-17 **DO YOU Q&A WITH MANIFESTATIONS OF A MISSED WITHHOLD?** _____
- G-18 **DO YOU HAVE DIFFICULTY RUNNING TWO-WAY COMM?** _____
- G-19 **DO YOU HAVE DIFFICULTY DOING REHABS?** _____
- G-20 **DO YOU HAVE ANY UNCERTAINTY ABOUT HANDLING PREPARED LISTS?** _____



- G-21 **DO YOU AVOID TAKING UP SOME TYPE OF QUESTION IN HANDLING PREPARED LISTS?** _____
- G-22 **DO YOU END OFF ON PREPARED LISTS BEFORE THE PC IS REALLY HANDLED?** _____
- G-23 **ARE YOU UNSURE WHEN TO END OFF IN USING A PREPARED LIST?** _____
- G-24 **DO YOU HAVE DIFFICULTY TAKING A PREPARED LIST TO F/Ning ASSESSMENT?** _____
- G-25 **DO YOU HAVE DIFFICULTY WITH LISTING AND NULLING?** _____
- G-26 **DO YOU HAVE TROUBLE WITH CORRECTION OF LISTING AND NULLING ERRORS?** _____
- G-27 **DO YOU HAVE DIFFICULTY HANDLING PTS PCs?** _____
- G-28 **IS THERE SOME OTHER SCIENTOLOGY PROCESS OR PROCEDURE YOU HAVE DIFFICULTY WITH OR ARE UNSURE ABOUT?** _____
(If applicable)
- G-29 **DO YOU HAVE PROBLEMS WITH DOING OT REVIEWS?** _____
(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 **ARE YOU CONFUSED ABOUT THE END PHENOMENA OF ANY PROCESSES OR PROCEDURES?** _____
- H-2 **DO YOU WORRY ABOUT EPs?** _____
- H-3 **HAVE YOU WONDERED WHETHER YOU'VE GOTTEN EPs ON YOUR PCs?** _____
- H-4 **DO YOU HAVE TROUBLE WITH OVERRUNNING PCs?** _____
- H-5 **ARE YOU WORRIED ABOUT OVERRUNNING?** _____
- H-6 **DO YOU FREQUENTLY HAVE TO REHAB EPs YOU HAVE BYPASSED ON PCs?** _____
(If any of the questions in Section H read, go to Section H of Part Two and fully cover each item in that section.)
- I-1 **AS A STUDENT, HAVE YOU FAILED TO LOOK UP MISUNDERSTOODS?** _____
- I-2 **ON COURSE, HAVE YOU LET THINGS GO BY WHICH YOU DIDN'T REALLY GET?** _____
- I-3 **HAVE YOU FAKED THAT YOU GOT IT?** _____
- I-4 **ARE YOU AUDITING ACTIONS YOU HAVEN'T STUDIED OR CHECKED OUT ON?** _____



- I-5 **DO YOU HAVE DIFFICULTIES AS A STUDENT?** _____
- I-6 **DO YOU DISLIKE STUDYING?** _____
- I-7 **HAVE YOU PRETENDED KNOWINGNESS YOU DON'T HAVE?** _____
- I-8 **WHEN YOU READ A STABLE DATUM, DO YOU FAIL TO WORK OUT HOW YOU CAN USE IT?** _____

(If any of the questions in Section I read, go to Section I of Part Two and fully handle per the instructions given.)

PART TWO

A. OUT-ETHICS AS AN AUDITOR

First take up each reading question, in order of longest read, and handle as a withhold E/S to F/N.

Send the auditor to Ethics to handle any out-ethics situation. C/S to program for complete handling by using the Auditor Confessional List or the False Purpose Rundown Auditor Form. The person will not win as an auditor until he is honest and straight.

B. PTS

Two-way comm the reading question to get data on the situation. Send all data to the C/S to program for PTS handling.

C. DOESN'T KNOW AUDITING WORKS

Two-way comm the reading question with the auditor to establish whether he has any personal reality on the mind, on the reality of mental masses and mental image pictures, and whether he has had any wins from receiving auditing himself. If he doesn't know from personal experience that the mind is real, that mental masses and mental image pictures are real, and that auditing gives personal gains, get the data to the C/S so that the case can be FESed and correctly programed. Meanwhile, carry on with the cramming actions called for on this checklist.

D. TRs

Check out and correct the auditor's TRs. It may be that he has never done a Professional TR Course, in which case he should be sent to do the New Hubbard Professional TR Course immediately.

Check the possibility of the auditor not having seen the LRH Technical Training Films on TRs and communication,



including TR Instruction Film #4, "The Professional TR Course." Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any reread 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		

E. 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 5RB ____ EM 13 ____ EM 24 ____

EM 12 ____ EM 23 ____ EM 26 ____

Handle any MUs, then have him do meter drills, meter drills, meter drills.

8. Check the auditor out on Assessment Drills, per HCOB 22 Apr. 80R, ASSESSMENT DRILLS:

TR 1-Q4A ____ TR 4/8-Q1 ____

9. 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
retread or retrain assigned.

Refs:

HCOB 28 Feb. 71 C/S Series 24
METERING READING ITEMS
HCOB 4 Dec. 77R CHECKLIST FOR SETTING UP
Rev. 19.8.87 SESSIONS AND AN E-METER
Book: *Introducing the E-Meter*
Book: *The Book of E-Meter Drills*
Book: *E-Meter Essentials*
Book: *Understanding the E-Meter*
HCOB 22 Apr. 80R ASSESSMENT DRILLS
Rev. 26.7.86
LRH Technical Training Films covering the E-Meter and metering.

F. ASSESSMENT AND FINDING ITEMS AND TERMINALS

1. Have the auditor demonstrate how an assessment of a list of items or terminals is done. _____
2. Check the auditor out on Assessment Drills, per HCOB 22 Apr. 80R, ASSESSMENT DRILLS:
TR 1-Q3 _____ TR 1-Q4A _____ TR 4/8-Q1 _____
3. Have the auditor give several examples of general terminals and several examples of specific terminals. _____
4. Explore for misunderstood words on basic materials on the subject of finding and running items and terminals. _____
5. Set up a session. Have the auditor assess a list from the back of *The Book of E-Meter Drills* on another person taking the role of the pc, and have the auditor choose the correct item to be run. Note all aspects of his handling. _____

During the assessment, have the "pc" create (by squeezing the cans to simulate reads) the following situations for the auditor to handle:

- a. An instant F/N (auditor must show how it would be handled in doing the type of process he is running). _____
- b. A body motion "read" on an assessment item. _____
- c. Prior and latent reads. _____
- d. No reads on list. _____
- e. Pc wants to run something that hasn't read. _____
6. Give the auditor a bracket of nonrestimulative commands, such as on "eating apples." Have the auditor check each of the flows for a read on another person who takes the role of the pc and holds the cans, squeezing them to simulate reads. Note all aspects of the auditor's handling. _____



7. 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 reread or retrain assigned.

Refs:

HCOB	28 Feb. 71	C/S Series 24
		METERING READING ITEMS
HCOB	5 Aug. 78	INSTANT READS
HCOB	23 June 80RA	CHECKING QUESTIONS ON GRADES
	Rev. 25.10.83	PROCESSES
HCOB	3 Dec. 78	UNREADING FLOWS
HCOB	7 Aug. 59	THE HANDLING OF COMMUNICATION
		PROCESSES, SOME RAPID DATA
HCOB	20 Sept. 78	AN INSTANT F/N IS A READ
HCOB	22 Apr. 80R	ASSESSMENT DRILLS
	Rev. 26.7.86	
	LRH Technical Training Films covering TRs and metering.	

G. SCIENTOLOGY PROCESSING THEORY AND PROCEDURE

Note: If the assessment of Part One Section G showed that the auditor has difficulty or uncertainty with more than one type of process or procedure, the one the auditor was trained on first is taken up and handled, followed by the others in the order in which the auditor was trained on them.

1. Take up the type of process or procedure the auditor is having difficulty with and, using the key references from the course on which that process or procedure is taught, select out and have the auditor define the key terms related to it.
2. Have the auditor demonstrate in clay how the process or procedure is run, showing how it affects the pc and the bank.
3. Have the auditor run the process or procedure on a doll, with another person answering for the doll, holding the cans and squeezing the cans to simulate reads. Give the person holding the cans situations to present which will test the auditor's understanding of the process or procedure and his ability to handle situations that could come up in auditing it. The checksheet for the course on which the specific process or procedure is taught can also be consulted for examples of specific situations to be checked.

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 or procedure are handled with cramming on the appropriate references and drilling of the process or procedure until the auditor has it down cold.

Refs:

As given in the course packs for the courses on which the specific processes and procedures are taught.

H. END PHENOMENA

1. Define and demonstrate each of the parts of a Scientology process EP. _____
2. Conditional: If the auditor is having difficulty with the EP of a process or procedure which has a specific EP, have him define and demonstrate each of the specific EP's parts. _____
3. Demonstrate what a persistent F/N is and what it means. _____
4. Demonstrate what is done when a pc goes exterior while running a process. _____

Refs:

HCOB	20 Feb.	70	FLOATING NEEDLES AND END PHENOMENA
HCOB	8 Oct.	70	C/S Series 20 KSW Series 19 PERSISTENT F/N
HCOB	21 Mar.	74	END PHENOMENA
HCOB	7 Mar.	75	EXT AND ENDING SESSION

I. STUDY DIFFICULTIES

Two-way comm the reading question with the auditor to establish the specifics of any study difficulties. All data would then be sent to the C/S who would program the case for full handling by using a Student Confessional List, Student Rehab List, Study Green Form, Student Rescue Intensive, Student Booster Rundown or any other appropriate auditing action. Also, handle study difficulties with any retreads or retrains warranted (i.e., Student Hat, PRD, etc.). _____

This completed checklist plus the corrective actions taken are kept in the auditor's pc folder.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



Remimeo
Qual
C/Ses
Cramming Officers

C/S Series 126

CONFESSIONAL AUDITOR ANALYSIS CHECKLIST

This is an analysis list for use in handling of Confessional Auditors who are flubby and not coming straight with more routine cramming actions, or whose pcs are not progressing as expected in their sessions. It is a simple tool for *fast* handling of a Confessional Auditor who is goofing.

The checklist is divided into two parts. Part One of the checklist locates the auditor's general areas of difficulty. It is assessed by the Cramming Officer or by another auditor. It must be assessed by someone qualified to operate a meter and assess prepared lists. Then, in Cramming, Part Two is used to dig more deeply into the areas found in assessing Part One so that exact handling steps can be worked out and fully done. Case actions would be determined by the Case Supervisor.

Note that the list may also be assessed on a False Purpose Rundown Auditor and includes a special section (Section K) which is assessed on an FPRD Auditor along with the remainder of the list. Section K is not assessed on those who are trained as Confessional Auditors but not on the False Purpose Rundown.

Assess the list accurately, handle what is found thoroughly and 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 receiving the assessment: "I am not auditing you. I am going to assess a Confessional Auditor Analysis Checklist so we can locate any weak points in your auditing of Confessionals (and/or FPRD auditing) and get them corrected. This is not a case action and the data obtained will be used in Cramming. Any out-ethics situation disclosed will be reported to the Ethics Officer and is actionable." (If assessment is done by an auditor other than the Cramming Officer, explain that the second part will be handled in Cramming.)

Assess the entirety of Part One, Sections A through J (or K, for FPRD auditors), 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 based on what is found. Handling can include Word Clearing, False Data



Stripping, Crashing Mis-U Finding, ethics, etc., as needed to handle the auditor rapidly and terminatedly. The checklist itself is not an auditing action, it is a cramming tool.

When all corrective actions have been completed, the auditor again 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 Confessional Auditor Analysis Checklist.

A-1 **IS THERE SOME TRICK YOU USE TO MAKE SURE THE SESSION COMES OUT OKAY?** _____

A-2 **IS THERE SOMETHING YOU DO IN SESSION YOU WOULDN'T WANT THE C/S TO KNOW?** _____

A-3 **HAVE YOU TRIED TO MAKE A SESSION LOOK BETTER THAN IT REALLY WAS?** _____

A-4 **HAVE YOU EVER FALSIFIED A WORKSHEET?** _____

A-5 **HAVE YOU EVER AGREED NOT TO PUT SOMETHING DOWN ON A WORKSHEET?** _____

A-6 **HAVE YOU DONE SOMETHING WITH A PC YOU DON'T WANT FOUND OUT?** _____

A-7 **HAVE YOU DONE SOMETHING TO A PC YOU DON'T WANT THAT PC TO FIND OUT?** _____

A-8 **IS THERE SOMETHING YOU DO IN SESSION THAT PCs DON'T LIKE?** _____

A-9 **HAVE YOU VIOLATED THE AUDITOR'S CODE?** _____

A-10 **HAVE YOU AUDITED A PC FOR SOME OTHER REASON THAN TO HELP THAT PC?** _____

A-11 **HAVE YOU COFFEE-SHOPPED A PC AFTER SESSION?** _____

A-12 **ARE PCs MEAN OR UNCOOPERATIVE?** _____

A-13 **ARE YOU INVOLVED IN AN OUT-ETHICS SITUATION?** _____

A-14 **ARE YOU JUST FAKING THAT YOU CAN AUDIT?** _____

(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 **DOES SOMEONE OBJECT TO YOUR BEING TRAINED?** _____

B-2 **HAS SOMEONE BEEN ENTURBULATING YOU?** _____



B-3 ARE YOU PTS? _____

(If any of the questions in Section B read, go to Section B of Part Two and fully handle per the instructions given.)

C-1 IS THE MIND NOT REAL? _____

C-2 DO YOU EVER WONDER IF THERE REALLY ARE SUCH THINGS AS MENTAL MASSES OR MENTAL IMAGE PICTURES? _____

C-3 ARE OVERTS UNREAL? _____

C-4 DO PEOPLE NOT REALLY COMMIT HARMFUL ACTS? _____

C-5 DO YOU HAVE ANY DOUBTS ABOUT THE WORKABILITY OF CONFSSIONAL TECHNOLOGY? _____

C-6 DO YOU HAVE DISAGREEMENTS WITH O/W TECH? _____

C-7 HAVE YOU YOURSELF NOT HAD GAINS IN AUDITING? _____

(If any of the questions in Section C read, go to Section C of Part Two and fully handle per the instructions given.)

D-1 IN SESSION, DO YOUR TRs GO OUT? _____

D-2 IN SESSION, DO YOU GET NERVOUS OR AFRAID? _____

D-3 IS IT HARD TO SIT STILL DURING A LONG SESSION? _____

D-4 DO YOUR PCs HAVE TROUBLE HEARING YOU? _____

D-5 DO YOU GET EMBARRASSED ABOUT SOME OF THE THINGS YOU HAVE TO ASK THE PRECLEAR? _____

D-6 DO YOU FEEL UNCOMFORTABLE ABOUT CERTAIN SUBJECTS THAT COME UP IN PULLING OVERTS? _____

D-7 DO YOU HAVE TROUBLE GETTING YOUR QUESTION ANSWERED? _____

D-8 DO YOU HAVE TROUBLE DIRECTING THE PC'S ATTENTION ONTO OVERTS? _____

D-9 DO YOU HAVE TROUBLE CONTROLLING THE PC'S COMM? _____

D-10 DO YOU HAVE TROUBLE MAINTAINING SESSION PACE WHILE KEEPING CORRECT ADMIN? _____



D-11 HAVE YOU BEEN CONTINUALLY CRAMMED FOR Q&A? _____

(If any of the questions in Section D read, go to Section D of Part Two and fully handle per the instructions given.)

E-1 HAVE YOU BEEN UNSURE THAT QUESTIONS REALLY READ? _____

E-2 HAVE YOU INDICATED F/Ns WRONGLY? _____

E-3 HAVE YOU BEEN UNSURE OF WHAT THE NEEDLE WAS ACTUALLY DOING? _____

E-4 HAVE YOU BEEN CONFUSED IF THE NEEDLE WAS ACTUALLY FLOATING? _____

E-5 IS THERE ANY AREA OF METERING YOU FEEL UNSURE OF? _____

E-6 DO YOU HAVE TROUBLE SEEING THE METER DIAL? _____

E-7 CAN'T YOU READ A METER? _____

E-8 DO YOU HAVE TROUBLE TELLING IF A METER READ IS INSTANT, LATENT OR PRIOR? _____

E-9 SHOULD YOU BE WEARING GLASSES TO SEE PROPERLY? _____

E-10 DO YOU HAVE TROUBLE SEEING A READ ON CLEARING A QUESTION? _____

E-11 DO YOU HAVE TROUBLE SEEING THE PC AND METER IN ONE GLANCE? _____

E-12 WHEN CHECKING QUESTIONS ARE THEY MOSTLY UNREADING? _____

E-13 DO YOU HAVE TROUBLE STEERING WITH THE METER? _____

(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 ARE YOU CONFUSED ABOUT WHAT AN OVERT IS? _____

F-2 ARE YOU CONFUSED ABOUT WHAT A WITHHOLD IS? _____

F-3 ARE YOU CONFUSED ABOUT ANY PART OF THE OVERT-MOTIVATOR SEQUENCE? _____

F-4 ARE YOU CONFUSED ABOUT WHAT A JUSTIFICATION IS? _____



- F-5 **ARE YOU CONFUSED ABOUT WHAT A MISSED WITHHOLD IS?** _____
- F-6 **DO YOU HAVE ANY PROBLEM ON WHEN AND HOW TO VARY THE QUESTION?** _____
- F-7 **DO YOU SOMETIMES HIT AN IMPASSE AND NOT KNOW WHAT TO DO NEXT TO GET OFF THE WITHHOLD?** _____
- F-8 **DO YOU HAVE ANY TROUBLE RECOGNIZING OR HANDLING WHEN THE PC HAS GIVEN YOU A MOTIVATOR?** _____
- F-9 **DO YOU HAVE ANY TROUBLE RECOGNIZING OR HANDLING WHEN THE PC HAS GIVEN YOU SOMEONE ELSE'S OVERT?** _____
- F-10 **DO YOU HAVE ANY TROUBLE RECOGNIZING OR HANDLING WHEN THE PC HAS GIVEN YOU A GENERALITY?** _____
- F-11 **DO YOU HAVE TROUBLE UNDERSTANDING WHAT THE PC IS SAYING?** _____
- F-12 **DO YOU Q-AND-A WITH MANIFESTATIONS OF A MISSED WITHHOLD?** _____
- F-13 **DO YOU EVER GET BORED OR DRIFT OFF WHILE DOING A CONFESSIONAL ON SOMEONE?** _____
- F-14 **HAS A PC EVER REALLY SCARED YOU WHILE YOU WERE TRYING TO PULL HIS O/Ws?** _____
- F-15 **DO YOU SOMETIMES FEEL SYMPATHETIC TOWARDS THE PC DURING A CONFESSIONAL?** _____
- F-16 **DO YOU SOMETIMES GO INTO AGREEMENT WITH A CONFESSIONAL PC'S COMPLAINTS?** _____
- F-17 **IS IT HARD TO KEEP UP WITH THE PC?** _____
- F-18 **DO YOU KEEP THE PC WAITING?** _____
- F-19 **DO YOU FORGET THE PROCEDURE?** _____
- F-20 **DO YOU FUMBLE WITH THE PROCEDURE?** _____
- F-21 **DO YOU ALTER THE PROCEDURE?** _____
- F-22 **ARE YOU IN MYSTERY ABOUT WHAT'S HAPPENING DURING A SESSION?** _____
- F-23 **IS THERE SOMETHING ABOUT THE PROCEDURE YOU DON'T GET?** _____



F-24 IS THERE ANY CONFUSION ABOUT CHECKING QUESTIONS FOR A READ? _____

F-25 HAVE YOU TAKEN UP QUESTIONS THAT REALLY DIDN'T READ? _____

F-26 DO YOU GET CONFUSED WHEN YOU HAVE NO READ AND NO F/N ON A QUESTION? _____

F-27 ARE YOU UNSURE OF HOW TO FOLLOW UP ON DIRTY NEEDLES? _____

F-28 DO YOU NOT KNOW HOW TO HANDLE A STILL NEEDLE DURING A CONFESSIONAL? _____

F-29 DO YOU HAVE DIFFICULTY FLYING RUDIMENTS? _____

F-30 DO YOU HAVE TROUBLE HANDLING PCs WITH OUT-RUDS? _____

F-31 DO YOU CONTINUE TO AUDIT A PC WHO HAS INDICATORS OF OUT-RUDS? _____

F-32 DO YOU HAVE DIFFICULTY HANDLING END RUDS? _____

(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 ARE YOU CONFUSED ABOUT THE END PHENOMENA OF AN OVERT CHAIN? _____

G-2 DO YOU NOT KNOW WHAT TO DO WHEN THE F/N STOPS PREMATURELY? _____

G-3 DO YOU WORRY ABOUT EPs? _____

G-4 HAVE YOU WONDERED WHETHER YOU HAVE GOTTEN EPs ON YOUR PCs? _____

(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 HAVE YOU HAD TROUBLE MAINTAINING ETHICS PRESENCE IN SESSION? _____

H-2 ARE THERE PCs YOU DON'T FEEL YOU HAVE ENOUGH ALTITUDE TO HANDLE IN A CONFESSIONAL? _____

H-3 DO YOU LACK ETHICS PRESENCE? _____



H-4 DO YOU SOMETIMES FEEL LIKE BACKING DOWN FROM A PC DURING A CONFESSIONAL? _____

(If any of the questions in Section H read, go to Section H of Part Two and fully cover each item in that section.)

