The
Technical
Bulletins

of
Dianetics and Scientology

by

L. Ron Hubbard

Founder of Dianetics and Scientology

VOLUME VI
1961–1962

Printed in the United States of America

TECHNICAL BULLETINS
1961–1962

Contents

1961

1962

1961

1961 began with Ron in Washington, DC, delivering the 22nd American Advanced Clinical Course and the Anatomy of the Human Mind Congress. Before the end of March he had traveled first to Saint Hill and from there to Johannesburg, South Africa, where he delivered more than 20 lectures and released the first six-division organizing board.

Certainly one of the most major events of 1961, though, was Ron's opening of his most comprehensive, most exhaustive auditor training course ever—the Saint Hill Special Briefing Course. Innagurated on the 24th of March at Saint Hill Manor, this course rapidly became known the world over as the course where the latest tech was to be learned, the course where truly expert auditors were made.

Twenty-second American Advanced Clinical Course Lectures

Washington, DC
2–6 January 1961

Immediately following the Anatomy of the Human Mind Congress Ron opened the 22nd American ACC and during the first week gave ten lectures to the students. The first, third, fifth, seventh and ninth lectures give very detailed data on the E-Meter and particularly Presession 38, the Dianetic Assist. Referring to these tapes, Ron said, "These five tapes wrap up Dianetics. Every HGC must have and study them."

2 Jan. 1961	Present Time Problems—Why Cases Don't Move
2 Jan. 1961	Present Time Problems and Withholds
3 Jan. 1961	E-Meter
3 Jan. 1961	Withholds
4 Jan. 1961	The Mechanics of the Reactive Bank
4 Jan. 1961	Clearing Procedure
5 Jan. 1961	Dianetics and Present Time Problem
5 Jan. 1961	Methods of Clearing Technology
6 Jan. 1961	Dianetic Assist and Presession 38
6 Jan. 1961	Clearing Routine

Central Orgs
Ds of P

A BRIEF OUTLINE OF AN HGC
AS CURRENTLY DONE

D of P:

Technical supervision first. Then general supervision.

HGC Admin:

Case acceptances

Supervises HGC tests

Report files

Auditor procurement

Room procurement

Comm center for HGC

Reception for D of P

D of P interviews pc and auditor every five hours or thereabouts.

A leading auditor is made Training Officer to auditors (and takes a pc).

The auditor brings in the complete pc's file at each interview. These are otherwise in open files in HGC kept by HGC Admin.

L. RON HUBBARD
Founder

Missions

NEW HELP DATA

Failures to help on the various dynamics can bring about confusion of identities.

This is normally resolved by a thetan by obsessive efforts to individuate (blow phenomena or merely insistences upon individuation).

The end product of failures to help is aberrated *self*-determinism.

At an overt-withhold level, the thetan is trying to individuate and is therefore proceeding to individuate after failing to help. Thus, a thetan is at obsessive cause while trying to do overts or get motivators.

As I have stated before, it makes little theoretical difference whether Help is run two-way or on an O/W basis.

I also promised to inform you when more data was to be had on this.

Apparently, there may be some virtue (in terms of case gain and saved time) in running Help on a *pan*-determined basis.

The theoretical look at this (see recent table in HCOB of 22 Dec. 60, O/W, A LIMITED THEORY) is that overts are below help, and that when one enters upon an improvement in help, obsessive individuated cause falls out and pan-determinism moves in.

Possibly, very early in running Help at Regimen 3 level, one could run Help O/W but after a few hours on the same terminal could shift to two-way Help, and after a few more hours could change to five-way Help and finish the bulk of the 75 hours of run of Help on the same terminal with the five-way version.

I think not doing this is slowing clearing.

In other words, when the pc starts on his Help on a terminal, he is still rather in the O/W band. Very soon he is moving higher and into pan-determinism. And shortly after this should move very broadly into pan-determinism.