I-1 ARE YOU AFRAID TO FIND SOMETHING OUT? _____

I-2 ARE THERE THINGS THAT SHOULDN'T BE REVEALED? _____

I-3 IS IT DANGEROUS FOR PEOPLE TO REVEAL THINGS? _____

I-4 ARE THE PC'S OVERTS REALLY NONE OF YOUR BUSINESS? _____

I-5 WOULD SOMETHING BAD HAPPEN IF THE PC TOLD HIS OVERTS? _____

I-6 DO YOU HAVE AN IMPULSE TO FORBID REVELATION IN ANOTHER? _____

(If any of the questions in Section I read, go to Section I of Part Two and 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 DO YOU DISLIKE STUDYING? _____

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.)

[NOTE: SECTION K IS ASSESSED ONLY ON FALSE PURPOSE RUN-DOWN AUDITORS.]

K-1 WHEN AUDITING ON THE FALSE PURPOSE RUNDOWN, ARE YOU IN MYSTERY ABOUT WHAT IS HAPPENING IN SESSION? _____



- K-2 **IS THERE SOMETHING ABOUT THE FALSE PURPOSE RUNDOWN YOU DON'T GET?** _____
- K-3 **IS THERE SOME PART OF FALSE PURPOSE RUNDOWN AUDITING YOU CONTINUALLY GOOF ON?** _____
- K-4 **IS THERE ANY PART OF FALSE PURPOSE RUNDOWN AUDITING YOU ARE NOT FULLY CONFIDENT ABOUT?** _____
- K-5 **DO YOU THINK THAT IN FALSE PURPOSE RUNDOWN AUDITING YOU NEED NOT FOLLOW THE RULES OF CONFESSONAL AUDITING?** _____

(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. OUT-ETHICS AS AN AUDITOR

First take up each reading question, in order of longest read, and handle as a withhold E/S to F/N.

Send the auditor to Ethics to handle any out-ethics situation. C/S to program for complete handling by using the Auditor Confessional List or the False Purpose Rundown Auditor Form. The person will not win as an auditor until he is honest and straight.

B. PTS

2WC the reading question with the auditor to get data on the situation. Send all data to the C/S to program for PTS handling.

C. DOESN'T KNOW AUDITING WORKS

2WC the reading question with the auditor to establish whether he has any personal reality on the mind, on the reality of mental masses and mental image pictures, and whether he has had any wins from receiving auditing himself. If he doesn't know from personal experience that the mind is real, that people actually do commit harmful acts and that auditing gives personal gains, get the data to the C/S so that the case can be FESed and correctly programed. Meanwhile, carry on with the cramming actions actions called for on this checklist.



D. TRs

Check out and correct the auditor's TRs. It may be that he has never done a Professional TR Course, in which case he should be sent to do the New Hubbard Professional TR Course immediately.

Check the possibility of the auditor not having seen the LRH Technical Training Films on TRs and communication, including TR Instruction Film #4, "The Professional TR Course." Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any retreat or retrain assigned.

The auditor's TRs may be going out due to misunderstandings 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

E. 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 question 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 5RB _____ EM 15 _____ EM 21 _____
 EM 12 _____ EM 19 _____ EM 24 _____

Handle any MUs, then have him do meter drills, meter drills, meter drills.



8. Have the auditor demonstrate how an assessment of a list is done. _____

9. Check the auditor out on Assessment Drills, per HCOB 22 Apr 80R, Rev. 26.7.86, ASSESSMENT DRILLS: _____

TR 1-Q4A____ TR 4/8-Q1____

10. 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 retread or retrain assigned. _____

Refs:

HCOB	28 Feb. 71	C/S Series 24
		METERING READING ITEMS
HCOB	4 Dec. 77R	CHECKLIST FOR SETTING UP
	Rev. 19.8.87	SESSIONS AND AN E-METER
HCOB	5 Aug. 78	INSTANT READS
· Book: <i>Introducing the E-Meter</i>		
Book: <i>The Book of E-Meter Drills</i>		
Book: <i>E-Meter Essentials</i>		
Book: <i>Understanding the E-Meter</i>		
HCOB	20 Sept. 78	AN INSTANT F/N IS A READ
HCOB	22 Apr. 80R	ASSESSMENT DRILLS
	Rev. 26.7.86	
LRH Technical Training Films covering the E-Meter and metering		

F. CONFSSIONAL THEORY AND PROCEDURE

1. Take up the part of Confessional theory or procedure the auditor is having difficulty with and, using the key references from the sections of the Hubbard Senior Security Checker Course or Academy Level II on which that theory or procedure is taught, select out and have the auditor define the key terms related to it. _____

2. Have the auditor demonstrate how Confessional procedure is run, showing how it affects the pc and the bank. _____

3. Have the auditor run Confessional procedure on a doll, with another person answering for the doll, holding the cans and squeezing the cans to simulate reads. Write out a list of Confessional questions such as, "Have you ever eaten an apple?," etc., for use in the drilling. Give the person holding the cans situations to mock up which will test the auditor's understanding of Confessional procedure and his ability to handle situations that could come up in auditing it. _____

During the drill, mock up the following situations for the auditor to handle:

a. No reads on a question or buttons. _____



- b. Pc manifesting false on the question. _____
- c. Pc misdirecting the auditor. _____
- d. Handling a “withholdy pc that ARC breaks a lot.” _____
- e. Handling a pc who refuses to give up his withholds. _____
- f. Varying a Confessional question. _____
- g. Handling recurring overts and withholds. _____
- h. Handling a bog in a Confessional. _____

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 procedure are handled with cramming on the appropriate references from the Hubbard Senior Security Checker Course or Academy Level II including Word Clearing, False Data Stripping and drilling of the procedure until the auditor has it down cold.

Refs:

HCOB 30 Nov. 78R CONFESSIONAL PROCEDURE

Rev. 10.11.87

As given on the Hubbard Senior Security Checker Course
or Academy Level II

G. END PHENOMENA

- 1. Define and demonstrate each of the parts of a Scientology process EP. _____
- 2. Demonstrate what a persistent F/N is and what it means. _____
- 3. Demonstrate what is done when a pc goes exterior while running a process. _____

Refs:

HCOB 20 Feb. 70 FLOATING NEEDLES AND END PHENOMENA

HCOB 8 Oct. 70 C/S Series 20
KSW Series 19
PERSISTENT F/N

HCOB 21 Mar. 74 END PHENOMENA

HCOB 7 Mar. 75 EXT AND ENDING SESSION

H. BEINGNESS

If a Confessional Auditor is weak on his beingness or ethics presence, the following steps are to be done as part of any handling:

- a. Get the auditor programed to receive the False Purpose Rundown Sec Checker Form, FPRD Series 10-J, at the next possible point in his auditing program. _____



- b. Retread him on the materials on “beingness” and “ethics presence” from the Hubbard Senior Security Checker Course. _____
- c. Get him false data stripped on the subjects of “Security Checker beingness” and “ethics presence.” _____
- d. Have him write up any O/Ws on the subject of “Security Checker beingness” and “ethics presence.” _____
- e. Have him restudy the theory items from the Hubbard Senior Security Checker Course checksheet on the subject of “beingness” and “ethics presence.” _____
- f. Make him listen to LRH model auditing demonstrations of pulling overts and withholds. _____
- g. Get him to work out for himself what ethics presence is and how one attains it. _____
- h. Get him to work out and then settle on his beingness as a Security Checker. _____
- i. Drill the auditor heavily on doing a Confessional with correct Sec Checker beingness and presence until he has this down cold. _____
- j. Have him continue doing Confessionals and submitting session videos to a pass by the Cramming Officer. _____

Refs:

HCO PL	4 Oct. 68	ETHICS PRESENCE
HCOB	10 Apr. 80	AUDITOR BEINGNESS
HCOB	8 Nov. 84R	SECURITY CHECKER BEINGNESS
Rev. 18.6.89		

I. SUPPRESSOR

Get this data to the C/S so that the case can be programed to receive the False Purpose Rundown Series 10-J, SEC CHECKER FORM. _____

J. STUDY DIFFICULTIES

2WC the reading question with the auditor to establish the specifics of any study difficulties. All data would then be sent to the C/S who would program the case for full handling by using a Student Confessional List, Student Rehab List, Study Green Form, Student Rescue Intensive, Student Booster Rundown or any other appropriate auditing action. Also, handle study difficulties with any retreads or retrains warranted (i.e., Student Hat, PRD, etc.). _____



K. FALSE PURPOSE RUNDOWN PROCEDURE

Review the Hubbard False Purpose Rundown Auditor Course and find the auditor's specific areas of uncertainty. Handle with Word Clearing, False Data Stripping and drilling. _____

This completed checklist plus the corrective actions taken are kept in the auditor's pc folder.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 AUGUST 1990

Remimeo
C/Ses
CO/ED
Tech Sec
Qual Sec

C/S Series 127

THE TEST OF A C/S

The test of a C/S is: did he let one folder go under his eyes with out-tech in it without raising hell?

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 AUGUST 1990

Remimeo
KOTs
All C/Ses
All Auditors
Qual Staff
Tech Staff
HCOs

**AUDITING AND C/Sing
BELOW ONE'S TRAINING LEVEL**

Refs:

HCO PL	5 May	64	SUMMARY OF CLASSIFICATION AND GRADATION AND CERTIFICATION
HCO PL	8 Mar.	66	KSW Series 13 HIGH CRIME
HCOB	28 Apr.	71	OKAYS TO AUDIT IN HGCs
HCO PL	25 Oct.	76	PROVISIONAL CERTIFICATE EXPIRY
HCOB	28 Jan.	79	C/S QUALIFICATIONS

An auditor must acquire the exact skills necessary to audit any level or rundown (including any specialized technical rundown) *before* he ever audits them. He acquires these skills by getting trained and certified on the actions and rundowns he will be auditing.

It is forbidden for an auditor to audit a rundown that he has not trained on and been certified on, regardless of whether it is "below his level."

For example: An auditor who trained up to Class V Graduate but who did not train on the techniques of the Happiness Rundown cannot and must not audit anyone on HRD until he is trained fully on this specialized rundown. He must do the Happiness RD Auditor Course and get a Qual Okay to Audit it.

C/Ses

This also applies to C/Sing where a Case Supervisor must be properly trained and certified in order to C/S any level or rundown to his class.

In the case of a tech specialist course which has its own specialized C/S course, such as the Purification RD, the Clear Certainty RD and the False Purpose RD, the C/S will need to have met the requirements of the appropriate checksheet and be certified to C/S that specific rundown.

For example: If a Class V Graduate C/S has not trained on the technology of case supervising the False Purpose Rundown, he must not C/S FPRD until fully trained to do so. In order to do the False Purpose Rundown Case Supervisor Course, the C/S would first need to have trained as a False Purpose Rundown Auditor.

Where a tech specialist rundown has no specialized C/S course, the Case Supervisor in order to be qualified to C/S these actions or rundowns needs:

- a. To train as an auditor on the specific tech specialist auditor course,



- b. Have a valid Qual Okay to Audit chit for that rundown or action, and
- c. Pass any high-crime checkouts needed to C/S that specific action or rundown.

For example: A Case Supervisor who trained up to Class IV C/S but did not train on the techniques of the Happiness Rundown cannot and must not C/S anyone on HRD until he trains as an HRD Auditor, gets a Qual Okay to Audit HRD and passes any needed high-crime checkouts to C/S HRD.

These rules apply to any auditor or C/S, regardless of his or her class.

L. RON HUBBARD
Founder

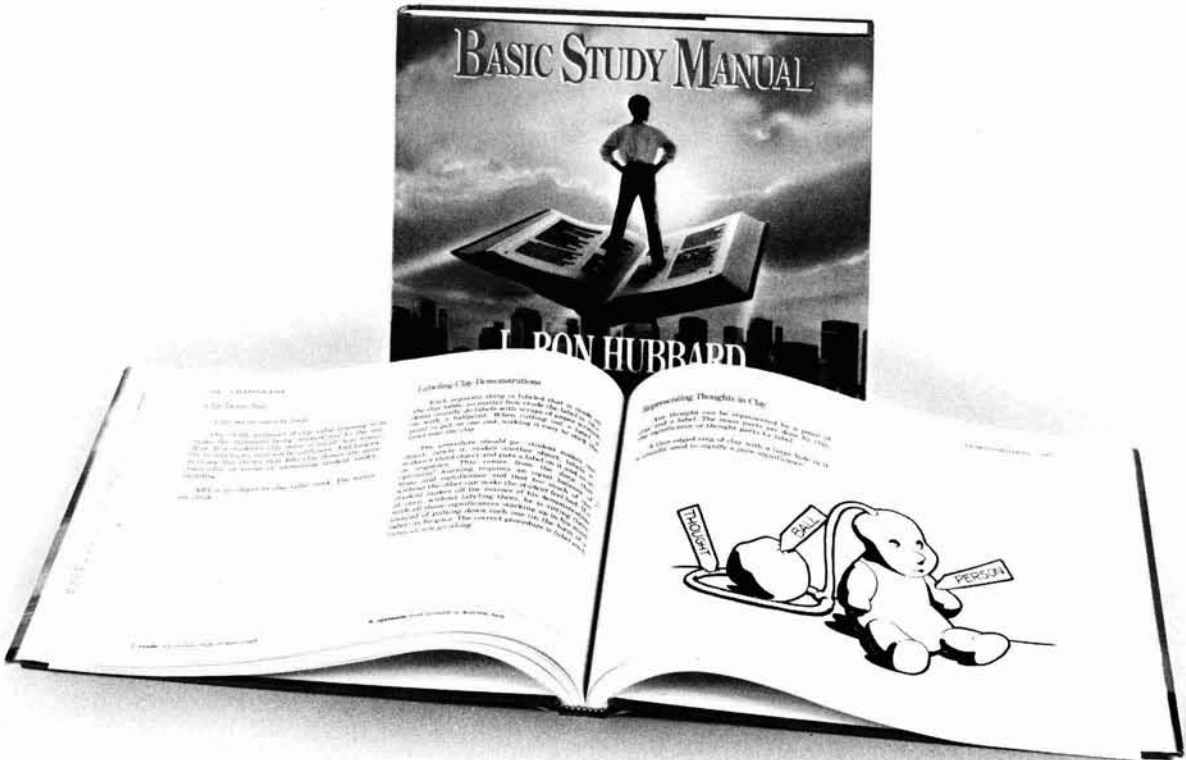
Compilation assisted by
LRH Technical Research
and Compilations



BASIC STUDY MANUAL

by L. Ron Hubbard

Published 1990



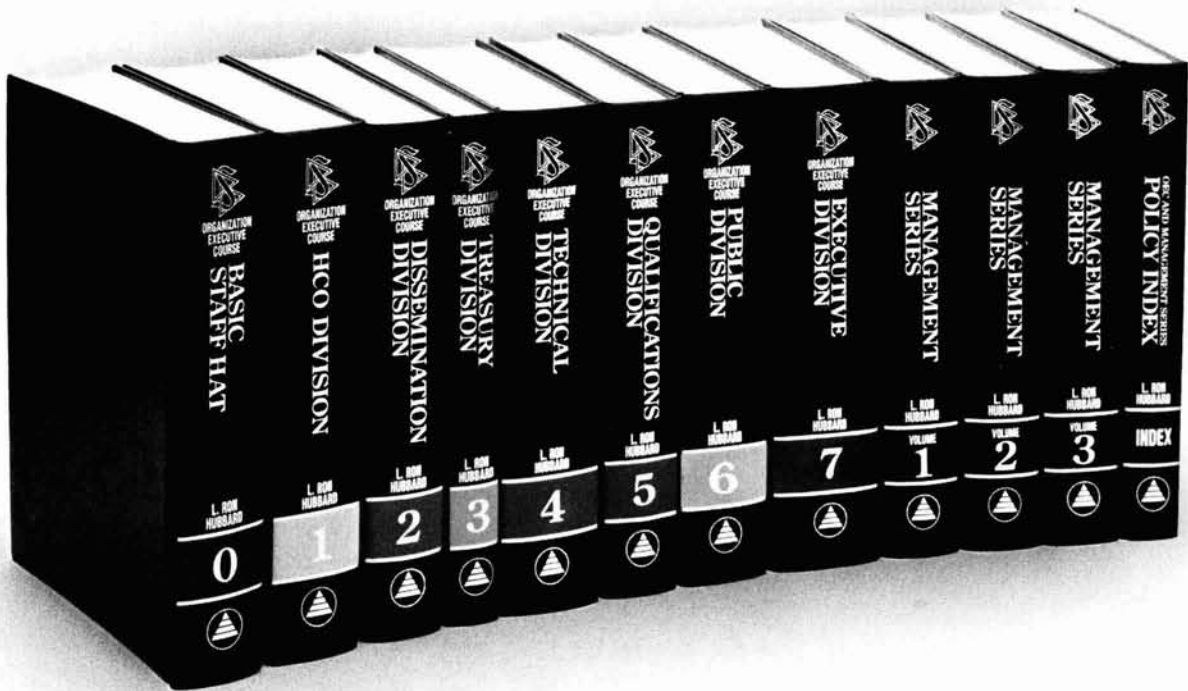
Observing the alarming decline of literacy in the society, Ron devoted years of research to the subjects of study and education. The technology of study he developed out of this research has made it possible for students the world over to easily duplicate any material and put it into *application*.

The Basic Study Manual covers all of the fundamentals of study technology. With fully illustrated text, a complete glossary and practical drills, it is designed for either home study or classroom use.

1991

ORGANIZATION EXECUTIVE COURSE and MANAGEMENT SERIES VOLUMES by L. Ron Hubbard

Published March 1991



The original Organization Executive Course and Management Series volumes, published in the early 1970s, made LRH policy easily available and revolutionized administrative training. In the years following their release, LRH made many, many new breakthroughs in administrative technology, releasing each new advancement in HCO Policy Letters. Though these HCO PLs were sent out to all staff, they were not always easily available—as individual issues they were subject to damage or loss.

In 1990 a project was begun to terminately handle this situation by making *all* LRH policy readily available, easy to study and apply. The project culminated in March of 1991 with the release of a new twelve-volume set of books:

Divisional Volumes

The *Basic Staff Hat* volume
The *Executive Division 7* volume
The *HCO Division 1* volume
The *Dissemination Division 2* volume
The *Treasury Division 3* volume
The *Technical Division 4* volume
The *Qualifications Division 5* volume
The *Public Division 6* volume

Management Series Volumes

Management Series Volume 1

The Data Series
The Organizing Series
The Personnel Series



Management Series Volume 2

The Establishment Officer Series
The Executive Series
The Finance Series
The Target Series
The Computer Series

Management Series Volume 3

The Public Relations Series
The Marketing Series
The Admin Know-how Series

The twelfth volume in the set, the *OEC and Management Series Policy Index* volume, provides full indexing of all of the divisional and Management Series volumes. It includes a comprehensive *subject* index, a *chronological* index of all policies and an *alphabetical* index by issue title.

With these beautiful new volumes, every executive and staff member, every Scientologist has all of Ron's administrative technology right at his fingertips.

Along with sets of recorded LRH lectures, the volumes form the materials of the Organization Executive Course, the Saint Hill Special Briefing Course of administration; and the Flag Executive Briefing Course, the Class VIII Course of admin.

As Ron said,

"Our policy is the result of years of hard-won experience. It works. It must be applied vigorously, intelligently and to the letter. Our own lives and happiness are at stake. This planet and universe are at stake. To carry off the task we need only keep and use these tools of standard admin."

With the new Organization Executive Course and Management Series volumes, every Scientologist *has* those tools, to keep and to use.

Remimeo
Qual
Cramming
Officers

Cramming Series 18

A KEY CRAMMING QUESTION

Ref:

HCOB 4 Sept. 71 II

Word Clearing Series 19
ALTERATIONS

It can happen that an auditor will do something unusual in a session in response to a situation he encounters. There is a piece of tech Cramming Officers should know and use to handle such an auditor which will improve technical quality and pc gains.

What occurs with an auditor who takes a nonstandard action in a session is as follows: The auditor, in doing his training, does not fully grasp some data in his materials to the point where he can apply it in the session. Then, when he is auditing, a situation comes up that he does not know how to handle. The auditor does not know the correct action to take because he didn't fully get the material in his training, so he does something goofy and the case caves in.

The circumstances can then get perpetuated—the case has gone so far off standard that the auditor thinks he has to do a lot of other goofy things in an attempt to handle the pc. Then he does something that accidentally gets some small result, which the auditor considers is a win. The auditor thereafter uses these goofy actions on all pcs, but of course the goofy actions do not work.

This is how an auditor shifts off the standard line.

HANDLING

A Cramming Officer, working with the Case Supervisor, must keep auditors on a standard line of application. When an auditor moves off that narrow path, he has got to be put back on it with a club.

The Cramming Officer is in an advantageous position. He knows that any difficulty an auditor runs into which results in a nonstandard action is *not* due to the pc, as there are no different pcs. He can say to any auditor, "Look, if it didn't work in your hands, you don't know what you are doing." What the Cramming Officer wants to know from such an auditor is *what is he doing* and *what datum did he miss*.