My evidence on this is technically light at the moment but I do know of at least one case that needed this. So let's shift now and run this gradient for a while and see if it isn't generally faster.

L. RON HUBBARD
Founder

Missions

ADDITIONAL HAS PROCESSES

HAS III

"Something you wouldn't mind forgetting" unlimited. Run in particular on any pc who has the goal of improving his memory. This process may also be used in the HGC where the pc has the chief goal of getting reality on the whole track or just improving memory.

HAS IV

"Get the idea of changing."

"Get the idea of not changing."

The Instructor may add "something" (HAS IVa), "somebody" (HAS IVb) or a meter–selected terminal (HAS IVc) to these commands at his discretion.

HAS V

"Get the idea of solving a problem."

"Get the idea of not solving a problem."

The HAS Instructor may add a terminal if the pc complains about having lots of problems with that terminal.

HAS VI

"Communicate with (body part)."

"Don't communicate with (body part)."

For persons who come into a co-audit chronically or temporarily ill. The person is asked by the Instructor what part of the body is ill. The Instructor takes whatever body *part* the pc names, not body condition, and uses it in above process.

HAS VII

"Tell me something worse than a (body part)."

For more violent chronic or temporary illnesses. Assessed by Instructor exactly as above in HAS VI.

"Get the idea of making people friendly."

"Get the idea of making people unfriendly."

Instructor may use a specific person or the singular "a person" at discretion.

In all HAS Co-audits, the newcomer should fill out a goals sheet once a week and the Instructor should pay attention to it in choosing processes.

Further HAS Co-audit processes will be released when checked over.

L. RON HUBBARD
Founder

Anatomy Congress Lectures

After giving the Anatomy of the Human Mind Congress and personally instructing the first week of the 22nd American ACC in Washington, DC, Ron flew to South Africa where he addressed the first congress ever held there—the Anatomy Congress. These lectures concern the content and delivery of the Anatomy of the Human Mind Course.

21 Jan. 1961   Opening Lecture

21 Jan. 1961   The Parts of the Mind

21 Jan. 1961   Aberration and the Handling Of

22 Jan. 1961   Evolution of Early Research—Prehav Scale

22 Jan. 1961   Things of Scientology: Cycle of Action, Time Track, Stable Datum

22 Jan. 1961   Johannesburg Staff Intros, Lecture: Clearing Certs for Clears

Third South African Advanced Clinical Course Lectures

Johannesburg, South Africa
23 January–17 February 1961

The 3rd South African Advanced Clinical Course was actually the *first* South African ACC personally conducted by Ron.

Summarizing the 3rd South African ACC he said,

"You may have gathered that a new attitude has entered Scientology. For many years I have been trying for technology that in the hands of other auditors would get *all* cases started to their entire satisfaction. The 3rd South African ACC achieved it. All graphs improved and one Clear was made. In effect, we had one Clear and the rest Releases with the road wide open to becoming Clear.

"These cases were all rough cases, long in processing and training without adequate gain. The 3rd South African ACC got them all going again."

23 Jan. 1961	HAS Co-audit Processes and E-Meter
24 Jan. 1961	Presession 38
25 Jan. 1961	Model Session Revised
26 Jan. 1961	Difference between Dianetics and Scientology—Presession 38
27 Jan. 1961	Creative Ability
2 Feb. 1961	Auditor Failures
3 Feb. 1961	Regimen and Prehavingness—Advances
6 Feb. 1961	Making Formulas Out of the Prehav Scale
7 Feb. 1961	What Are You Auditing?
8 Feb. 1961	Case Behavior Under Processing
9 Feb. 1961	Mental Healing: Sanity and Insanity
10 Feb. 1961	Organization Lines

Mission Holders

HANDLING OF RUDIMENTS

On goals, the preclear should never be challenged as to what he establishes as his goals. The auditor accepts and acknowledges any and all goals the preclear has for the session and for life and livingness.