In this type of circumstance, the Cramming Officer's key cramming question is:

**WHAT SITUATION DID YOU RUN INTO THAT YOU HAD
TO INVENT SOMETHING TO DO SOMETHING ABOUT?**

At the moment that question is answered, the Cramming Officer will have established immediately the missingness of the auditor's data.

The Cramming Officer also must take into account that there might be a dozen more situations of missing data that the auditor doesn't know about, because after that initial point where he didn't understand something, *other* points were accumulated where he didn't understand what was being studied.

In other words, the key cramming question can trace it back to a given level, but if an auditor has gone seventeen levels above the point where he missed, those will *all* be missed. The Cramming Officer can ask the auditor, "**WHEN DID YOU FIRST HAVE TO INVENT SOMETHING IN A SESSION TO HANDLE THE SITUATION?**" And by tracing that down, the Cramming Officer has established the level he didn't get. This tells the Cramming Officer where the auditor has a misunderstood word in his study materials, which is just before what the auditor didn't get at that level.

Once the Cramming Officer has isolated this, he can use Word Clearing, Crashing Misunderstood Finding, retreads of courses and other tools as needed to handle what was found and clean up the auditor so he has no missingness of data.

SUMMARY

Proper use of this key cramming question and handling what comes up can shorten an auditor's training time enormously. It has a precise use and, when properly applied, can increase the effectiveness of cramming and thus the standardness of Scientology and Dianetics application.

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Compilation assisted by
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HCO BULLETIN OF 20 APRIL 1991

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Cramming
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Cramming Series 19

CRAMMING AND BASICS

Refs:

HCO PL 9 Nov. 68 STANDARD ADMIN

Book: *The Problems of Work*

When one sees a bunch of people moving through the molasses, unable to move or get something done, it is normally because they lack the basics of the subject. They are in a state of mind that all data is as important as all other data, all advisers are as important as all other advisers and all data is all other data.

What these people have missed is that: (a) the right data they would need are the simple basics that underlie all the other data and which, if applied, get you the product, and (b) a datum is just as valid as it gets you the product. So when one sees that an area or organization is slow and fumbly, he knows what he is looking at—an absence of *basics*.

Every place where a Cramming Officer is trying to cram people and getting nowhere, he will find it is a lack of basics. He can't cram people on a bunch of misunderstood words for which they have no basics and it does no good to clear up false data on a person who has no basics on the subject.

The only bug the Cramming Officer is going to run into when he tries to solve this is his own lack of realization that every subject has its own specific, basic laws, and the only problem he is going to run into is where to find them. If he can't solve that, he isn't going to get anywhere.

Not all subjects have valid texts available and there are many false texts around, but you would be surprised how many valid texts there are. They are usually the older ones. This is the basic problem the Cramming Officer has when he is trying to cram technical personnel in fields other than Dianetics or Scientology. When he is trying to cram someone on the materials of Dianetics and Scientology—that's a piece of cake. He has the Dianetics and Scientology axioms, the HCOB Volumes, the OEC Volumes and you name it.

SUMMARY

The watchword when the Cramming Officer has the false data somewhat stripped off is cram the person on the actual basics and let him put the real basic in place to hold back the confusions. When a real basic is there, the confusions disappear.

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HCO BULLETIN OF 21 APRIL 1991

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Cramming Series 20

AUDITOR COORDINATION DRILLS

Ref:

HCOB 10 Apr. 81R

REACH AND WITHDRAW

Rev. 7.8.83

An auditor must be capable of reading an E-Meter, writing and listening to the preclear and auditing at the same time. This, of course, is the complex whole of an auditing session.

Some auditors are unable to do these actions simultaneously. The probable reason for failure to coordinate his actions in a session and handle those things simultaneously in a session that an auditor has to handle is that he was defective in Reach and Withdraw from one or more of the items connected to the session.

Therefore, it is necessary to undertake a series of drills on any auditor who cannot coordinate his session actions, making him do Reach and Withdraw from each of the items connected to a session until he has reached the end phenomena of that action. This is followed by an eye exercise of looking at a meter, looking away from a meter, looking at a meter, looking away from a meter, looking at a worksheet, looking away from a worksheet, looking at a worksheet, looking at a pc, looking away from a pc, etc. Each one of these Reach and Withdraw and Look/Look Away cycles are done to a win.

Tests done on auditors who had completed these drills found that each one's ability to coordinate the actions of a session was markedly improved, as well as his vision of the parts of the session.

These drills are for use by Cramming Officers, Course Supervisors and other Tech/Qual personnel.

Through successful completion of these drills, the points in a session which the auditor is not able to confront will become confrontable, but more than that, the auditor will be able to be at cause over them.

TRAINING DRILLS

The following drills have been developed to enable the auditor to acquire the above skill.



The coach for these drills is required to have read and drilled the Reach and Withdraw procedure per HCOB 10 Apr. 81R, REACH AND WITHDRAW, before coaching them.

NUMBER: TR 1-AC (Training Routine 1—Auditor Coordination)

NAME: REACH AND WITHDRAW ON AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, with the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student auditor to be in good communication with the individual parts of and the entirety of an auditing session.

COMMANDS:

“REACH THAT (named item) .”

“WITHDRAW FROM THAT (named item) .”

The coach acknowledges after each command is executed.

TRAINING STRESS: This drill is done per HCOB 10 Apr. 81R, REACH AND WITHDRAW. The coach indicates an item of the auditing session setup, starting with smaller objects and working to the larger objects available, including the pc. The student does Reach and Withdraw on each item until he has a minor win or does three sets of commands with no change, at which point he goes on to the next object at the direction of the coach. The drill is done until the student has a win or cognition accompanied by good indicators on the subject of an auditing session.

NUMBER: TR 2-AC (Training Routine 2—Auditor Coordination)

NAME: LOOK AT AND LOOK AWAY FROM AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, including the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student to smoothly put his attention on and take his attention off any part of an auditing session so he confronts all the parts of a session, can see the pc who is there and what condition he is in and become cause over all parts of an auditing session.



COMMANDS:

“LOOK AT THAT (named item) .”

“LOOK AWAY FROM THAT (named item) .”

The coach acknowledges after each command is executed.

TRAINING STRESS: The coach indicates an item of the auditing session setup, starting with smaller objects and working up to the larger objects available, including the pc. The coach has the student look at and look away from each item to a win or three sets of commands with no change, at which point he goes on to the next object at the direction of the coach. The drill is complete when the student has a win or cognition accompanied by good indicators and can be at cause over the various items of an auditing session.

SUMMARY

These drills can cure robotism and the stiff unnatural attitudes an auditor may have and are proven to be successful in increasing an auditor’s communication with an auditing session.

Apply them and see improved session results.

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HCO BULLETIN OF 22 APRIL 1991

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Officers

Cramming Series 21

WHAT A CRAMMING OFFICER HAS TO KNOW

Ref:

HCO PL 16 Mar. 72 V

WHAT IS A COURSE, HIGH CRIME

There is an exact tech of cramming which is what a Cramming Officer needs to fully grasp and apply to be a success.

The basic cramming technology has to do with misunderstood words, Crashing MUs, putting people on the meter and asking them if they have a misunderstood on the subject in question, Product Debug technology and so on.

If a Cramming Officer thinks he has to know all about a subject before he can cram somebody on that subject, then he doesn't know the first thing about cramming.

A Cramming Officer stating that he couldn't cram someone because he didn't know the subject intimately would be like an auditor saying, "I have to live the pc's life before I can audit him" or "I have to have all of his aberrations before I can audit him."

If I were a Cramming Officer and knew nothing about, for example, the subject of knitting, I would simply put the person on a meter and find out what he didn't know about the subject of knitting and clean up what was found. Then I would grab a basic text on the subject and order him to Method 9 word clear it.

This may be a Why of Cramming Officers—they feed themselves a false datum that they have to know all about a subject before they can cram someone on it.

The truth is that if a Cramming Officer had done a course and knew ALL about the subject, he could enter a lot of verbal tech and false data into it.

The Cramming Officer has to understand the words he is making a person look up. But the action of word clearing is a *technical action*. The Cramming Officer's job is to use an E-Meter and find the misunderstands and other blocks preventing the person from understanding and applying the materials, and his tools include Crashing Misunderstood Word Finding, False Data Stripping, use of the Product Debug Tech Checklist and other related tech.

There is a whole technology to Cramming and *that* is what the Cramming Officer has to know.

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HCO BULLETIN OF 23 APRIL 1991

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Cramming Series 22

THE TOOLS OF A CRAMMING OFFICER

Cramming is not a rote activity.

Rather than rely on a set patten or mechanical procedure to cram someone, a Cramming Officer must know the *tools* of cramming well and be able to apply them to the person in front of him to achieve his product of a corrected individual who can get the desired products of his post.

There is a long list of tools that a Cramming Officer can apply in cramming someone. Heading the list as the key and most basic tool at his disposal is, of course, Word Clearing.

Word Clearing (all methods)

Study tech tools such as checkouts, theory coaching, clay demonstrations, etc.

The Study Tapes

The technology of course supervision as found in the materials of the Hubbard Professional Course Supervisor Course

Learning Drills

The materials given in the lecture of 5 Sept. 71, "A Talk on a Basic Qual"

Why Finding

How to Defeat Verbal Tech Checklist

False Data Stripping

Crashing MU Finding

Product Debug Checklist

TRs 0-4, Upper Indocs, Admin TRs

Anti-Q-and-A Drill

E-Meter Drills, including the Cramming Drills found in *The Book of E-Meter Drills*

Assessment Drills

Audio/video taping



LRH Model Auditing Tapes

Drilling of specific actions, processes or routines

Retreads and retrains of courses

Word Clearing Correction List

Cramming Repair Assessment List

Auditing lists for use to handle study difficulties, such as the Student Correction List, Study Green Form and Student Rehabilitation List

Rudiments (including pulling overts and withholds against cramming if the person has a terrible resistance to being crammed)

Remedies A and B

Student Rescue Intensive

NED Auditor Analysis Checklist

Scientology Auditor Analysis Checklist

Confessional Auditor Analysis Checklist

Solo Auditor Analysis Checklist (for Advanced Organizations)

Auditor Correction List

HC Outpoint–Pluspoint Lists

Correction lists for various jobs or posts

This list does not purport to be a full and complete list of everything a Cramming Officer could apply to get his product. It does, however, contain the basics.

THE PRODUCT OF A CRAMMING OFFICER

A Cramming Officer should know that his job isn't done until the person can actually now get the product that he required cramming on.

It is toward this end that the Cramming Officer works with the individual, applying the above tools and any others at his disposal to bring about that result.

SUMMARY

There is a wealth of technology at the Cramming Officer's fingertips—his standard application of this brings about flubless auditors, efficient staff members and resultant valuable final products.

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HCO BULLETIN OF 24 APRIL 1991

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MODIFICATION OF THE PRIMARY RUNDOWN

Refs:

HCOB 7 Sept. 74 Word Clearing Series 54
SUPERLITERACY AND THE CLEARED WORD
Hubbard Key to Life Course materials
Hubbard Life Orientation Course materials

Modifies:

LRH ED 174 INT STUDY AND TECH BREAKTHROUGH
29 Mar. 72
LRH ED 178 INT SUPERLITERACY
30 May 72
HCOB 4 Apr. 72R PRIMARY RUNDOWN (REVISED)
Rev. 30.5.72
HCOB 30 Mar. 72R Study Series 5R
Rev. 30.5.72 THE PRIMARY CORRECTION RUNDOWN
REVISED
HCOB 20 July 72 I PRIMARY CORRECTION RUNDOWN HANDLING
HCOB 3 Apr. 72 Study Series 6
PRIMARY RUNDOWN NOTE
HCOB 4 Nov. 80 I Confessional Form 10RA
PRD CONFSSIONAL LIST

The state of SUPERLITERACY is achieved by thorough and honest completion of the Primary Rundown. There is everything that can be said for the attainment of this state. A person who is superliterate is someone for whom words translate into concepts, and this leads directly into an ability to apply what has been read. It is a state far beyond the capabilities of the average person.

Many have attained Superliteracy since the development of the Primary Rundown. But with the release of the Hubbard Key to Life Course and the Hubbard Life Orientation Course a major modification is now possible in the Primary Rundown which makes it faster to do and improves its results.

Therefore, the following requirements are established:

The Hubbard Key to Life Course is a mandatory prerequisite to the Primary Rundown, where it is available in the same language in which the student studies.

The Hubbard Life Orientation Course is a mandatory prerequisite to the Primary Rundown, where it is available in the same language in which the student studies.



PRIMARY RUNDOWN STEPS

The steps of the Primary Rundown as originally laid out in HCOB 4 Apr. 72R, PRIMARY RUNDOWN (REVISED) are thus modified and now become:

0. Successful completion of the Hubbard Key to Life Course per the condition given above.
00. Successful completion of the Hubbard Life Orientation Course per the condition given above.
1. Verification that the student's tone arm is usually between 2 and 3 on the meter. If so, he may proceed. If not, he must be routed to the Primary Correction Rundown for case handling first.

(The Primary Correction Rundown is a series of auditing and study correction actions, as covered in HCOB 30 Mar. 72R, THE PRIMARY CORRECTION RUNDOWN (REVISED). Its modified steps are given later in this bulletin.)

2. Method One Word Clearing to full EP, per HCOB 30 June 71RC II, Word Clearing Series 8RC, STANDARD C/S FOR WORD CLEARING IN SESSION—METHOD ONE.
3. Conditional: Primary Correction Rundown. The student is moved over onto the Primary Correction Rundown if he has a very rough time on Method 1 and is found to be *very* deficient in grammar and vocabulary (which would be impossible if he had done Key to Life honestly). The student is also shunted over to the PCRD if Method 1 cannot be completed due to case difficulties.
4. Method 8 Word Clearing of the Study Tapes, with a twin, per HCOB 21 June 72R IV, Word Clearing Series 41R, METHOD 8, and HCOB 21 Aug. 79, TWINNING.
5. Method 8 Word Clearing of the Student Hat pack, also twinned.

That is the entirety of the rundown.

There is an end phenomena of an honestly done PRD: a person can read comfortably and instantly, translate word data into concepts and so can study accurately and swiftly and can then easily DO the actions.

Words are no longer just words.

To make an auditor or administrator, the acquirement of this skill is *vital*.

All earlier issues on the Primary Rundown remain valid, modified only as above.

PRIMARY CORRECTION RUNDOWN

A person who struggles with the Primary Rundown can receive the Primary Correction Rundown to help him attain Superliteracy.



Key to Life and Life Orientation also modify the steps of the PCR.D.

When a person requires the Primary Correction Rundown, these steps are followed:

1. C/S 53RM to F/Ning list.
2. HCO PL 3 May 72R, ETHICS AND EXECUTIVES handled with 2 lists Listing and Nulling on Steps 3 and 4 of the PL.
3. PTS interview by an auditor, followed by any necessary handling as per HCO PL 20 Oct. 81R, PTS TYPE A HANDLING.
4. Drug handling as contained in HCOB 21 Dec. 80R, THE SCIENTOLOGY DRUG RUNDOWN and HCOB 15 July 71RD III, C/S Series 48RE, New Era Dianetics Series 9RC, DRUG HANDLING.
5. Case handling programed by the C/S to handle obvious outnesses. (This could include Quad or Expanded Grades or, for a chronically ill person or one with a psychotic history, Expanded Grades, NED and Expanded Dianetics.)
6. Finding the Why of not using Study Tech, to a BD, F/N item.
7. The Study Green Form to EP, per HCOB 4 May 81RA, Study Series 10RA, STUDY GREEN FORM. (This list replaces the cancelled Study Correction List for use on the PCR.D.)
8. Method 7 Word Clearing, as covered in HCOB 21 June 72 III, Word Clearing Series 40, METHOD 7.
9. The Key to Life Course which is mandatory if available in the language in which the person studies (if not already done).
10. Conditional: For those who have not done Key to Life (non-English), a review of grammar using a simple grammar text in their own language.
11. Life Orientation Course if available in the language in which the student studies (if not already done).
12. Method One Word Clearing to full EP, per HCOB 30 June 71RC II, Word Clearing Series 8RC, STANDARD C/S FOR WORD CLEARING IN SESSION—METHOD ONE.
13. Method 8 Word Clearing of the Study Tapes, twinned.
14. Method 8 Word Clearing of the Student Hat pack, twinned.

This completes the Primary Correction Rundown.



PRIORLY DONE KEY TO LIFE OR LIFE ORIENTATION

In the case of a student who completed Key to Life before the PCRDR, a Key to Life Review Dir and C/S must review the person's Key to Life Course (including Key to Life auditing) and see to the correction of any errors in the course. Following this the student must do a reread or retrain of Key to Life, as determined by Review.

If the student has done Life Orientation earlier, a Life Orientation Course Review Dir and C/S must review the student's Life Orientation Course and get any errors corrected, followed by any needed reread or retrain of the course, based on what was found.

Such review and handling of a student's Key to Life Course and/or Life Orientation Course is done after drug handling, Step 4 of the PCRDR, is complete.

Earlier issues which cover the Primary Rundown or Primary Correction Rundown otherwise remain valid on all points.

Superliteracy, the end result of the Primary Rundown or the Primary Correction Rundown, can be achieved faster and easier with the modifications contained above.

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HCO BULLETIN OF 25 APRIL 1991

Remimeo

BETWEEN SESSION NOTES FROM PCs

Refs:

HCOB 19 June 70	C/S Series 7
	C/S Q AND A
HCOB 3 May 80	PC INDICATORS
LRH Technical Training Film Number EM 10,	"Pc Indicators"

Sometimes a pc will write a note to his auditor or C/S between sessions. Auditors and C/Ses should know what to do with such notes.

Usually these denote an unflat process. They also could note missed F/Ns or overridden F/Ns without the pc knowing it. Or possibly the C/S not paralleling the case. They are useful in detecting a hidden standard in some cases. They could also note the existence of an undetected, chronic PTP. And they could also note out-TRs on the part of the auditor who isn't listening to the pc in session.

The best handling is to take the key points as above and assess them along with any other points that might occur in the pc's note.

C/S CAUTION

Care should be taken not to let such notes run the C/S off the main plan of C/Sing or he would be guilty of C/S Q and A with the case. They do, however, require passing attention as they have meaning, mainly that something is wrong.

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HCO BULLETIN OF 26 APRIL 1991

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HANDLING UNDECLARED STATES OF RELEASE

Refs:

HCOB	12 July	65	STATES OF BEING ATTAINED BY PROCESSING
HCOB	5 Aug.	65	RELEASE STAGES
HCOB	19 June	71 II	C/S Series 46 KSW Series 18 DECLARES
HCO PL	26 Oct.	71	KSW Series 6 TECH DOWNGRADES
HCOB	11 Nov.	73	PRECLEAR DECLARE? PROCEDURE
Tape:	7511C11	SO	"Thirteenth Lecture—Special Rundown Pilot"

It can happen that a preclear, having had a big win in auditing, later gets hung up in that win. The fact of going by the win without declaring it can hang up the case.

When a C/S finds that this has happened, the correct action is to get the win declared at the Examiner. The system that is used to handle such declares is quite simple: the Examiner gets the pc to name what the Release is, asks the pc if he wants to declare it and if the pc does, the Examiner has him declare it.

When a pc thinks he has had a big win or something and it is now hanging up the case, it should be found and declared. It is not a Grade Chart Release. It is not something for which a certificate is issued. One just gets the Release declared.

Declaring such states is not done in session or in a D of P interview, but is done on the standard Pc Examiner line. The pc never goes to the Examiner on his own and declares a Release. It is something that is strictly under the C/S's control and it is the C/S's responsibility to verify from the folder that there is something there to declare and that it needs to be declared. The C/S then orders the Examiner to do the declare.

This action is quite different from the normal action of having a pc declare the completion of a Grade Chart action such as Expanded Grade 0 or other audited rundown, for instance an Interiorization Rundown. That procedure is covered in HCOB 11 Nov. 73, PRECLEAR DECLARE? PROCEDURE. The procedure given in this bulletin is for declaring the pc on a particular Release pertinent specifically to that one pc.

The general patter of the Examiner for handling one of these Releases is to R-factor the pc something on the order of:



Examiner: “We spotted a point of Release that occurred last year. What do you call this point of Release that occurred last year?”

Pc: (answers with his wording of what he calls the point of Release.)

Examiner: “Very good. Would you like to declare it?” And if the pc wants to declare it, the Examiner has him fill in an attestation form, writing in the wording of the state as the pc gave it. He then sends the pc to the Success Officer to write a success story and to be asked the key question.

The Exam Form, attestation and success story are routed to the pc folder and to the C/S who C/Ses the next action.

That is *all* there is to it. Such a declare does not count on the org’s releases stat or paid comps stat, unlike declare of a Grade Chart Release which does count on those stats. It is not a Grade Chart Release and there is no special status conferred with it, but it can be important from the pc’s point of view to get it named and declared and that is why it is done.

For example, it comes up in the pc’s auditing that he went Release on a huge problem he had which blew when he got a Prepcheck session on it four years ago. The pc brings this up in his current auditing and has his attention hung up on it. Recognizing this, the C/S would order the Examiner to handle it in the following manner:

Examiner (having been ordered by the C/S): “A point of Release was spotted that occurred in your auditing four years ago.”

Pc: “Yes, I did go Release. I did.”

Examiner: “All right. What do you call it?”

Pc (figuring): “Oh, it was a Release from worry.”

Examiner: “Okay. Do you want to declare it?”

Pc: “Sure.”

Examiner: “Very good. Your needle is floating. Sign this attestation form here, please.” (Once the attestation is filled in and signed, the Examiner routes the pc to the Success Officer.)

If the pc doesn’t feel like he has had a Release, the Examiner never lets him declare it. That is the other side of the coin. If the Examiner asks the pc if he wants to declare such and such a Release (whatever the pc calls it) and the pc says, “No,” the Examiner simply acknowledges him and notes down for the C/S, “Didn’t want to declare a state of Release.” Somehow or other the pc didn’t make it. The state of Release got invalidated or the pc went PTS and roller-coastered or it didn’t exist in the first place or something like that.

There is no harm in asking a pc to declare.

CAUTION

A pc would of course not be asked to declare a Grade Chart Release, such as Grade I, if he has not run the designated processes. And the above does not apply to the state of Clear as that is not a *Release*.



If the Examiner has any uncertainty on whether he should allow the pc to declare a Release or not, he can always thank the pc for the data and send the folder in to the C/S for adjudication and then, depending on what the C/S orders, declare it or not.



Not getting these Releases found and declared can act like a no acknowledgment, so it is important to handle them as described in this bulletin.

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HCO BULLETIN OF 27 APRIL 1991

Issue I

Remimeo
All Orgs
Sec Checkers
PDH Detection and
Handling Course
Checksheet
C/Ses
Auditors
Tech
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MAAs/Ethics Officers

DISCOVERY ON PDH (PAIN-DRUG-HYPNOSIS)

Refs:

Book: *Science of Survival* Book Two, Chapter 17:
Hypnotic Level
HCOB 11 Apr. 82 SEC CHECKING IMPLANTS

There is a discovery on the subject of PDHing which should be made known, especially to C/Ses, auditors doing Security Checks, Ethics Officers, MAAs and others handling areas of criminality, ethics, justice and/or people's cases in general.

When a person has been PDHed, he goes into one of two states:

- a. overwhelm or
- b. complete hatred of the PDHer.

On the first one, (a), finding the actual PDH and relieving it can bring about (b). The violence with which a person PDHed may react against the PDHer can be fantastic.

PDHing someone is common practice by psychiatrists and intelligence agencies. The psychiatrists use ECT (electroconvulsive therapy, electric shock) to PDH and this happens to be the oldest form of PDHing on the track—during electric shock.

This is not rumor concerning psychiatric behavior and activity in this: psychiatrists have described glowingly to me the effects they can get talking to patients on the electric shock table during a shock.

They now bury shocks underneath drugs so the depth of the PDHing is very heavy and a person very often does not realize he has also been electric shocked and thinks he has merely been given some drugs. But underneath those drugs one finds the electric shock and the PDH.

This is probably true of possibly the majority of institutional patients in the world today. If you notice by the press a majority of violent crimes are committed immediately after the person leaves a mental institution or the care of a psychiatrist.



Intelligence agencies count on PDH for security reasons or, according to a text on mind control, for assassination. The probability of PDH in the case of some notable political assassinations in recent times is very high.

But there is this factor and it is of great use to any sec checker looking for PDHs: even when the person does not know he has been PDHed, if he is fairly high-toned to begin with, he conceives violent hatred and revenge for the person who did it. In many cases this accounts for “inexplicable rages” toward certain people or activities.

And this is the vital point: once a PDH has been found in a person and if it is relieved by auditing, the chances are very good that the person will go into a revenge attitude toward the PDHer and, if he was earlier uncooperative, will now cooperate very rapidly with what you are trying to accomplish.

Any agency or person who engages in PDHing people has to be insane in the first place to do so and it is actually a very perilous undertaking for them. Psychologists and hypnotists fall into this category of PDHers.

The earliest known instance of PDHing in Dianetics was of the wife of a Colonel in Army Intelligence, who was hypnotized by a professor in the George Washington University psychology department in May of 1950. This was done to disrupt a small class being given on Dianetics. She was sent into it. As a reason of the PDH and nothing to do with auditing, she tipped over the edge and went insane and was shipped off to an institution where she recovered eventually because the psychiatrist there was prevented from PDHing her further. Some time later she was quite all right.

Probably the oldest mental trick on the track is PDHing and it is the most consistent control mechanism employed against beings. Most of the people walking around today have probably had billions of past track PDHs. So a sec checker should be cautioned to keep the fellow in this life, not because he would spin, but because it could get into a session of such length that it might require years.

The psychologist and psychiatrist immediately explain anything found out about themselves under the heading of “fantasy” or “delusion” and have worked out a pretty convincing (to stupid people) explanation for it all. But they are guilty as sin. And they themselves are simply dramatizing their own past track records. And that is the truth of the situation.

PDH obviously and beyond any doubt has been and is practiced.

Remember that it has the distinct advantage for the sec checker to find one and relieve it as he will get immediate cooperation from the person for reasons given above.

PDHing is a vicious assault upon the awareness, deductive powers and, of course, the very sanity of an individual. Any organization would have to be crazy, crazy, crazy to indulge in PDHing as an effort to control the actions of people because sooner or later they'll be for the long jump.



In summary, if the PDH is handled and kept to this life, the auditor finding it, or the activity to which the auditor belongs, can expect immediate cooperation from the individual who has been the victim of such an assault.

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Compilation assisted by
LRH Technical Research
and Compilations

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HCO BULLETIN OF 27 APRIL 1991
Issue II

Remimeo
Sec Checkers
PDH Detection and
Handling Auditors
and C/Ses
Tech/Qual
MAAs/Ethics Offs

Confessional Form 14

PDH CONFSSIONAL

Refs:

Book: *Science of Survival*

HCOB	10 July	64	OVERTS—ORDER OF EFFECTIVENESS IN PROCESSING
HCOB	30 Nov.	78R Rev. 10.11.87	CONFSSIONAL PROCEDURE
HCOB	11 Apr.	82	SEC CHECKING IMPLANTS
HCOB	27 Apr.	91 I	DISCOVERY ON PDH (PAIN-DRUG-HYPNOSIS)
HCOB	27 Apr.	91 III	PREPARED LIST FOR STILL NEEDLES

Where a person has indications of having been implanted in this lifetime it should be looked into very thoroughly by a competent sec checker using standard Confessional procedure. Strange incidents, mental lapses, "nightmares," impulses they can't account for, being made unconscious, visitations in the night, sudden hatred for someone (the implanter), general anesthetics, and abrupt shifts in behavior pattern are some of the surface indications underlying PDH and should be asked for.

The purpose of this form is to give a sec checker questions which can help him to detect a PDH incident that might otherwise remain hidden.

AUDITOR INSTRUCTIONS

The whole form is done on the pc. Each question is cleared and checked on the meter per standard Confessional procedure. The list may have questions added to it by the C/S, but questions are not deleted from it in any case.

The form is only to be done as an HCO Confessional per HCOB 7 Jan. 85, HCO CONFSSIONALS and HCOB 30 Nov. 78R, CONFSSIONAL PROCEDURE.

Before starting the Confessional, have the pc read the methods of implanting given in HCOB 11 Apr. 82, SEC CHECKING IMPLANTS. Then give him an R-factor on what you will be doing, and that you will be looking for any possible this-lifetime implant-type incidents.



In taking up any reading questions on this form, the sec checker applies the tools of Sec Checking tech and finds out *all* of the data of the incident. If the auditor locates a PDH incident he must also find out:

- a. the name of the implanter,
- b. the time-place-form-event details of the incident,
- c. what commands or suggestions were given to the pc, and
- d. any other data pertinent to this PDH incident.

After all the data regarding the PDH incident is gotten, the auditor must find out to what degree the pc carried out or executed any commands or suggestions since receiving the implant. Reading overts are handled per Confessional procedure.

If a person being given this Confessional is found to have been implanted in this lifetime, the data with full specifics must be reported to HCO, and the Director of Special Affairs is alerted immediately. In such a case HCO must additionally report all details directly to the Inspector General Network.

CAUTIONS

The pc must be kept to this lifetime in *all* questioning. If you don't limit the pc to this lifetime, your questions can turn up a lot of whole track PDH incidents and implants of which there are an incalculable number on any pc's case.

It can occur while doing this Sec Check that "PDH incidents" are found which on investigation turn out to be false incidents. This can be the result of inexpert Sec Checking but can also be a matter of dub-in by the pc in an effort to justify his predicament or overts and withholds. Delusion or dub-in on a person's case is actually a form of justification. If the authenticity of a PDH incident is suspect, it can be smoothly checked into without invalidating the pc or rejecting his data.

1. **IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN-DRUG-HYPNOSIS?** _____

2. **IN THIS LIFETIME, HAVE YOU DONE SOMETHING DESTRUCTIVE WITHOUT KNOWING WHY YOU DID IT?** _____

3. **IN THIS LIFETIME, HAVE YOU BEEN HYPNOTIZED?** _____

4. **IN THIS LIFETIME, DID ANYONE EVER PUT YOU INTO A HYPNOTIC TRANCE AND GIVE YOU SUGGESTIONS TO DO THINGS TO SCIENTOLOGY OR A SCIENTOLOGIST?** _____

5. **IN THIS LIFETIME, HAVE YOU EVER BEEN ORDERED TO FORGET SOMETHING YOU HAD BEEN TOLD TO DO?** _____
6. **IN THIS LIFETIME, HAVE YOU EVER BEEN COMMANDED TO NOT REMEMBER SOMETHING?** _____
7. **IN THIS LIFETIME, HAVE YOU HAD AN IMPULSE YOU COULDN'T ACCOUNT FOR?** _____
8. **IN THIS LIFETIME, HAVE YOU EVER HAD A "NIGHTMARE" IN WHICH YOU WERE TOLD TO DO BAD THINGS TO SOMEONE OR SOME ORGANIZATION?** _____
9. **IN THIS LIFETIME, HAVE YOU EVER HAD ANY VISITATIONS IN THE NIGHT?** _____
10. **IN THIS LIFETIME, HAVE YOU EVER HAD A DREAM THAT SEEMED VERY REAL?** _____
11. **IN THIS LIFETIME, HAVE YOU EVER EXPERIENCED AN ABRUPT SHIFT IN BEHAVIOR PATTERN?** _____
12. **IN THIS LIFETIME, HAVE YOU EVER EXPERIENCED AN INEXPLICABLE CHANGE IN THE WAY YOU ACTED?** _____
13. **IN THIS LIFETIME, HAVE YOU EVER EXPERIENCED AN INEXPLICABLE CHANGE IN YOUR ATTITUDE TOWARD SOMEONE?** _____
14. **IN THIS LIFETIME, HAVE YOU EVER HAD A SUDDEN HATRED FOR SOMEONE?** _____
 (If the pc gives a person for whom he had a sudden hatred, check to see if that person implanted the pc.)
15. **IN THIS LIFETIME, HAVE YOU EVER HAD AN INEXPLICABLE FEELING OF RAGE OR DESIRE FOR REVENGE AGAINST A PERSON OR ACTIVITY?** _____
 (Handle as in 14.)
16. **IN THIS LIFETIME, HAVE YOU EVER BEEN GIVEN ANY FORM OF SHOCK TREATMENT?** _____
17. **IN THIS LIFETIME, WERE YOU EVER GIVEN ELECTRIC SHOCK WHILE YOU WERE DRUGGED?** _____
18. **IN THIS LIFETIME, HAVE YOU EVER BEEN IMPLANTED WITH COMMANDS TO DO SOMETHING TO SOMEONE?** _____



19. **IN THIS LIFETIME, DID SOMETHING HAPPEN THAT WAS SO BIZARRE OR INCREDIBLE, YOU THOUGHT IT MUST NOT HAVE HAPPENED?** _____
20. **IN THIS LIFETIME, HAVE YOU BEEN GIVEN AN IMPLANT TO DO HARMFUL THINGS TO SCIENTOLOGY OR ANY OF ITS PRINCIPALS?** _____
21. **IN THIS LIFETIME, HAVE YOU BEEN FORCEFULLY GIVEN A FALSE PURPOSE OR DESTRUCTIVE IMPULSE?** _____
22. **IN THIS LIFETIME, HAVE YOU BEEN PAIN-DRUG-HYPNOTIZED AND THEN TOLD IT NEVER OCCURRED?** _____
23. **IN THIS LIFETIME, HAVE YOU HAD A SUDDEN IMPULSE TO DO SOMETHING THAT YOU KNEW WASN'T IN YOUR BEST INTEREST TO DO?** _____
24. **IN THIS LIFETIME, HAVE YOU HAD AN IMPULSE TO DO SOMETHING THAT YOU NORMALLY WOULD NEVER HAVE DONE?** _____

END RUDS

1. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH?** _____
2. **IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH?** _____
3. **IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME?** _____
4. **IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?** _____
5. **IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER?** _____
6. **IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING?** _____
7. **IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE?** _____
8. **IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE?** _____
9. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED?** _____



10. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?** _____
11. **IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?** _____
12. **IN THIS CONFESSIONAL, HAVE YOU TOLD ME ANYTHING BEYOND WHAT REALLY HAS OCCURRED?** _____

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HCO BULLETIN OF 27 APRIL 1991

Issue III

Remimeo
All Orgs
Sec Checkers
PDH Detection
and Handling Course
Tech/Qual
MAAs/EOs

PREPARED LIST FOR STILL NEEDLES

Refs:

HCOB	30 Nov. 78R	CONFSSIONAL PROCEDURE
	Rev. 10.11.87	
HCOB	11 Apr. 82	SEC CHECKING IMPLANTS
HCOB	13 Apr. 82	STILL NEEDLE AND CONFSSIONALS

This list is used to assist an auditor in handling a still needle encountered in a session. A still needle may indicate a withhold or the presence of some form of implant. If after checking for out-ruds, false reads and asserts, the needle remains still and unreacting, the auditor should work with various questions from this list to find out and get to the bottom of what is making the needle so unresponsive. When he has gotten the needle to respond he then continues with further questioning per standard Sec Checking tech to get all the data concerning the withhold or implant.

The questions on this list are not assessed or checked with buttons, etc., and they do not have to be asked in the sequence given. They are used to help the pc spot what is going on and to get the needle responding again. The auditor is not limited to the questions on this list.

Note: Sometimes it takes the exact wording to expose the withhold and get the needle moving. And don't think pulling one withhold might not find the needle shortly after going still again on another.

1. **IS THERE SOMETHING YOU ARE NOT SUPPOSED TO TELL?** _____
2. **IS SOMETHING SUPPRESSED?** _____
3. **IS THERE A PROTEST?** _____
4. **ARE YOU BEING CAREFUL OF WHAT YOU SAY?** _____
5. **DO YOU FEEL YOU HAD BETTER NOT TALK?** _____
6. **HAVE YOU BEEN TOLD YOU BETTER NOT TALK ABOUT THIS?** _____
7. **IS THERE SOMETHING YOU HAVE AGREED TO WITHHOLD?** _____



8. **IS THERE SOMETHING YOU HAVE DECIDED NOT TO SAY?** _____
9. **IS THERE SOMETHING YOU WOULD RATHER NOT CONFRONT?** _____
10. **ARE YOU DENYING YOURSELF THE DATA?** _____
11. **HAVE YOU BEEN TOLD NOT TO TELL?** _____
12. **HAVE YOU BEEN TOLD SOMETHING IS NOT REAL?** _____
13. **DO YOU DARE NOT TALK ABOUT IT?** _____
14. **HAVE YOU BEEN TOLD THAT IF YOU TELL, YOU WILL BE PUNISHED?** _____
15. **ARE YOU AFRAID TO GET IT OFF?** _____
16. **ARE YOU AFRAID TO FIND OUT?** _____
17. **WOULD SOMETHING HAPPEN TO YOU IF YOU TOLD?** _____
18. **HAVE YOU BEEN TOLD TO FORGET?** _____
19. **IS THERE SOMETHING HERE THAT YOU YOURSELF DON'T KNOW?** _____
20. **HAVE YOU BEEN TOLD THERE IS SOMETHING YOU WILL NEVER REMEMBER?** _____
21. **HAVE YOU BEEN TOLD THAT YOU CAN'T REMEMBER?** _____
22. **HAVE YOU DONE SOMETHING WORSE THAN WHAT YOU TOLD ME?** _____
23. **ARE YOU AFRAID OF THE CONSEQUENCES IF YOU TALK?** _____
24. **HAVE YOU DONE SOMETHING WORSE THAN (question asked that turned on the still needle)?** _____
25. **ARE THE CONSEQUENCES OF TELLING ME WORSE THAN (question asked that turned on the still needle)?** _____
26. **INADVERTENT WITHHOLD?** _____
27. **COULDN'T MOVE?** _____
28. **COULDN'T SPEAK?** _____
29. **YOU HAD NO WAY TO SPEAK OR COMMUNICATE?** _____
30. **HAVE YOU BEEN THREATENED INTO KEEPING STILL?** _____
31. **WERE YOU TOLD TO BE STILL?** _____
32. **WERE YOU TOLD TO BE QUIET?** _____



33. **WITHHOLDING SELF FROM A PERSON, SUBJECT OR AREA?** _____
34. **IS THERE SOME OVERT YOU ARE NOT SUPPOSED TO KNOW?** _____
35. **MADE A POSTULATE?** _____
36. **DO YOU HAVE ANSWERS TO QUESTIONS THAT DID NOT READ THOUGH YOU FEEL GUILTY ABOUT THEM?** _____
37. **HAVE YOU EVER SEEN A PSYCHIATRIST OR PSYCHOLOGIST?** _____
38. **DID SOMETHING INCREDIBLE HAPPEN WITH A PSYCHIATRIST OR PSYCHOLOGIST YOU WERE TOLD YOU WOULD NEVER REMEMBER?** _____
39. **HAVE YOU BEEN GIVEN COMMANDS WHILE YOU WERE UNDER DRUGS OR HYPNOSIS?** _____
40. **DID ANYONE GIVE YOU DRUGS?** _____
41. **HAVE YOU BEEN GIVEN SHOCK TREATMENT?** _____
42. **HAVE YOU BEEN GIVEN DRUGS AND SHOCK TREATMENT?** _____
43. **HAVE YOU BEEN HYPNOTIZED?** _____
44. **WERE YOU PUT INTO A TRANCE?** _____
45. **HAVE YOU BEEN TOLD UNDER HYPNOSIS THAT YOU WEREN'T HYPNOTIZED?** _____
46. **IS THERE A CONNECTION TO A PSYCHOLOGIST?** _____
47. **IS THERE A CONNECTION TO A PSYCHIATRIST?** _____
48. **HAVE YOU BEEN BRAINWASHED?** _____
49. **HAVE YOU BEEN TOLD NEVER TO LOOK INTO YOUR MIND OR CASE?** _____
50. **DID YOU RECEIVE A NON-EXISTENT IMPLANT?** _____
51. **HAVE YOU BEEN PAIN-DRUG-HYPNOTIZED?** _____
52. **IS THERE AN IMPLANT?** _____

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HCO BULLETIN OF 28 APRIL 1991

BPI

BARLEY FORMULA FOR BABIES

Ref:

HCOB 20 Dec. 58

PROCESSING A NEW MOTHER

The following is the barley formula for babies. It is an old Roman formula and is the nearest thing to human milk.

The formula to use is:

15 ounces of barley water

10 ounces of homogenized milk

3 ounces of corn syrup (As the Romans had honey, 2 ounces of honey may be used instead of corn syrup, if desired. Do not use lactose as a substitute.)

This formula can be multiplied by any number according to the number of bottles desired but the ratio remains the same.

To make the barley water, put about half a cup of *whole barley* in a piece of muslin, tie loosely to allow for expansion and boil *slowly* for 6½ hours in about 4 pints of water. Barley water will turn very, very pink.

Do not add anything else to this formula, such as vitamins or cream “to make the formula more nutritious.” The formula is as laid out above.

Use this formula and have healthier babies!

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HCO BULLETIN OF 29 APRIL 1991

Remimeo

DATA ABOUT FRAGRANCES

Ref:

HCOB 27 Mar. 90 II

Purification Rundown Series 14

THE PURIFICATION RUNDOWN: A

LONG-RANGE DETOXIFICATION PROGRAM

(Written in 1984 while researching the Allergy
or Asthma Rundown. Released 1991.)

From my point of view the current society has suddenly gone stark staring mad on the subject of stink.

One is confronted with “perfumes” and “fragrances” in all manner of places and items. Many of the products one picks up in the supermarket such as soaps, detergents, shampoos, etc., state right on the label that they contain fragrance. And that says nothing of things such as paper and plastic products, even books and magazines which are being doused with fragrance by their manufacturers. Clothing is also being perfumed up (either by the manufacturer or through “dry cleaning” with perfumed detergents).

I thought it would be of interest for you to know that perfume is being added to most soaps and deodorizers, and what have you these days and much of it is the same perfume. It is a cheap coal tar derivative which costs about a penny a barrel. I think manufacturers use it to cover up the fact that they are using cheaper ingredients and even cover up the use of toxic gases in their products.

The psychs even have a campaign running right now to dull people’s awareness and render them more suggestible by dousing the society with cheap fragrances.

ODOR

There is a physics fact about odors which probably is not generally known: Odors are not a discoloration of air molecules or gases in their own right. Although many gases have odors of their own, nearly all odors are particles. These particles are quite commonly irritants.

Odors are not actually gases but particles—chemical compounds in minute solid states.

So when psych influenced marketing advisers begin to spread junk around in the atmosphere one soon gets a fully contaminated planet. Odor particles do not just evaporate, they have to blow away and settle somewhere or get washed down by rain and get into the water systems and so forth.

One of the worst things about these fragrances is that they hide other smells and a person who is aware seriously objects to having all natural odors of things masked. It is part of one’s identification process of objects and areas. In short, it is annoying and I don’t think the psych marketing advisers intend anything else.

The danger of fragrances of that nature being spread all over the place is that they can then hide toxic or even lethal substances and areas. And the psychs, on the track, used such scents for exactly that purpose. So this fragrance thing is one of the tricks of the trade of psychs.

Did you ever notice that after you had been around one of these odors for awhile you cease to smell it? Well that's because perfume and fragrances are basically paralytics of the olfactory nerves. They are, if you please, a sort of tranquilizer. They drastically cut down awareness and when one is fairly alert in his senses shop, it is like being gassed with nitrous oxide or something. So that's why these people don't notice the smells in things—and why they put up with these horrible stinks in detergents and other products.

You may think that I am being a bit extreme on this subject but it's just that I can hear better and see better and smell better, apparently and I detest a monotone sensory perception continuously hammered at me. When I walk in the park I want to smell the flowers not some soap company's stinking counterfeit perfume.

ALLERGIES

Most people have quite blind noses. Their sense of smell is not up to par so they don't know it when they are around odors that may affect them adversely, and don't know to take action to handle.

This "fragrance" that is being thrown around by the psychs in the marketing advisory agencies is a heavy corrosive and is probably responsible for much of what they are calling "allergies." "Allergies" are reported as among the most prevalent physical malconditions in the society.

Allergists are led to believe that their tech of testing for and handling allergies is a nearly failed tech. They are actually being crossed up by such things as fragrances and silicone sizing because one doesn't have to be allergic to these things any more than one would have to be allergic to sandpaper if applied to his nose or throat or lungs.

This perfumed stuff does produce those effects. I saw a person the other day complaining about his awful allergies and you couldn't get within ten feet from him without being drowned in laundry fragrance!

HANDLING

The handling is simple. When things don't smell good to you or when they have an odor of fragrance, don't buy them!

Cheap fragrances all over the place does not invalidate the fact that there are actual scents in the world which are pleasant and do evaporate. Almost all decent scents are derived from living organisms as opposed to chemicals or petroleum.

The penalty of becoming more aware in this society is to discover that it stinks. The answer is not to become less aware but to be more selective and more in control of one's own environment.

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Compilation assisted by
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Expanded Dianetics Series 0

STUDY OF EXPANDED DIANETICS

The full theory and procedure of auditing Expanded Dianetics is contained in the following tapes:

- 7203C30 “Expanded Dianetics”
- 7204C07A “Expanded Dianetics and Word Clearing”
- 7204C07B “Auditor Administration”
- 7204C07C “Illness Breakthrough”

As these lectures contain the basics of Expanded Dianetics they should be listened to before the student studies the bulletins contained in the Expanded Dianetics Series.

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Expanded Dianetics Series 2

EXPANDED DIANETICS REPAIR LIST—L3 EXD

This list includes the most frequent Expanded Dianetic errors.

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

DO NOT ATTEMPT TO REPAIR AN EXPANDED DIANETICS SESSION WITHOUT USING THIS LIST as it can have different or several errors.

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

RUNNING PCs ON EXPANDED DIANETICS WITHOUT A FULL AND COMPLETE DIANETICS C/S-1 INDOCTRINATION IS A FOOLISH ACTION.

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

1. **WAS THERE AN EARLIER—SIMILAR INCIDENT?** _____

(Indicate it. Run the chain to full EP.)

2. **WAS THERE NO EARLIER—SIMILAR INCIDENT?** _____

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

3. **WAS THERE AN EARLIER BEGINNING?** _____

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

4. **WAS THERE NO EARLIER BEGINNING?** _____

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

5. **WAS AN F/N INDICATED TOO SOON?** _____

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

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

(Indicate it. Complete the chain to full EP using R3RA DEF on the last incident run.)

7. **WAS AN F/N INDICATED TOO LATE?** _____

(Indicate it. Get off the postulate made at the time of the incident. Indicate the overrun. [Scn handling would include D/L if needed.]

(Then, if the pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RH on it.)

8. **WAS THE POSTULATE BYPASSED?** _____

(Indicate. Get the postulate. Indicate that the chain was overrun. [Scn handling would include D/L if necessary.] If pc jumped chains, handle as in 7 above.)

9. **HAS THE INCIDENT ERASED?** _____

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

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

(Indicate. Get off the postulate if not already given. Indicate the overrun. [Scn handling would include D/L if necessary.] If jumped chains, handle as in 7 above.)

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

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

12. **DID YOU JUMP CHAINS?** _____

(Indicate it. Reorient to the original chain. Find out if it erased and get the postulate if not previously given. Indicate the overrun or run the chain to full EP. Then locate last incident pc ran on the chain he jumped to. As this has now been restimulated but not run, do an L3RH on it. [Scn handling would include D/L if necessary.]



13. **DID YOU JUMP FLOWS?** _____
 (Indicate it. Reorient to the original chain and take it to full EP using R3RA DEF. If necessary and the pc is still upset about the other flow, do an L3RH on it.)
14. **WERE THERE FLUBBED COMMANDS?** _____
 (Indicate it, E/S to F/N.)
15. **DID THE AUDITOR GOOF ON A SEQUENCE OF COMMANDS?** _____
 (Indicate it, E/S to F/N.)
16. **DID YOU NOT HAVE A COMMAND?** _____
 (Indicate it, E/S to F/N.)
17. **DID YOU HAVE A MISUNDERSTOOD ON THE COMMAND?** _____
 (Find it and clear it.)
18. **SHOULD THE INCIDENT BE RUN THROUGH ONE MORE TIME?** _____
 (Indicate it. R3RA DEF on the incident, run chain to full EP.)
19. **TOO LATE ON THE CHAIN?** _____
 (Indicate it. Get the earlier-similar incident and complete the chain with R3RA to full EP.)
20. **WAS A CHAIN NOT COMPLETED?** _____
 (Indicate it. R3RA DEF on the incident, run chain to full EP.)
21. **INCIDENT GONE MORE SOLID?** _____
 (Indicate it. Check for earlier incident or earlier beginning and complete the chain to full EP.)
22. **WAS AN INCIDENT SKIPPED?** _____
 (Indicate it. Find out what it was, run it and complete the chain to full EP.)
23. **WAS AN INCIDENT LEFT TOO HEAVILY CHARGED?** _____
 (Indicate it. Find out what it was, run it through again. Complete the chain to full EP.)



24. **DID YOU SAY SOMETHING WAS ERASED JUST BECAUSE YOU WERE TIRED OF RUNNING IT?** _____
- (Indicate it. Complete the chain to full EP with R3RA DEF on the last incident run.)
25. **STOPPED RUNNING AN INCIDENT THAT WAS ERASING?** _____
- (Indicate it. R3RA DEF on the incident and erase it. Get full EP.)
26. **WENT PAST BASIC ON A CHAIN?** _____
- (Indicate it. Get full EP. [Scn handling would include D/L if necessary.])
- (Then, if pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RH on it.)
27. **WAS AN EARLIER MISRUN INCIDENT RESTIMULATED?** _____
- (Indicate it. Find out what it was and do an L3RH on it.)
28. **DID TWO OR MORE INCIDENTS GET CONFUSED?** _____
- (Indicate it. Sort it out with an L3RH on the incident pc was originally running.)
29. **WAS AN IMPLANT RESTIMULATED?** _____
- (Indicate it. If no joy, do an L3RH on the time of the restimulation.)
30. **WAS THE INCIDENT REALLY AN IMPLANT?** _____
- (Indicate it. If necessary do an L3RH on it. [Scn handling would include D/L if needed.])
31. **WRONG ITEM?** _____
- (Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, do an L4BRB.)
32. **WRONG EVIL PURPOSE?** _____
- (Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, do an L4BRB.)



33. **NOT YOUR ITEM?** _____
 (Indicate it, E/S to F/N.)
34. **WERE YOU RUN ON A GOOD INTENTION?** _____
 (Indicate the BPC and that the item should not have been run. If no F/N, take it E/S to F/N.)
35. **NOT YOUR INCIDENT?** _____
 (Indicate it, E/S to F/N. L3RH if any trouble.)
36. **DID THE PREASSESSMENT ITEM GOTTEN HAVE NO CHARGE ON IT?** _____
 (Indicate the item was uncharged and should not have been taken up and all items connected with it should not have been run. [Scn handling would include D/L if necessary.]
37. **WAS THERE ANOTHER PREASSESSMENT ITEM THAT SHOULD HAVE READ?** _____
 (Get what it was and note its read as the pc gives it. Find out if the preassessment item taken up is uncharged. If so, handle as in 36 above. If not, continue with the action you are on to EP and handle the new item given in its order.)
38. **WAS THE ORIGINAL ITEM ALREADY HANDLED?** _____
 (Indicate that the original item was already handled and that items connected with it should not have been run. [Scn handling would include D/L if necessary.]
39. (Omit when running drugs) **WAS THERE NO INTEREST IN RUNNING AN ITEM?** _____
 (Indicate it, and that it shouldn't have been run. [Scn handling would include D/L if needed.]
40. **WAS AN EVIL PURPOSE MISSED?** _____
 (Get what it is and 2WC to F/N. Note for programing to be run out R3RA Quad.)
41. **WAS THE SAME THING RUN TWICE?** _____
 (Indicate it. Spot the first erasure, indicate the overrun. [Scn handling would include D/L if needed.]
42. **WAS THERE A WRONG DATE?** _____
 (Indicate it. Get the correct date and run the incident [if unflat] and chain to full EP.)



43. **WAS THERE NO DATE FOR THE INCIDENT?** _____
 (Indicate it. Get the date and run the incident [if unflat] and chain to full EP.)
44. **WAS IT A FALSE DATE?** _____
 (Indicate it. Get the correct date and run the incident [if unflat] and any chain to full EP.)
45. **WAS THERE AN INCORRECT DURATION?** _____
 (Indicate it. Get the correct duration and run the incident [if unflat] and any chain to full EP.)
46. **WAS NO DURATION FOUND FOR THE INCIDENT?** _____
 (Indicate it. Get the duration and run the incident [if unflat] and any chain to full EP.)
47. **WAS THERE A FALSE DURATION?** _____
 (Indicate it. Get the correct duration and run the incident [if unflat] and any chain to full EP.)
48. **DID YOU RESENT DURATIONS?** _____
 (Indicate it, and if no F/N, handle by E/S itsa to F/N. [**“WAS THERE AN EARLIER–SIMILAR TIME YOU RESENTED DURATIONS?”**]) If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the R3RA incident [if unflat] to full EP.)
49. **WAS AN EARLIER DIANETIC UPSET RESTIMULATED?** _____
 (Locate what it was, indicate it. Sort out with an L3RH if necessary.)
50. **WAS AN EARLIER ARC BREAK ON ENGRAMS RESTIMULATED?** _____
 (Indicate it. Sort it out with an L3RH.)
51. **WAS THERE AN ARC BREAK IN THE INCIDENT?** _____
 (Indicate it. Run the incident [if unflat] to full EP.)
52. **WERE YOU PROTESTING?** _____
 (Indicate it, clean it up E/S to F/N.)
53. **WERE YOU PROTESTING EXPANDED DIANETICS?** _____
 (Indicate it, clean it up E/S to F/N.)

54. **DID THE AUDITOR DEMAND MORE THAN YOU COULD SEE?** _____

(Indicate it, E/S to F/N. If any difficulty, do an L1C.)

55. **DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING?** _____

(Indicate it, E/S to F/N. If any difficulty, do an L1C.)

56. **WERE YOU PREVENTED FROM RUNNING AN INCIDENT?** _____

(Indicate it and if no F/N, handle by E/S itsa to F/N. [“**WAS THERE AN EARLIER–SIMILAR TIME YOU WERE PREVENTED FROM RUNNING AN INCIDENT?**”] If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the R3RA incident [if unflat] and any chain to full EP.)

57. **DID THE AUDITOR SIMPLY STOP GIVING COMMANDS?** _____

(Indicate it. Complete the chain by running the last incident found R3RA DEF to full EP.)

58. **WAS A COGNITION INTERRUPTED?** _____

(Indicate it. Get the cognition and any postulate connected with it. [If any difficulty at this point, do an L1C.] Continue chain if unflat, or indicate the overrun.)

59. **WAS THERE A POSTULATE THAT WAS NOT EXPRESSED?** _____

(Indicate it. Get the postulate and indicate the overrun. [Scn handling would include L1C or D/L if needed.]

60. **WERE YOU DISTRACTED WHILE RUNNING AN INCIDENT?** _____

(Indicate it and if no F/N, handle by E/S itsa to F/N. [“**WAS THERE AN EARLIER–SIMILAR TIME YOU WERE DISTRACTED WHILE RUNNING AN INCIDENT?**”] If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the incident [if unflat] and any chain to full EP.)



71. **WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED?** _____
- (Indicate it. Get the item the pc was actually running, handle to full EP. Then L3RH on the item actually assessed.)
72. **STUCK PICTURE?** _____
- (Indicate it. Do an L3RH on it. If stuck picture persists, you can also unstick it by having him recall a time before it and a time after it.)
73. **ALL BLACK?** _____
- (Spot the black field or picture. Get the correct duration and run it to full EP. If it won't run, do an L3RH on it.)
74. **INVISIBLE?** _____
- (Spot the invisible field or picture. L3RH on it.)
75. **CONSTANTLY CHANGING PICTURES?** _____
- (Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L3RH on that session.)
76. **WHEN YOU SAID IT WAS ERASED, DID IT STILL HAVE A MASS?** _____
- (Indicate it. R3RA DEF, checking for earlier beginning, run to erasure and full EP. If necessary, do an L3RH on it.)
77. **WAS THERE A PERSISTENT MASS?** _____
- (L3RH on it.)
78. **WAS THERE TROUBLE WITH A PRESSURE ITEM OR PRESSURE ON AN ITEM?** _____
- (L3RH on it.)
79. **DID YOU GO EXTERIOR?** _____
- (Indicate it. If the pc has not had an Int RD, give him a standard Int RD per Int RD Series 2. If the pc has had an Int RD, handle as in 80, below.)
80. **WAS YOUR INT RUNDOWN MESSED UP?** _____
- (If so, indicate it to pc. 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 4RB.)

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

(Indicate it. L3RH on that time, then verify all chains to ensure they erased. Note for C/S attention to verify if Objectives and all other points of full drug handling have been done.)

82. **WAS A PAST DEATH RESTIMULATED?** _____

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

83. **DO YOU FEEL INVALIDATED ON THE SUBJECT OF ROCK SLAMS?** _____

(Handle by itsa earlier itsa to F/N.)

84. **HAVE YOU BEEN LABELED AS CRAZY OR PSYCHOTIC?** _____

(Handle by itsa earlier itsa to F/N.)

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

(If so, 2WC to F/N. Return folder to C/S for handling.)

86. **HAS SOMEONE INVALIDATED YOUR ExDn AUDITING?** _____

(Handle by itsa earlier itsa to F/N.)

87. **HAS YOUR CASE BEEN INVALIDATED?** _____

(Handle by itsa earlier itsa to F/N.)

88. **HAVE YOU INVALIDATED YOUR OWN CASE OR GAINS?** _____

(Handle by itsa earlier itsa to F/N.)

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

(If so, 2WC to F/N. Send the folder to C/S for programing. One would *never* simply send the person to Declare without having done a full and complete Clear Certainty Rundown which showed beyond any doubt that the person was indeed Clear. Falsely declaring a person Clear is a serious offense and actionable by Committee of Evidence.)



90. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____

(Indicate it, E/S to F/N. Continue the action you were on.)

91. **WAS THIS LIST UNNECESSARY?** _____

(Indicate it. If it doesn't F/N, rehab to F/N.)

92. **HAS THE REAL REASON BEEN MISSED?** _____

(Indicate it. Locate the real reason and handle.)

93. **WAS SOMETHING ELSE WRONG?** _____

(Locate what it is and sort it out.)

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Expanded Dianetics Series 3

**EXPANDED DIANETICS REPAIR LIST—L3 EXD
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	72R I	Word Clearing Series 38R
	Rev. 20.2.89		METHOD 5
HCOB	9 Aug.	78 II	Word Clearing Series 52
			CLEARING COMMANDS
HCOB	17 July	79RB I	Word Clearing Series 64RB
	Rev. 26.2.89		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 1 May 91 II, Expanded Dianetics Series 2, EXPANDED DIANETICS REPAIR LIST—L3 EXD.

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)

A, about, achieve, action, an, and, answers, antagonistic, any, anything, ARC break, are, area, as, at, audited, auditing, auditor.

Back, bad, been, blown, BPC, break, but, bypassed.

Case, cause, chain, charge, charged, computation, condition, connected, crazy.

Dianetics, did, didn't, do, drugs.

Effect, else, engram, engrams, error, errors, evaluation, evil, ExDn, expanded, exteriorization.

F/Ns, failed, feel, first, for, fully.

Gains, general, going, good.

Handle, handled, handling, have, having, hidden, holding, hungry.

Ill, in, indication, instead, Int, intention, interest, interiorization, invalidated, invalidation, involved, is, it, item.

Labeled, left, list, losing.

Made, major, make, messed, missed, misunderstood.

Need, no, not, nothing.

O/W, of, on, onto, or, other, others, out, out-ethics, over, overrun, overt, overts, own.

Past, physically, place, problem, protested, protesting, psychotic, PTS, pulling, purpose.

Real, really, reason, restimulated, right, rock slams, ruds, run, running.

Say, service fac, situation, some, someone, something, standard, state, subject, supposed, suppress.

Taken, that, the, there, tired, to, took, track, trouble.

Uncharged, understand, unflat, unhandled, unnecessary, unstated, up, use.

Want, wanted, was, were, what, while, win, with, withhold, withholds, words, wrong.

You, your, yourself.

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Expanded Dianetics Series 26

**AUDITING COMMANDS FOR RUNNING EVIL INTENTIONS
IN EXPANDED DIANETICS**

Ref:

HCOB 26 June 78RA II New Era Dianetics Series 6RA
Rev. 15.9.78 ROUTINE 3RA, ENGRAM RUNNING
BY CHAINS

These are the R3RA step 1 commands for use in Expanded Dianetics when running out evil intentions. Regardless of which ExDn rundown is audited, when one is handling an evil intention, one uses the following commands.

- F1: "LOCATE A TIME WHEN YOU HAD THE INTENTION (evil intention)."
- F2: "LOCATE AN INCIDENT OF YOUR CAUSING ANOTHER TO HAVE THE INTENTION (evil intention)."
- F3: "LOCATE AN INCIDENT OF OTHERS CAUSING OTHERS TO HAVE THE INTENTION (evil intention)."
- F0: "LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO HAVE THE INTENTION (evil intention)."

"Interest" is never checked when running out evil intentions.

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Expanded Dianetics Series 27

PREASSESSMENT FOR EXPANDED DIANETICS

Refs:

HCOB 18 June 78R Rev. 20.9.78	New Era Dianetics Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 11 July 78	New Era Dianetics Series 4-1 THE PREASSESSMENT LIST

The 1978 breakthrough and refinement of assessing for and finding items to run in NED has important applications to Expanded Dianetics.

The tech of assessing a Preassessment List and then finding running items based on the preassessment item found, has been adapted to Expanded Dianetics to give a much more effective means of locating items to run on ExDn.

METHODS OF PREASSESSMENT FOR EXPANDED DIANETICS

The full tech of preassessment is covered in HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM. The principle of taking an original item, preassessing it to find a preassessment item and then using the preassessment item to find running items is used in Expanded Dianetics. The lists of items that make up the preassessment, however, differ in Expanded Dianetics from the list used in NED.

Expanded Dianetics divides roughly into rundowns aimed at handling the left side of the OCA graph and those aimed at the right side of the OCA graph.

Left-side rundowns have as their target the stripping off of emotional charge from the case. They look for secondaries or other incidents containing misemotion or attitudes and run these out. The preassessment actions on left-side actions therefore do not ask for pains, unconsciousnesses, or other items that would call for the pc to list physically painful incidents (engrams). Instead these ask for:

Attitudes
Emotions
Misemotions
Feelings
Fears.

Naturally, if one contacts engrams while running out, say, a chain of attitudes, the incident is fully handled as part of the chain. The list is contained in HCOB 1 May 91 VI, ExDn Series 27-1, PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS, for use in sessions.

Right-side ExDn rundowns locate and run the pain off the case. This includes as well evil purposes. The Preassessment List for any rundown classified as a right-side handling consists of:

- Pains
- Sensations
- Feelings
- Emotions
- Attitudes
- Misemotions
- Emotions
- Unconsciousnesses
- Sorenesses
- Compulsions
- Fears
- Aches
- Tirednesses
- Pressures
- Discomforts
- Dislikes
- Numbnesses
- Intentions
- Motives
- Purposes
- Impulses.

It is somewhat longer than the Preassessment List used in NED auditing and is contained in HCOB 1 May 91 VII, ExDn 27-2, PREASSESSMENT LIST FOR RIGHT-SIDE RUNDOWNS. In Expanded Dianetics auditing, one must never use the Preassessment List used in NED, as this list does not contain some of the more key preassessment items needed in Expanded Dianetics.

The general sequence for handling a case on Expanded Dianetics is handle the emotions (left-side rundowns) then handle the engrams (right-side rundowns).

The preassessment techniques above each have their application in Expanded Dianetics and provide a useful means to find items to run.

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Expanded Dianetics Series 27-1

PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS

This is the Preassessment List for use in finding running items in left-side rundowns in Expanded Dianetics. It is much shorter than the Preassessment List used for right-side rundowns (HCOB 1 May 91 VII, Expanded Dianetics Series 27-2, PREASSESSMENT LIST FOR RIGHT-SIDE RUNDOWNS) or the NED Preassessment List (HCOB 11 July 78, NED Series 4-1, THE PREASSESSMENT LIST), and must never be used interchangeably with either of these other lists.

This Preassessment List is not used to find items on right-side rundowns on ExDn. Right-side rundowns have their own Preassessment List contained in HCOB 1 May 91 VII, Expanded Dianetics Series 27-2, PREASSESSMENT LIST FOR RIGHT-SIDE RUNDOWNS.

Use this list as described in HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM.

Pc Name _____

Date _____

Auditor Name _____

Name of left-side rundown being done _____

Original item being preassessed _____

Preassessment actions are done as follows:

Assess the list below, using each preassessment item with the question, "ARE _____ CONNECTED WITH (original item)?"

	1	2	3	4	5	6	7
Feelings							
Emotions							
Attitudes							
Misemotions							
Fears							

Do the preassessment on this sheet.



Take the largest reading preassessment item and ask the pc:

“WHAT (largest reading preassessment item) ARE CONNECTED WITH (original item)?”

Write down the pc's answers on a separate sheet and note reads of each, including instant F/Ns, following the format as covered in HCOB 9 Nov. 87, Auditor Admin Series 19RA, DIANETIC ASSESSMENT LISTS.

Once all of the reading preassessment items from the initial preassessment are handled, the list is reassessed and any further reading preassessment items taken up and handled. The preassessment list is reassessed again and so on until it F/Ns on assessment.

Then the next largest reading original item would be addressed, using a new preassessment list and following the above procedure.

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Expanded Dianetics Series 27-2

**PREASSESSMENT LIST
FOR RIGHT-SIDE RUNDOWNS**

This is the Preassessment List for use in finding running items in right-side rundowns in Expanded Dianetics. Though it contains many of the same items as the Preassessment List used in NED auditing (HCOB 11 July 78, NED Series 4-1, THE PREASSESSMENT LIST), the two lists are not interchangeable and one must never be used in place of the other.

This Preassessment List is not used to find items on left-side rundowns on ExDn as it asks for aches, pains, etc., which run directly into engrams. Left-side rundowns have their own Preassessment List contained in HCOB 1 May 91 VI, Expanded Dianetics Series 27-1, PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS.

Use this list as described in HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM.

Pc Name _____ Date _____

Auditor Name _____

Name of right-side rundown being done _____

Original item being preassessed _____

Preassessment actions are done as follows:

1. Assess the list below, using each preassessment item with the question, "ARE _____ CONNECTED WITH (original item)?"

	1	2	3	4	5	6	7
Pains							
Sensations							
Feelings							
Emotions							



	1	2	3	4	5	6	7
Attitudes							
Misemotions							
Unconsciousnesses							
Sorenesses							
Compulsions							
Fears							
Aches							
Tirednesses							
Pressures							
Discomforts							
Dislikes							
Numbnesses							
Intentions							
Motives							
Purposes							
Impulses							

Do the preassessment on this sheet.

2. Note the largest reading preassessment item.

If it is any item on the list but the last four, find running items by asking the pc, “**WHAT (largest reading preassessment item) ARE CONNECTED WITH (original item)?**” Write down the pc’s answers on a separate sheet and note reads of each including instant F/Ns, following the format as covered in HCOB 9 Nov. 87, Auditor Admin Series 19RA, DIANETIC ASSESSMENT LISTS.

If the largest reading preassessment item is one of the last four on the list (intentions, motives, purposes or impulses), find the running item by L&N to a BD, F/N item. Make the reading preassessment item a singular noun (for example, “intentions” to “intention”) and use the following L&N question to find the item: “**WHAT (largest reading preassessment item [e.g., intention]) IS CONNECTED WITH (original item)?**” The BD, F/N item is indicated to the preclear and then used as a running item and handled with R3RA.

Once all of the reading preassessment items from the initial preassessment are handled, the list is reassessed and any further reading preassessment items taken up and handled. The Preassessment List is reassessed again and so on until it F/Ns on assessment.

Then the next largest reading original item would be addressed, using a new Preassessment List and following the above procedure.

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Expanded Dianetics Series 28

PRESENT TIME ENVIRONMENT RUNDOWN

Refs:

Tape: 7203C30 XDN-1 "Expanded Dianetics"
Expanded Dianetics Case Histories

The purpose of this rundown is to find out what is charged in the present time environment of the preclear and run the items out with R3RA. It comes under the heading of unburdening the case and is a left-side OCA handling action. The rundown handles situations in the present time environment of the preclear which are charged. It is programed early on the case, prior to the Emotional Stress Original Assessment Sheet handling and LX Lists.

The action basically consists of getting the preclear to talk about his present time environment and finding the charged areas of the current zones of his life or activities. Connected to those zones or activities will be attitudes, emotions, etc. Each of these is taken up and handled with R3RA Quad.

FINDING ITEMS TO RUN

The usual method of getting items is by doing a two-way comm on the person's present time environment, noting all reads.

If the two-way comm does not yield much to run, the C/S can take another approach to finding charged areas of the pc's present environment, which is by prepared assessment. One would subdivide the present time environment into the eight categories of the eight dynamics, and into various sections and zones of restimulation, such as his job, his family, etc. This would be done using data from the pc folder, subjects or items frequently brought up in rudiments, etc.

Getting the pc to itsa the environment is a more workable method, as the C/S and auditor may have no clue about certain things that the pc has going on in his life, as he never mentions it. However, an assessment can be used to find charged areas when the two-way comm does not result in many reading items or if the C/S suspects that there are charged areas not being confronted or brought up by the preclear.

PROCEDURE

1. 2WC, "TELL ME ABOUT YOUR PRESENT TIME ENVIRONMENT."
Note all BDs and reads. Get full data on the persons and things in his present time environment, asking him questions to keep him on the track and note all reading items.



2. Take the largest reading item from the 2WC above and do a preassessment on it using HCOB 1 May 91 VI, Expanded Dianetics Series 27-1, PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS.

Note: Do not preassess any item that is not itself a terminal, something with mass. Do not preassess a significance. For example, if the pc gave items from his present time environment such as “love” or “worry,” one would not choose these items for preassessment. Instead, one wants to choose an item with mass: a person, a place, a location, a body part, a thing, etc.

3. Take the largest reading item from the preassessment and ask the pc, **“WHAT (largest read from the preassessment) ARE CONNECTED WITH (item from 2WC)?”** Following the procedure for handling preassessments and running items as given in HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM, handle all charged items which have pc interest with R3RA Quad, until the original item from the 2WC is fully handled.

4. Take up the next largest reading item from the 2WC and repeat steps 2–3, until all such items from the original 2WC have been fully handled.

5. The list of items from the original 2WC is now reassessed and handled to F/Ning list, handling each reading item per steps 2–3 above, to ensure that all available charge is gotten off the PT environment.

6. If the preclear has come up with very little, but the C/S suspects that there are charged areas of the pc’s environment yet to be handled, the next step would be to make up an assessment of items covering the pc’s present time environment. This list is assessed by the auditor with all reading items handled as in steps 2–5 above.

Note: If the preclear brings up a running item which was run earlier during his NED program and the item is still charged, the auditor would handle it with an L3RH.

SUMMARY

This rundown is remarkably easy to deliver and can result in considerable charge removed from the case with considerable gain for the preclear.

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Expanded Dianetics Series 29

HANDLING EMOTIONAL STRESSES

Refs:

Tape: 7203C30 SO XDN-1 "Expanded Dianetics"
HCOB 24 June 78RA New Era Dianetics Series 5RA
Rev. 8.4.88 ORIGINAL ASSESSMENT SHEET
New Era Dianetics Series HCOBs

A pc whose OCA is low on the left is out of valence. It means a heavily charged case. What keeps the preclear out of valence is *charge*. The person may be very tense or anxious (which is caused by charge) or he may have a lot of grief in his life and in all his days has never wept (but has accumulated a lot of grief). Reduction of grief on a case will permit the person to get back into valence. Handling this aspect of the case may be a key part of a person's Expanded Dianetics program.

CHARGE AND VALENCES

Most OCA graphs are a valence or a composite of valences, borrowed at some time or another, that the pc thought were acceptable. Until you change the valence, you don't change the preclear. When the auditor runs the valences out, he will have a preclear who will register high on the graph and stay there.

A case which is out of valence is also not in good shape as far as running engrams goes, and needs to have the emotional charge (secondaries) bled off the case. These are run out to deintensify the bank so that the auditor can get into the bank and run engrams. What you want to get off the case is *charge*.

ORIGINAL ASSESSMENT SHEET EMOTIONAL STRESS HANDLING

Handling emotional stresses in Expanded Dianetics consists of *thoroughly* bleeding the Original Assessment Sheet on the subject of emotional stresses: deaths, losses, any sort of secondary, etc. You bleed it of emotional stress situations. What you are looking for is secondaries—heavy affinity, reality and communication break incidents—not engrams (though if while running a secondary, the preclear drops into an engram chain, it would of course be run).

When the Original Assessment Sheet has been bled of emotional situations, the next step is not to run engrams off of the Original Assessment Sheet. The next action is assessing and running LX3, LX2 and LX1. This should bring the pc into valence. If the graph does not come up above the center line after that



you do more LX3, LX2 and LX1. You can get them to F/Ning lists. Then go back and do a new Original Assessment Sheet and you may find that the preclear now has quite a few more emotional experiences, losses, etc., available to run.

The C/S could even C/S the case to go back to the LX Lists after the second Original Assessment Sheet (bled for more emotional stresses) and get new reads on the LX Lists. By this point, the pc may even volunteer emotions that aren't on the LX Lists.

What is occurring is layers of charge are coming off, and in going over the actions again, you are getting additional charge off the case, which is becoming available to run.

Additionally, based on the specific OCA data (what points are down on the left and what pc answers on the OCA are causing these traits to be down), the C/S can make up other assessments to be done on particular areas of emotional charge with all reading areas preassessed for any feelings, emotions, attitudes and so on, and all running items which have pc interest exhausted.

PROCEDURE

1. Do an Original Assessment Sheet on the preclear, stressing any sort of losses, deaths, secondaries, emotionally stressful situations or incidents, etc., carefully noting all reads gotten.
2. Take up the largest reading item (loss, death, secondary, emotionally stressful situation or incident) and run it R3RA Narrative, Quad.
3. Take up the next largest reading item (loss, death, secondary, emotionally stressful situation or incident) from the Original Assessment Sheet and repeat step 2 until all such items from the Original Assessment Sheet have been handled.
4. If, on the Original Assessment Sheet, the preclear was reading on treatments, past occupations or some similar item such as "school," take up the largest reading item and preassess and handle it using HCOB 1 May 91 VI Expanded Dianetics Series 27-1, PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS.
5. Handle any other reading areas of possible emotional situations from the Original Assessment Sheet, per step 4.
6. *Conditional:* If by pc statement or other indication, it is evident that one or more of the Narratives run is not fully cleaned up, one uses preassessment tech to handle. (E.g., the pc ran out the loss of his business with Narrative R3RA, but in a subsequent session he mentioned that he had been thinking wistfully about his old business the night before.) In such a case, the folder would be specifically C/Sed for the auditor to preassess the item and handle it fully.

The above step would be repeated for any other such item from the Original Assessment Sheet which was not fully cleaned up on being run out Narrative. (One would not attempt to further audit any incident which was fully blown with Narrative R3RA.)

RECURRING INCIDENTS

On the Relief Rundown in New Era Dianetics, severe losses the preclear has suffered are handled. (Ref: HCOB 3 July 78R, New Era Dianetics Series 10R, RELIEF RUNDOWN) It is therefore possible that when handling emotional stresses as part of Expanded Dianetics, the auditor may find the preclear bringing up incidents that were audited earlier. He must be alert to this and must not rerun incidents that have been run to EP or foul up the pc's case by insisting he rerun something he has already handled.

If an item comes up which was addressed before on the NED Relief Rundown and the incident is still charged, the auditor should handle it by verifying/flattening each flow, using an L3RH if needed, and if not now handled, further address by preassessing the item or incident and bleeding it of all available charge.

SUMMARY

The end result of handling emotionally stressful incidents will be a preclear who is very much relieved of the charge connected to emotional stresses and losses that he has had in restimulation. It is a vital action in unburdening a case so that the engrams and evil purposes which are holding any insanity in place can be located and fully handled.

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HCO BULLETIN OF 1 MAY 1991
Issue X

Remimeo
Expanded Dianetics
Auditors
C/Ses

Expanded Dianetics Series 30

PAST AUDITING AND EXPANDED DIANETICS

Refs:

HCOB 23 May 69R	AUDITING OUT SESSIONS
Rev. 11.7.78	NARRATIVE VERSUS SOMATIC CHAINS
HCOB 5 Nov. 69R V	LX3 (ATTITUDES)
Rev. 4.9.78	
HCOB 3 Aug. 69R	LX2, EMOTIONAL ASSESSMENT SHEET
Rev. 22.8.78	
HCOB 9 Aug. 69R	LX1 (CONDITIONS)
Rev. 21.8.78	
HCOB 10 June 72RA VI	New Era Dianetics Series 31
Rev. 13.6.88	L3RH RUNDOWN
HCOB 20 Sept. 78 II	LX LIST HANDLING

It occasionally happens that a preclear who has had a history of trouble in his auditing needs to have the auditing itself run out.

One can find a case that had a botched Drug Rundown, was audited over unhandled past treatments such as mysticism or psychoanalysis and various other things. There are many Scientology actions that can be done to get charge off a person's auditing history. The handling as far as Expanded Dianetics goes would be to bleed off the emotion from the person's auditing history. This would classify as a left-side handling on the person's overall Expanded Dianetics program.

There are several actions that can be done to bleed a case of its emotional charge on the subject of auditing.

1. One can audit out a specific session Narrative R3RA. If the session does not erase, one asks for an earlier-similar incident with the command, **"IS THERE AN EARLIER-SIMILAR INCIDENT?"**
2. The LX Lists can be assessed with regards to the person's auditing and charged items taken up and handled. The order the LX Lists are handled in is LX3, LX2 and LX1, per HCOB 20 Sept. 78 II, LX LIST HANDLING.
3. A third action that can be done is to make a Dianetic list of emotions the person experienced in auditing: **"WHAT EMOTIONS DID YOU HAVE DURING AUDITING?"** Make a list, take the largest reading item and run it as above R3RA. Note: Only misemotions would be run.



4. The subject of auditing itself can be treated as an original item and preassessed using HCOB 1 May 91 VI, Expanded Dianetics Series 27-1, PREASSESSMENT LIST FOR LEFT-SIDE RUNDOWNS, the preassessment item used to find running items and those items run out R3RA Quad.
5. A preclear who has had trouble with earlier Dianetics or NED auditing can have that cleaned up with the L3RH Rundown as given in HCOB 10 June 72RA, New Era Dianetics Series 31, L3RH RUNDOWN.

If the preclear had Expanded Dianetics auditing earlier that was rough and did not go well, this could itself be addressed in the same manner as described in the L3RH Rundown. In this case, the auditor would assess the EXPANDED DIANETICS REPAIR LIST—L3 EXD instead of the L3RH, using the prefix, **IN YOUR EARLY EXPANDED DIANETICS** (or **IN EARLY EXPANDED DIANETICS AUDITING**) _____?

6. Another handling that can be done is the following:

a. Assess: **AUDITORS**
 AUDITING
 SCIENTOLOGY
 DIANETICS
 ENGRAMS
 SECONDARIES
 LOCKS
 REVIEWS
 SESSIONS
 CASES
 CASE GAIN
 RESULTS

- b. Take the largest reading item as an original item, do a preassessment on it, find running items and handle these R3RA Quad.

Getting charge off past auditing the preclear has had can raise his OCA dramatically. When past auditing must be addressed on a case it is an important part of left-side handling. The handlings listed in this issue provide some of a wide scope of actions that can be taken to bleed the case of charge on past sessions.

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Expanded Dianetics Series 31

**HANDLING HIDDEN STANDARDS
WITH EXPANDED DIANETICS**

Refs:

Tape: 6309C12 SHSBC 336 "Service Facsimiles"

HCOB 8 Nov. 65 SUPPRESSIVES AND HIDDEN
STANDARDS

HCO PL 7 Apr. 70RE GREEN FORM
Rev. 27.4.89

HCOB 18 Sept. 72 EXPANDED DIANETICS CASE C

Per definition, a hidden standard is that thing by which the individual measures his gains in processing. Hidden standards can be addressed and handled with Expanded Dianetics.

The first approach utilizes L&N to handle the hidden standard once it has been brought to view and is C/Sed as follows:

1. L&N, "**WHO OR WHAT WOULD WANT** (hidden standard)?"

For instance, in ExDn Case C, the pc had a hidden standard of wanting to be exterior with full perception. The L&N question would then be, "Who or what would want to be exterior with full perception?"

If the pc's hidden standard is something he wants to get rid of like a physical condition, somatic or aberration, the L&N question would be worded, "Who or what would have (hidden standard)?" For example, "Who or what would have a bad leg?"

2. L&N, "**WHAT WOULD BE THE INTENTION OF** (item found)?"

3. R3RA Quad on the intention found, each reading flow to EP.

Occasionally, the L&N may go to the item "me" for the first L&N. If that occurs, the second L&N is not done. (Ref: HCOB 19 Nov. 78, L&N LISTS—THE ITEM "ME")

If the second L&N is listed but results in a restatement of the hidden standard, drop any further action with the item. It will run late in the engram like in exteriorization.

However, another approach can be used:

1. 2-way comm, “**TELL ME ANY *PHYSICAL* SITUATION YOU USE TO MEASURE CASE GAIN BY.**” Get what it is. Some BD item.
2. Using the same phrasing used by the pc, clear and L&N the following question, “**WHAT INTENTION IS CONNECTED TO** (*item found in the 2-way comm*)?”
3. Run R3RA Quad on the intention found, each reading flow to EP.

Note: If the preclear again comes up with an intention that is the same as the hidden standard, run it R3RA but “earlier beginning” to the incidents run on the chains must be watched for and asked for.

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Expanded Dianetics Series 32

WANTS HANDLED RUNDOWN

Ref:

HCOB 15 Sept. 72

Expanded Dianetics Case B

Case conditions a preclear wants to be rid of can be effectively handled with the Wants Handled Rundown on Expanded Dianetics. There are different approaches which can be taken to accomplish this.

One of these is C/Sed in the following fashion:

1. 2WC, MARK ALL READS AND BDs. Get it to F/N. **“IS THERE SOMETHING YOU REALLY WANT HANDLED?”**
2. Get the best read out of all this. It will be an item or attitude or emotion or some such thing. Probably a condition. Express it the way he says it and be sure that’s what it is and the way he says it.
3. a. Put it into an R3RA chain of when he *had* or *did* it.
Run it to full EP.
b. Then run the chain R3RA of when he caused another to *have* or *do* it. Run to EP.
c. Then run the chain of a time when others caused others to *have* or *do* it. Run to EP.
d. Finally, run the chain of a time when the pc caused himself to *have* it or when he *did* it to himself. Run to EP.

If it’s a doingness like a habit, it’s “did it.” If it’s a condition like an emotion or attitude it’s a “had it.”

4. Next session, check with the pc if it’s handled. If not ask **“IS THERE ANYTHING THAT REMAINS TO BE HANDLED?”**
5. If he gives you anything, add it to the list, get the best read and check interest and run the best reading item R3RA Triple/Quad.

Another approach that can be used is C/Sed as follows:

- A. 2WC, **“IS THERE ANYTHING YOU WANT HANDLED?”**

B. L&N, “**WHAT INTENTION IS CONNECTED WITH** (biggest reading item from 2WC)?” to a BD, F/N item.

C. R3RA Quad the item from (B) to EP on each reading flow.

Note: If the pc’s item is a good intention or a prosurvival intention, it would not be run with R3RA.

D. Repeat steps A–C.

E. Repeat steps A–C.

Note that the Wants Handled Rundown is different from the handling of hidden standards which is covered in HCOB 1 May 91 XI, Expanded Dianetics Series 31, HANDLING HIDDEN STANDARDS WITH EXPANDED DIANETICS. Per the definition of a hidden standard, it is something the pc uses secretly to measure whether he has had a case betterment. The Wants Handled Rundown addresses what the pc wants to get handled.

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Expanded Dianetics Series 33

HANDLING STUCK POINTS ON THE TRACK

It is a technical fact that the insane are nearly always stuck in a point in time on the track. Because of this it may be necessary in Expanded Dianetics to locate and audit out the stuck point.

The basic computation of being stuck on the track is "it must not happen again."

The usual situation is the person is stuck on the track in an incident where he is being attacked by the "Bongawhoolers" 99 billion years ago and he has never gotten out of that incident since. He is stuck at that point.

Such a condition, while existing in nearly all the insane, however, also occurs with people who are not insane and the Expanded Dianetics Auditor should have as one of his skills a knowledge of how to address and resolve the condition. Having a stuck point on the track does not then label one as insane.

HANDLING

Earlier materials, notably *Science of Survival*, cover methods for determining whether a case was stuck on the track. Another method is presented here, which consists of a short assessment done to ascertain whether there is an incident the pc is stuck in which is available to be run out. If so, the exact point of stuckness is found, followed by running of that exact engram Narrative R3RA Quad. The steps of the procedure are:

1. Assess on the pc:
 - A. **STUCK IN AN INCIDENT?** _____
 - B. **STUCK ON THE TRACK?** _____
 - C. **STUCK IN AN ENGRAM?** _____
 - D. **IS THERE AN ENGRAM EXACTLY MATCHING PRESENT TIME DANGER?** _____
 - E. **IS THERE AN INCIDENT THAT MUST NEVER HAPPEN AGAIN?** _____

2. Take up the largest reading line and locate by 2WC the incident in which he is stuck.
3. Run out the incident using Narrative R3RA, Quad Flows.
4. Repeat (2) and (3) on any other question that read in (1).

Erasing any such incident from a pc's bank can provide him with enormous relief and a new view of life.

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Expanded Dianetics Series 34

CONFESSIONALS AND EXPANDED DIANETICS

Refs:

HCOB	28 Nov. 70	C/S Series 22 PSYCHOSIS
HCOB	15 Dec. 73	THE CONTINUOUS MISSED W/H AND CONTINUOUS OVERT WITH DATA ON DEGRADED BEINGS AND FALSE PTS CONDITIONS
HCOB	7 May 77	LONG DURATION SEC CHECKING
HCOB	1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	28 Feb. 84	C/S Series 118 PRETENDED PTS

All materials on Confessionals

An Expanded Dianetics Auditor has to be very expert in the handling of Confessionals.

People with evil purposes (destructive intentions) towards an area will commit overts on that area in forwarding the evil purpose. Where a pc has R/Ses, he will have evil purposes and overts. By locating and running out the evil purposes with full Expanded Dianetics, one relieves the tendency or compulsion to continue to commit the overts.

UNBURDENING THE CASE WITH CONFESSIONALS

To fully handle evil purposes on a case, the preclear must be extensively sec checked with Confessional auditing. Unburdening overts and withholds can also turn on R/Ses, where they exist. An example is a pc who was sec checked for days and only then did the R/Ses start showing up and they showed up in some quantity—List One R/Ses and otherwise.

In Expanded Dianetics, the combination of Confessionals, R3RA and L&N are applied to unburden the case and handle evil purposes and R/Ses. Doing so restores sanity to the preclear. It may be necessary to alternate between Confessionals and running evil purposes, as many R/Sers and pcs with R/Ses have completely justified their overts and by experience, get little result from simply getting off the overts, without also handling the underlying evil purposes. So it is a process of unburdening overts and evil purposes in order to get down to the core of insanity on the case. Expanded Dianetics uses Confessionals to help uncover evil purposes and turn on R/Ses in areas where they are suspected. A very searching Confessional can follow right down the trail of the pc's most basic aberrations to the R/S and underlying evil purposes.

USES OF CONFESSIONALS IN EXPANDED DIANETICS

Confessionals are mainly done at the beginning of the right-side OCA handling, as they are used to locate evil purposes and R/Ses. (Confessionals are not restricted to the right-side handlings however and could be necessary in programming the preclear for left-side handling as well.)

There are several different uses for Confessionals as part of a preclear's Expanded Dianetics program.

Unburdening Evil Purposes and R/Ses

As covered above, as part of the right-side handling the pc is given Confessionals to unburden the case and locate evil purposes to be run. This means the pc receives *full and complete* Confessionals on all areas of aberration and psychosis. It is not a short action. Long duration sec checking is used and the pc is thoroughly cleaned up of his overts and withholds. O/W technology *is* the tech which handles the insane and this part of Expanded Dianetics cannot be shortcut.

Any R/Ses that show up must be noted for handling on the Responsibility Rundown.

Handling Unchanging OCA Points

When a preclear has had the basic left-side OCA handlings and right-side OCA handlings and a new OCA shows that he still has one or more unhandled or unchanging traits, a Confessional can be employed to dig into the area and further unburden it. The point is to find the unhandled evil purposes so they can be run out with R3RA.

Responsibility Rundown

This action consists of vigorously sec checking the subject of each reported rock slam on the case, as a part of the Responsibility Rundown. The purpose of this step is to determine exactly what the pc does R/S on and to help narrow down what to address in the subsequent steps of the Responsibility Rundown.

FORMULATING CONFESSIONALS FOR EXPANDED DIANETICS

The Confessionals drawn up for Expanded Dianetics are done to address areas of aberration of the preclear. In making up such a Confessional, the C/S establishes (by folder study) areas and terminals where the pc is failing in life or is having great difficulty. This would include areas or terminals he totally avoids as well. Confessionals would cover areas of anti-social or compulsive behavior, areas which often show up in rudiments or O/Ws and areas of succumb and out-ethics. (See HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA.) If an already published Confessional form applies to the pc's condition or situation, it may be used. If not, then the auditor or C/S should make up a prepared set of questions. These Confessionals must be well-worded and expertly delivered so nothing is missed. A miss on something like this could be quite explosive. It can be a lengthy action. (Ref: HCOB 7 May 77, LONG DURATION SEC CHECKING)

Confessionals done on areas of suspected R/Ses should be directed at getting overts, W/Hs, evil purposes and harmful intentions with regard to the subject or area. Where the area is not yielding something because either the pc “can’t think of anything” or the read has been submerged, the subject or area of life must be thoroughly checked over with buttons.

Where an evil purpose or R/S turns up, the exact wording must be clearly noted and circled, after the session, in red. This includes marking the evil purpose or R/S clearly on the Folder Summary and program. The exact data is vital.

EVIL INTENTIONS AND CONFESSIONALS

It may well occur that during the course of Confessional auditing, a preclear on an Expanded Dianetics program will originate a reading evil purpose or intention. In this case, at the end of the Confessional, an Expanded Dianetics Auditor takes up and handles any evil purposes so discovered using R3RA.

SUMMARY

Expanded Dianetics handles the R/Ses and evil purposes. Confessionals are essential in locating R/Ses and evil purposes to handle. It is the evil purposes and R/Ses that must be handled in order to have a product of a sane person.

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Expanded Dianetics Series 35

THE RESPONSIBILITY RUNDOWN

Refs:

HCOB	28 Nov. 70	C/S Series 22 PSYCHOSIS
HCOB	1 Nov. 74RA Rev. 5.9.78	ROCK SLAMS AND ROCK SLAMMERS
HCOB	3 Sept. 78	DEFINITION OF A ROCK SLAM
HCOB	10 Aug. 76R Rev. 5.9.78	R/Ses, WHAT THEY MEAN
HCOB	6 June 84 I	ROCK SLAMS, MORE ABOUT
HCOB	6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS

A person who has one or more rock slams unhandled on his case is in the grip of an evil intention which he himself is generating and he intends the area or subject on which he R/Ses nothing but harm. A rock slam means a hidden evil intention on the subject or question under discussion or auditing.

An R/S can dominate an individual. He has no power of choice in the area of the R/S. When a person is overwhelmed by an R/S, the R/S *is* the person and the evil intention underlying the R/S is substituted for livingness.

R/Ses do not have their basics in this lifetime—they are way back. A pre-clear who is R/Sing on not liking skyscrapers is not R/Sing on skyscrapers—but an *evil intention*. This is an important point for the ExDn Auditor to grasp. The evil intention does not fit the incident or event occurring or being described. An R/S can associate with lots of terminals, but its basic is whole track. I.e., the pre-clear may have R/Sed on “Joe” as Joe was the manager of the skyscraper project. It is *not* Joe *or* skyscrapers that is R/Sing, it is an evil intention which has its basis way earlier.

These R/Ses can key in and out on the pc and thus his behavior in the area of the R/S isn't constant. It is an area of inability to reason and he cannot govern his own emotion in the area. That is one of the indicators of an R/Sing area. When the person loses control over it he goes insane.

An auditor, in doing Confessionals, can get R/Ses as latent reads because R/Ses can cause the pc to think sub rosa. An R/S is phantom and might R/S before or after the item “skyscrapers,” not as an instant reaction. They tend to be

latent and shuttle back and forth. The afterthought can R/S. (For this reason, a pc who R/Ses in a List One Sec Check, even if silent at the time of the R/S, is confirmed as a List One R/Ser.)

UNBURDENING ROCK SLAMS

Sometimes you have to unburden enough PT and even whole track overts to get the R/Ses to turn on. R/Ses can become submerged by various means, including O/Ws piling up on top of the R/Sing area. This is covered in HCOB 1 May 91 XIV, Expanded Dianetics Series 34, CONFSSIONALS AND EXPANDED DIANETICS and for this reason, thorough Confessional auditing is part of R/S handling in Expanded Dianetics.

HANDLING ROCK SLAMS

R/S handling does not consist of running out evil purposes on present life terminals and does not consist of listing for evil purposes by flows or any other such errors. You cannot just take an R/S off the worksheet and run locks off the R/S—you have to actually list for the evil intention.

It is a mistake to think that evil intentions are limited to terminals. TRYING TO LOOK IN FOLDERS FOR THE R/Sing ITEMS WILL NOT WORK.

An auditor *does not* list by terminal for evil purposes. If you just list for the evil purposes connected with R/Sing terminals found in the folders it won't work.

PROGRAMING FOR THE RESPONSIBILITY RUNDOWN

The Responsibility Rundown is done as part of right-side ExDn handling. It would not be programed for until the pc had received thorough general Confessional auditing. This rundown is programed as one of the later right-side rundowns. In handling a very irresponsible case, long duration sec checking must have been done prior to the Responsibility Rundown. (Ref: HCOB 1 May 91 XIV, Expanded Dianetics Series 34, CONFSSIONALS AND EXPANDED DIANETICS and HCOB 7 May 77, LONG DURATION SEC CHECKING)

PROCEDURE

The handling of R/Ses is to locate the exact evil intention that the preclear has toward the subject or area he R/Sed on or some closely related subject. It is that subject or area of life where the evil purpose will be found. It is done by L&N and then the purpose is run out with R3RA.

Prior to beginning this procedure, all R/Ses which have been noted in the folders must be culled and fully noted on a list as to what the auditing question was, pc statement, etc.

1. *Take up the R/S to be handled.*

Find the earliest R/S that is reported anywhere in the person's folders. Gather up all reports and worksheets pertaining to this particular R/S.



2. *Confessionals done in the area of the R/S.*

Step 2 of R/S handling consists of vigorously sec checking the subject or area of reported rock slam. The purpose of this is to determine exactly what the pc does R/S on and to unburden the R/S by peeling off the O/Ws connected to it. This Confessional is done using a properly formulated set of Confessional questions designed to thoroughly pull the overts and withholds connected with the subject or area of the rock slam.

3. *Locate by L&N, the evil purpose connected to the first R/S.*

The auditor now takes up the R/S which was just sec checked and orients the pc to the session in which the R/S occurred. The exact R/Sing statement is taken up with the pc so the pc understands the area being addressed.

Depending on what the R/S is on, different L&N questions are checked as covered in A–D below.

- A. If the R/S is a subject or area, such as, “ethics” or “catfish,” the auditor then L&Ns, **“WHAT EVIL PURPOSE HAVE YOU HAD TOWARDS (R/Sing statement or subject or area)?”**

Example: The pc has an R/S on “ethics.” The auditor would L&N, **“WHAT EVIL PURPOSE HAVE YOU HAD TOWARDS ETHICS?”**

If the question doesn’t read even with checking buttons, the auditor should check another wording such as, **“WHAT EVIL PURPOSE IS CONNECTED WITH (R/Sing item)?”** Or, if that doesn’t read either, **“WHAT EVIL INTENTION IS CONNECTED WITH (R/Sing item)?”**

- B. If the R/Sing statement is an overt, the auditor would L&N **“WHAT WOULD BE THE EVIL PURPOSE OF SOMEONE WHO WOULD (overt)?”** Other questions to check would be, **“WHAT EVIL INTENTION WOULD CAUSE SOMEONE TO (overt)?”** or **“WHAT EVIL IMPULSE WOULD PROMPT (overt)?”**

Example: The pc has an R/S on “hurting dogs.” The auditor would L&N, **“WHAT WOULD BE THE EVIL PURPOSE OF SOMEONE WHO WOULD HURT DOGS?”** If that didn’t read, he could check, **“WHAT EVIL PURPOSE WOULD CAUSE SOMEONE TO HURT DOGS?”**

- C. If the R/Sing statement is an evil purpose, then that purpose is run out by R3RA.

Example: The pc R/Sed on the intention, “to make them all wrong.” The auditor would simply go to step 4 below and run the intention out R3RA.

- D. If the R/S is on a terminal, i.e., a general terminal that could obviously reach whole track or a whole track terminal then the evil purpose or intention connected with that terminal or towards that terminal would be found by L&N.

An example of this would be an R/S on “a Nazi officer.” (This is different from running a PT terminal, which isn’t actually what the pc is R/Sing on.)

L&N for the evil purpose using the question, “**WHAT EVIL PURPOSE IS CONNECTED WITH (R/Sing terminal)?**” A variation of this that could be checked if the first question wasn’t reading is, “**WHAT EVIL INTENTION HAVE YOU HAD TOWARDS (R/Sing terminal)?**”

4. *R3RA the evil purpose to fully blown.*

Run the evil purpose found in 3 above out with R3RA Quad, using the commands given in HCOB 1 May 91 IV, Expanded Dianetics Series 26, AUDITING COMMANDS FOR RUNNING EVIL INTENTIONS IN EXPANDED DIANETICS. Interest is not checked.

5. *Repeat steps 1–4 on each reported R/S.*

Each and every R/S the pc has is handled as above, from the earliest R/S in the folder up to the closest to PT.

REMEDIES AND CAUTIONS

Falsely Called “R/Ses”

It is possible that R/Ses noted in earlier worksheets were falsely called by auditors. A poorly trained auditor might have mistaken a dirty needle for a rock slam, thereby giving a completely false picture of the pc’s case. Trying to run a pc on an evil purpose connected to such a false “R/S” could mess up the pc’s case.

An R/S noted in a folder is *not* proof that the pc R/Sed on that thing. There are plenty of other indicators that tell the C/S and auditor if they are dealing with an area of evil intention and succumb.

During the course of the Confessional in step 2 of the procedure it will become quite obvious whether one is dealing with an R/Sing subject or area. The interest of the pc in the area being addressed (pcs generally have high interest in an area or subject on which they rock slam), the meter phenomena and the other indicators in the preclear will tell the tale. (Ref: HCOB 1 Nov. 74RA, ROCK SLAMS AND ROCK SLAMMERS and HCOB 6 June 84 I, ROCK SLAMS, MORE ABOUT)

Wrong Items

In the event of BIs, trouble or a bog, the auditor would suspect an out-list or wrong item as a primary reason. The pc could have listed a wrong purpose or could have listed in a wrong area (if the auditor’s original L&N question was off). This will sort out with an L4BRB or L3EXD.

R/Ses Showing Up Again

If you have an R/S show up again, then you didn’t list for the item or had a wrong list and so missed the exact R/S. Or you didn’t use a general approach to

get all the R/Ses off the case but specialized in just one area. An FES must be done to isolate what the errors are so they can be corrected.

SUMMARY

The R/S is the most important needle manifestation there is. It opens the door to handling a pc's case and thus rock slams must be skillfully, standardly and completely handled.

To rid the preclear of these uninspected purposes and intentions is no small feat. Scientology technology is the *only* technology capable of freeing the pc from these areas which are so ruinous to his life. Don't miss on it.

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HCO BULLETIN OF 1 MAY 1991
Issue XVI

Remimeo
Expanded Dianetics
Auditors
C/Ses

Expanded Dianetics Series 36

EXPANDED DIANETICS SERVICE FACSIMILE HANDLING

Refs:

HCOB 15 Feb. 74	Expanded Dianetics Series 20 SERVICE FACSIMILE THEORY AND EXPANDED DIANETICS
HCOB 6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
All HCOBs and Tapes on Service Facsimiles	
All HCOBs on Rock Slams	

SERVICE FACSIMILES

Unhandled service facsimiles contain a key to Expanded Dianetics, as service facsimiles are a key to sanity. It is service facsimiles that turn on the R/Ses and blow them off.

This bulletin contains procedures for use by Expanded Dianetics Auditors to locate and run out service facsimiles on a pc's ExDn program.

These procedures do not replace service facsimile handling on Grade IV and do not replace the R3RA actions taken to run them out which is part of NED. They are for use exclusively on Expanded Dianetics.

The C/S must note which service facsimile handlings, if any, the pc has had in his earlier auditing and C/S the case accordingly. If the case had service facsimiles listed on Grade IV but never had them run out on R3RA on Action Eleven of his NED program, this would need to be done first before any further listing and running of service facsimiles on ExDn. If there were errors in earlier listing for service facsimiles or in running them out, these would need to be repaired before proceeding with the actions contained in this bulletin.

The rule is that any handling of service facsimiles the pc had earlier in his auditing must be repaired if faulty or completed if incomplete before doing service facsimile handling on Expanded Dianetics.

PROCEDURE FOR SERVICE FACSIMILES BY DYNAMICS

HCOB 15 Feb. 74, Expanded Dianetics Series 20, SERVICE FACSIMILE THEORY AND EXPANDED DIANETICS, outlines the rundown to handle service facsimiles by dynamics.

To accomplish a thorough handling of the case factors described in that bulletin, the following L&N questions and procedures are used.



0. Verify that the service facsimiles which were handled on Grade IV were also run out R3RA on Action Eleven of the pc's full NED program. (Ref: HCOB 22 June 78RA, New Era Dianetics Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE, and HCOB 10 Apr. 88, New Era Dianetics Series 30, R3RA SERVICE FACSIMILE HANDLING, ACTION ELEVEN.) If folder study discloses that this was not fully done and that checking items on the meter shows them to still be charged, then this step must be flattened before carrying on. When all okay, do the following:

1. L&N **“WHAT DISABILITY DO YOU USE TO EXPLAIN HOW YOU ARE NOT RESPONSIBLE FOR NOT FULLY COPING WITH LIFE?”** to BD F/N item.

Run out the disability R3RA Quad. (Items are not run with R3SC brackets in Expanded Dianetics, just R3RA.)

2. If the preclear has a situation he is currently having trouble with or is not coping with in life, such as not getting out products on post or a situation of his marriage breaking up, etc., use this in the blank in the following question (the pc may have more than one such situation in his life and these can each be individually checked).

L&N **“WHAT DISABILITY DO YOU USE TO EXPLAIN HOW YOU ARE NOT RESPONSIBLE FOR NOT FULLY COPING WITH (situation)?”**

Run out the disability R3RA Quad.

3. L&N, **“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO BE RIGHT?”** to BD F/N item.

R3RA Quad the item, using the R3RA commands for running out service facsimiles, as given in HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS.

The wording of the question may need to be worked out so that the question communicates and reads well on the pc. The auditor can use the following wordings to get a reading question, if the above question does not read:

“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO MAKE YOURSELF RIGHT?”

“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO MAKE OTHERS WRONG?”

“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO DOMINATE OTHERS?”

“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO ESCAPE DOMINATION?”

“ON THE FIRST DYNAMIC, WHAT FIXED POSTULATE DO YOU USE TO HINDER THE SURVIVAL OF OTHERS?”

Or, substitute "COMPUTATION" in the above wordings. I.e., **"ON THE FIRST DYNAMIC, WHAT COMPUTATION DO YOU USE TO MAKE YOURSELF RIGHT?"** etc.

The object is to find a reading question that produces a valid item for the dynamic which can be run out R3RA. If the first question checked is uncharged, the auditor then checks further questions as above. Once the item is run out R3RA, no further questions are checked on the first dynamic.

Caution: Do not list a question that the pc has already listed before.

4. Repeat step 3 above for the second dynamic.
5. Repeat step 3 above for the third dynamic.
6. Repeat step 3 above for the fourth dynamic.
7. Repeat step 3 above for the fifth dynamic.
8. Repeat step 3 above for the sixth dynamic.
9. Repeat step 3 above for the seventh dynamic.
10. Repeat step 3 above for the eighth dynamic.

This completes the Service Facsimiles by Dynamics Rundown.

ADDITIONAL SERVICE FACSIMILE HANDLING

There is another procedure which is part of Expanded Dianetics for use when a preclear has had the Service Facsimile by Dynamics handling but is still exhibiting the presence of service facsimiles.

The procedure for administering this rundown is:

- A. Clear and then check the following question for read.

"WHAT WOULD BE A SAFE METHOD OF HANDLING YOUR PROBLEMS, HERE AND NOW IN LIFE?"

- B. If the question is reading, L&N it to a BD F/N item.
- C. Run out the resulting service facsimile R3RA Quad, using the commands given in HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS.

Pc interest in running the service facsimile is not checked.

- D. Repeat steps A, B and C on each of the following questions 1 through 11 below.

1. L&N “IN THIS LIFETIME, WHAT IDEA DO YOU USE TO MAKE YOURSELF RIGHT AND OTHERS WRONG?” to BD F/N item.
2. L&N “IN THIS LIFETIME, WHAT METHOD DO YOU USE TO MAKE OTHERS WRONG?”
3. L&N “IN THIS LIFETIME, WHAT COMPUTATION DO YOU USE TO DOMINATE OTHERS?” to BD F/N item.
4. L&N “IN THIS LIFETIME, WHAT COMPUTATION DO YOU USE TO AID YOUR OWN SURVIVAL?” to BD F/N item.
5. L&N “IN THIS LIFETIME, WHAT COMPUTATION DO YOU USE TO MAKE YOURSELF RIGHT?” to BD F/N item.
6. L&N “IN THIS LIFETIME, WHAT COMPUTATION DO YOU USE TO ESCAPE DOMINATION?” to BD F/N item.
7. L&N “IN THIS LIFETIME, WHAT COMPUTATION DO YOU USE TO HINDER THE SURVIVAL OF OTHERS?” to BD F/N item.
8. L&N “IN THIS LIFETIME, WHAT FIXED POSTULATE DO YOU USE TO MAKE YOURSELF RIGHT AND OTHERS WRONG?” to BD F/N item.
9. L&N “IN THIS LIFETIME, WHAT HIDDEN STANDARD HAVE YOU HAD?” to BD F/N item.
 - a. Using the item found, L&N, “IN THIS LIFETIME, WHAT WOULD BE A SAFE SOLUTION TO (hidden standard found above)?” to BD F/N item.
10. L&N “IN THIS LIFETIME, WHAT HIDDEN PROBLEM HAVE YOU HAD?” to BD F/N item.
 - a. Using the item found, L&N, “IN THIS LIFETIME, WHAT WOULD BE A SAFE SOLUTION TO (hidden problem found above)?” to BD F/N item.
11. L&N “IN THIS LIFETIME, WHAT PROBLEM OF LONG DURATION HAVE YOU HAD?” to BD F/N item.
 - a. Using the item found, L&N “IN THIS LIFETIME, WHAT WOULD BE A SAFE SOLUTION TO (problem of long duration found above)?” to BD F/N item.

REMEDIES AND CAUTIONS

All HCOBs on service facsimiles and Listing and Nulling and their repair apply. Don't run unreading questions and suspect a wrong item if the pc blows up or goes downtone during this action.



Additionally, DO NOT LIST OR EVEN CHECK A QUESTION THAT THE PC HAS PREVIOUSLY LISTED. Some of the questions given in this bulletin might have been listed on the person's Expanded Grade IV previously, and the auditor must check this out to make sure before even starting this step and ensure that no question is rechecked in error.

SUMMARY

Locating and running out the pc's service facsimiles with R3RA is a vital step of Expanded Dianetics. It is important that the pc actually run out what he has *done* with these service facsimiles to make himself right and others wrong. This is what will return sanity to the individual.

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Founder

Compilation assisted by
LRH Technical Research
and Compilations

Expanded Dianetics Series 37

METALOSIS RUNDOWN

Ref:

HCOB 22 Oct. 72

Expanded Dianetics Series 14
EXPANDED DIANETICS CASE G

During the research of Expanded Dianetics it was discovered that somatics can be caused by the presence of metal worn on the body. The presence of metal can distort the electrical field around the preclear and cause somatics.

This condition, called Metalosis, can be handled on Expanded Dianetics with the Metalosis Rundown. It is C/Sed as follows when somatics persist and do not resolve:

1. Have the pc stand and look him over for metal. Question him about metals he is wearing or has worn in the past. Find out what it is that rests exactly in the areas where the somatics are. Find what it is, either in the pc's past or what it is he is wearing in the present.

Once determined, give the pc the following R-factor: **"METAL WORN ON THE PERSON CAN CAUSE YOUR CONDITION."** Indicate it.

2. With the pc on the meter, clear the following question, check for a read and if reading, L&N to a BD, F/N item: **"WHAT METAL OBJECT HAVE YOU WORN IN (area of body where the somatics are)?"**
3. R3RA Quad to EP using the item found in (for Flow 1) the command, **"LOCATE A TIME WHEN YOU WORE (item found in L&N)."**
4. Repeat steps 2 and 3 on other areas of body where there are somatics.

If somatics or an illness persist after the above, another approach utilizing two-way comm can be done:

1. 2WC for data, **"TELL ME ABOUT YOUR ILLNESS (or somatic as appropriate)."**
2. 2WC, **"TELL ME ABOUT METAL ONE WOULD HAVE HAD IN THAT AREA."**
3. Taking the largest reading item, run R3RA Quad to EP. The command for Flow 1 would be: **"LOCATE A TIME WHEN YOU (WORE, USED, ETC.) (item from 2WC in step 2)."**

For example, if the largest reading item from step 2 was a jackhammer, the command for Flow 1 would be: “Locate a time you used a jackhammer.”

4. Fully word clear the term “electromagnetic field.” Word clear also the concept of “field distortion.”
5. 2WC, “**TELL ME ABOUT THINGS THAT COULD CAUSE A FIELD DISTORTION IN** (the area of the pc’s body that is ill or affected),” noting all items and their reads.
6. R3RA Quad each reading item to EP.

Havingness would be run at the end of each session.

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Expanded Dianetics Series 38

THE OCA RUNDOWN

<i>Refs:</i>	
HCOB 17 July 71R	C/S Series 51R
Rev. 6.7.78	OUT OF VALENCE (OCA Graphs)
HCOB 7 Sept. 64 II	PTPs, OVERTS AND ARC BREAKS
HCOB 1 May 91 XIX	Expanded Dianetics Series 39
	C/Sing AND PROGRAMING EXPANDED DIANETICS
Tape: 7203C30	SO XDN-1 "Expanded Dianetics"
HCOB 20 Oct. 72	EXPANDED DIANETICS CASE E

The Oxford Capacity Analysis (OCA) is a graph which shows desirable and undesirable characteristics in a case. It plots ten traits of a pc's personality.

The OCA is a vital tool for the Expanded Dianetics Auditor and C/S. It is a reliable test. There is really no excuse for an auditor or C/S not knowing about OCAs.

An OCA is very easy. It's just a graph and it works. You don't have to look for deep significances.

Left side down and unacceptable is madly out of valence and equals an overcharged case.

Right side down and unacceptable means violently but covertly insane and equals evil purposes.

That's all there is to know except no change of graph time after time (same repeated curve within small limits) equals no case gain, equals a problem.

If the graph has gone down it means an ARC break in restim.

If the graph has risen, this means case gain has occurred.

Expanded Dianetics changes an OCA and is run directly against this analysis graph and the *Science of Survival* Chart of Human Evaluation.

THE OCA RUNDOWN

When a preclear has been audited through his Expanded Dianetics program he takes a new OCA test. In the event that there are traits below the center line that have not changed or traits that are still below the center line, the C/S orders what is called the OCA Rundown (keeping in mind that auditing over a PTP will cause a no change in the graph and auditing over an ARC break can worsen a graph).

Using the general theory of Expanded Dianetics to locate evil purposes, one simply finds them on those exact points on the OCA that are down. This is done after general handlings, left side and right side, have been completed and a new OCA still shows some point down. One finds the evil purpose underlying that down point. This can be done by Confessionals, assessments on the area and L&Ning for evil purposes, which are then run out R3RA Quad.

This is really all there is to it.

An example would be Expanded Dianetics Case E, who had a low G trait, unchanging despite the Expanded Dianetics program having been run. It means a stuck viewpoint, a fixated evil purpose.

A C/S that addresses and handles this is:

1. Fly all ruds Quad (to get the air clean).
2. 2WC marking all reads and BDs as we want **THE ITEM. "TELL ME SOMETHING IT WOULD BE AWFUL TO HAVE TO TAKE RESPONSIBILITY FOR,"** (and let's not have an everything's okay F/N). W/C the hell out of the question backwards first.

There's a trick of impinging such a Q after W/Cing. **"NOW I'M GOING TO ASK YOU A VERY SERIOUS QUESTION AND I WANT YOU TO GIVE IT EVERY THOUGHT."** Then ask it.

3. When you have *the* item that really read well, L&N **"WHAT WOULD BE THE INTENTION OF SOMEBODY WHO WOULD DO THAT?"** If the answer to Q2 above *was* a goal or intention, omit this.
4. R3RA Quad the item.
5. Havingness.

In the same way that the case is initially programed using the OCA, any point of the OCA which has remained down and in a low, stuck state is addressed with all of the tools of Expanded Dianetics. This is quite simple.

It is done by addressing the exact points on the OCA that are down—finding the underlying evil purposes and running them out. Confessional tech is used to uncover the evil purposes and these are then run out with R3RA. Realize that for the OCA to have remained down, there are missed evil purposes and any Confessionals done must be thorough enough and searching enough to really get to the bottom of the aberration holding down one or more OCA points.

Additionally, the C/S uses assessments to address the specific point or points which have remained low on the OCA graph in order to obtain original items that can then be preassessed and handled with R3RA.

Having completed the actions to handle the low trait(s), the C/S would now have the pc do a new OCA test. If the OCA has not come up, then the OCA RD

is incomplete or botched or a full FES of the pc's Expanded Dianetics auditing is needed, followed by a program to repair/flatten any earlier Expanded Dianetics steps found to be out.

SUMMARY

The OCA is an *indicator*. The EP of Expanded Dianetics is not that the OCA is all above the center line. The EP is a person who is sane, physically well and who has had his evil purposes and R/Ses handled. The OCA serves as one of many indicators that the C/S and auditor have on the case. It is a vital tool however, and must be used well in order to achieve the EP of Expanded Dianetics.

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HCO BULLETIN OF 1 MAY 1991
Issue XIX

Remimeo
Expanded Dianetics
Auditors
C/Ses

Expanded Dianetics Series 39

C/Sing AND PROGRAMING EXPANDED DIANETICS

Refs:

HCOB	28 Nov. 70	C/S Series 22 PSYCHOSIS
HCOB	27 Mar. 77R Rev. 23.4.91	Expanded Dianetics Series 23 AUDITING THE PC AT CAUSE
HCOB	28 Feb. 84	C/S Series 118 PRETENDED PTS
HCOB	15 June 78	Expanded Dianetics Series 25 "The Key to Expanded Dianetics . . ."
HCOB	23 Apr. 74RA Rev. 24.4.91	Expanded Dianetics Series 21 EXPANDED DIANETICS REQUISITES

Expanded Dianetics Series
Case Supervisor Series
All materials on Confessionals

Expanded Dianetics, when fully applied, can work miracles on the toughest cases one would ever want to find.

But like any piece of tech, it does not handle areas to which it is never addressed.

Expanded Dianetics does not consist of looking in a pc's folder, pulling out the one R/S recorded and calling it a completion. Rather, it is a thorough, workmanlike handling of the pc's aberrations and contrasurvival intentions, in all aspects of life and livingness, that truly accomplishes changes for the better in the behavior, outlook, social presence and conduct of the preclear.

EXPANDED DIANETICS AND THE GRADE CHART

The prerequisites for Expanded Dianetics are Purification Rundown, Objectives and NED Drug Rundown.

Expanded Dianetics is ideally delivered after the full and successful completion of New Era Dianetics, on those cases that need it—where the pc has R/Ses, is low OCA, chronically ill or psychotic. (Ref: HCOB 23 Apr. 74RA, Expanded Dianetics Series 21, EXPANDED DIANETICS REQUISITES)

Expanded Dianetics is mandatory for any pc completing NED without going Clear who has R/Ses. Such R/Ses must be verified by a competent auditor, using an inspected and functioning meter, who takes the phrases that reportedly R/Sed and determines whether the original R/Ses were factual by vigorously sec checking the subjects of the reported R/Ses. The auditor carrying out such a Confessional must know what an R/S looks like, be able to make a list read and be able to pull W/Hs connected with the reported R/Ses.

Where a preclear needs Expanded Dianetics in order to make it up the Grades and through NED at all, the person is programed on to Expanded Dianetics (including the prerequisites of Purification Rundown, Objectives and the NED DRD). It is essential that no one is put on to Expanded Dianetics with unhandled drugs.

Expanded Dianetics is never run on a Clear or above.

HANDLING PTSness

A person who is PTS cannot be audited on anything else until his PTSness has been handled to a *full* resolution of the situation. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

Handling any and all PTSness must be part of the basic case setups for anyone going onto Expanded Dianetics. It is always done *first* and one never mixes PTS handling and Expanded Dianetics actions, as handling a person on PTSness addresses him at effect and Expanded Dianetics runs him at cause.

A pc who is an apparent R/Ser, but is actually only PTS to an R/Ser (in the valence of an SP), would be programed for valence shifting processes following the PTS Rundown. These are covered in HCOB 10 Sept. 68, VALENCE SHIFTER and HCOB 4 Sept. 68, "When you run a Valence Shifter . . ."

As PTS persons will often be found involved in some out-ethics situation, programing should include a 3 May PL handling (HCO PL 3 May 72R, Exec Series 12, ETHICS AND EXECUTIVES) where necessary, just before or just after the PTS Rundown. With a pc who is out-ethics in PT, the 3 May PL would definitely be done before the PTS Rundown is begun, in session by an auditor with L&N.

MISUNDERSTOOD WORDS AND EXPANDED DIANETICS

It is vital that the preclear understand the words and commands of R3RA, the Expanded Dianetics Repair List (L3 EXD) and the basic theory of New Era Dianetics before starting on Expanded Dianetics. Preclears who "can't run Dianetics" or "don't like Dianetics" have misunderstands on the commands of R3RA or don't understand the basics of Dianetics (or else have unhandled drugs).

Before beginning the first actual program steps of Expanded Dianetics, the pc *must* be thoroughly word cleared on the commands, correction list words and all materials covered in the Dianetics C/S-1.



PROGRAMING THE CASE

Expanded Dianetics is very specifically and individually programed and C/Sed for each case. There is no rote program which can be run on all cases. Thorough knowledge of the Expanded Dianetics case histories is required of any Expanded Dianetics C/S and he must use this knowledge in his programing and C/Sing of ExDn cases.

When programing the case, the first thing the C/S does is look at the current OCA of the pc and look for any points which are below the center line. This is the take-off point for the pc's program. Where is he—low on the left? Low on the right?

Expanded Dianetics is run against the OCA graph and divides roughly into rundowns aimed at handling the left side of the OCA and the right side of the OCA.

A pc who is low on the left is out of valence, and low on the right is psychotic. A preclear always receives left-side OCA handlings before being run on the right-side handlings.

Left-side rundowns remove charge from the case by auditing out incidents and chains which may not deal directly with pain and unconsciousness. Finding and running engrams is not stressed on left-side handling. Rather, the stress is on finding and running out secondaries, keeping in mind that these secondary chains will often go into engrams—which is perfectly fine and any such engrams showing up are most certainly run. This unburdens the case and gets the pc into valence.

Right-side ExDn rundowns run the pain off the case, including the pc's postulates and evil purposes which are always stuck in the heavy energy of an engram. This restores sanity.

The general sequence for handling a case on Expanded Dianetics is to handle the emotions (left-side rundowns) and then handle the engrams (right-side rundowns).

The main rundowns for the left-side and right-side handlings are listed below, though these are not necessarily *all* of the actions that would be taken on a case being handled with Expanded Dianetics:

Left-side Handlings

(not necessarily in the sequence audited on the pc)

- Present Time Environment Rundown
- Handling Past Auditing (including L3RH Rundown, running out bad sessions, etc., any of which would be done very early in any ExDn pc's program)
- Rudiments Handling (with R3RA)
- Emotional Stress Original Assessment Sheet Handling
- LX Lists



Right-side Handlings

(not necessarily in the sequence audited on the pc)

- Confessionals
- Hidden Standard Rundown
- Wants Handled Rundown
- Service Facsimiles by Dynamic Handling
- Additional Service Facsimile Handling
- Responsibility Rundown
- Metalosis Rundown
- OCA Rundown

A bare minimum program would include *all* of these rundowns, on *every* Expanded Dianetics pc.

The left side of the OCA must be brought up to acceptable range before the pc is put onto the right-side handlings. This is done by isolating each point of the OCA that is down and handling it.

In programing the right-side handlings, the C/S has all the tools of Confessionals, handling evil purposes, service facsimiles and handling rock slams at his disposal.

OCA AND CHART OF HUMAN EVALUATION

The OCA is an indicator, used in conjunction with the Chart of Human Evaluation. The OCA, in itself, does not determine the end result of Expanded Dianetics. The OCA certainly must be brought above the center line by Expanded Dianetics, but serves as only one indicator of sanity. It would be a terrible disservice to the pc to call Expanded Dianetics complete the first time the OCA goes up and leave evil purposes and R/Ses unhandled on the case.

Where you have a pc who has had an improved graph in past auditing yet has been audited in such a way that mainly ideas and significances were pulled out of the bank rather than the mass (no or little R3RA), you start with the lowest OCA that pc ever had. Use *that* OCA in your programing and handling of the case with Expanded Dianetics.

An OCA can be faked. The Chart of Human Evaluation will tell the truth. The person may have a theetie-weetie OCA. He may have a high OCA but still suffer from chronic somatics, communication aberrations, all manner of psychosomatic illnesses, etc. Look him up on the Chart of Human Evaluation. Locate the worst OCA the pc ever made and take it from there.

USE OF ASSESSMENTS

Assessments are a key part of Expanded Dianetics auditing and C/Sing and are used to locate all possible areas of charge. The case must be broadly addressed to encompass wide areas.

For example, one can assess for TA action using the list in HCOB 1 Oct. 63, HOW TO GET TONE ARM ACTION, find charged areas to do further assessments on or charged items to take up and preassess for attitudes, emotions, etc.



HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA contains specific data that can be used to locate areas where the pc has aberrations and those can then be assessed and handled.

The important thing is to bleed the case for charge and there are many, many ways to do this.

HANDLING EVIL PURPOSES

Locating Evil Purposes to Run

Expanded Dianetics is not programed and C/Sed with a “shotgun” approach. The C/S isolates each individual trait of the OCA that is down and finds its evil purposes. This is done through the use of Sec Checking and listing for evil purposes. Where necessary, the C/S gets the OCA test and locates the exact questions and answers that resulted in a particular trait being below the center line, and uses these to work out Confessional questions and listing questions that will find the underlying evil purposes.

Evil purposes the preclear states in such Confessionals are culled out of the worksheets and run out with R3RA. Interest is never checked on evil purposes.

Running Evil Purposes from False Purpose Rundown Auditing

If the preclear has received False Purpose Rundown earlier and is now getting Expanded Dianetics, one of the actions taken on the right-side handling must be to cull all the evil purposes listed in the worksheets of the FPRD auditing (whether run or not) and check them on the meter for a read. Any that read are run out with R3RA. This would be done early in the right-side OCA portion of the pc’s Expanded Dianetics program.

Listing for Evil Purposes

When listing for evil purposes off of a preassessment or any other assessment, it is always done by L&N. They are *not* listed on Triple or Quad Flows. One can list, “**WHAT EVIL PURPOSE IS CONNECTED WITH _____ ?**” or, “**WHAT EVIL INTENTION IS CONNECTED WITH _____ ?**” or, “**WHAT UNWORTHY MOTIVE IS CONNECTED WITH _____ ?**” (Questions must be worded in such a way that they communicate to the pc and read on the meter.)

Never list for intentions connected with a significance—only for intentions connected with a terminal, mass or somatic. Never list for intentions connected with emotions or attitudes. For example, you couldn’t list “What evil intention is connected with unhappiness?” or “What evil purpose is connected with feeling useless?” You can list “What evil intention is connected with drinking?” or “What evil purpose is connected with women?” (Note: good intentions or pro-survival intentions are never listed for or run on R3RA in Expanded Dianetics. An Expanded Dianetics C/S must not allow his auditors to list or run such intentions.)

ATTESTING EXPANDED DIANETICS RUNDOWNS

The individual rundowns on the left- and right-side handlings are separately declared at the Examiner, as each one is completed. This includes rundowns such

as the Present Time Environment Rundown, LX Lists, L3RH Rundown, Wants Handled Rundown, Responsibility Rundown, Metalosis Rundown, etc. (Ref: HCOB 19 June 71 II, C/S Series 46, DECLARES)

EP OF EXPANDED DIANETICS

If the preclear is now well, with no “wants handled” of any kind, has had any and all psychoses handled (including *all* R/Ses), and the OCA all above the center line, he has achieved the EP of Expanded Dianetics. None of the seven ways for a C/S to detect insanity listed in HCOB 28 Nov. 70, C/S Series 22, PSYCHOSIS would be present in the person’s case or behavior. He would be sane.

MIXING EXPANDED DIANETICS WITH OTHER RUNDOWNS

It is out-tech for a C/S to take any piece of Expanded Dianetics tech and use it as part of some other rundown, or in any way to use it outside of doing a full and complete ExDn program. It must never be done.

SUMMARY

There is no substitute for understanding the structure of the mind, the basics of Dianetics and the full theory of Expanded Dianetics.

With knowledge of these, one can expertly program and C/S any case from a state of psychosis to one of health and sanity.

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LRH Technical Research and
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