In handling the environment, if there is charge on the E-Meter after asking, "Is it all right to audit in this room?" and if charge does not blow with a little two-way comm, then run TR 10, "Notice that _____ ." However, if you have already located the Havingness Process for the case, you would run that Havingness Process until there was no longer any charge as far as the auditing environment is concerned. Only be careful in using TR 10 to flatten any somatic turned on while running it.

Auditor clearance is the most important of the rudiments, because if the auditor is not cleared, negative results will be obtained on the profile of the preclear. To handle charge on the auditor, TR 5N should be run, if charge does not blow on a little two-way comm. TR 5N is:

"What have I done to you?"

"What have you done to me?"

Overt-withhold on the auditor is far too accusative and invalidates the pc.

If the relationship between the auditor and pc is one of long standing then you would run TR 5N as follows:

"What have I done to you in this session?"

"What have you done to me in this session?"

On asking "Are you withholding anything?" under auditor clearance, you can say, "What did you think when the needle dropped? There it is again. What did you just think?" This can blow the charge on this question; however, if the charge does not blow, Presession 37 ("What question shouldn't I ask you?") or Formula 19 ("Who have you failed to help?" "Who has failed to help you?" "What have you failed to help?") with general Overt-withhold can be run.

As regards a present time problem, the first thing you want to know is whether it is a problem of long duration or a problem of short duration. Only short duration problems are handled. If the pc has a problem with regard to the fact that he promised to call his wife at 4:00 P.M., and it is 4:00 P.M., the best way to handle this problem is to end the session and let him call his wife. When the session is resumed, you start the session again and go to where you were in the rudiments and ask, "Do you have a present time problem?" If the pc has a

present time problem of being excused, you would not in this case end the session, as he will remain in the building and be back shortly.

The process of handling the present time problem of short duration and one which cannot be handled as above, is: "What part of that problem have you been responsible for?"

Problems of long duration are run on Presession 38, as will be given. These problems of long duration are not handled as a part of rudiments, but these long duration problems tell the auditor what it is he will have to process on the case.

Overt-withhold on the auditor, or on an auditor, or on a practitioner, may also be used in auditor clearance, if considered advisable—see Note 17, HCOB 21 Mar. 61, SCRIPT OF A MODEL SESSION.

L.RON HUBBARD
Founder

THE "ULTIMATE" PROCESSES

The "ultimate" processes—*when* they can be run on the pc—now exist. And they can be run providing the pc is first brought up into the vicinity of MEST Clear by the current rundown (Presession 37, Formula 15, 14, 13 or 16 as needed, Regimen 3 derived from Presessions 2 to 36—SCS and Connectedness also for some—with the Regimen being run with Help on a terminal for at least 75 hours without changing terminals).

If all this is gotten out of the way, the pc should be in very good shape indeed. Then, after perhaps another process or two, these ultimates could be attempted.

It is very important to remember these as they wipe out any liability of having been active in mental "healing" on the whole track or, more importantly, having abused the field of the arts.

Remember, however, that just as it says in *Creation of Human Ability*, there is a lot of agony attached to running "a thetan" or some allied word. Unless havingness is away up and stable, as is achieved in Regimen 3, it can't be done.

With these warnings, here are the basic versions of the processes:

ULTIMATE 1

"Get the idea of doing something to a thetan."
"Get the idea of not doing something to a thetan."
and

ULTIMATE 2

"Get the idea of doing something to a thetan's pictures."
"Get the idea of not doing something to a thetan's pictures."
and

ULTIMATE 3

5-way Help on a thetan
and

ULTIMATE 4

5-way Help on a thetan's pictures
and

"Get the idea of allying oneself."
"Get the idea of not allying oneself."
and

ULTIMATE 6

"Get the idea of creating."
"Get the idea of not creating."

These processes should probably be run with a Regimen 3 form, certainly with Model Session.

Each should be flattened in turn several times around.

This is our nearest data approach to OT at this time. Only Ultimate 5 could be run without having brought the pc to MEST Clear first.

The word "picture" is used instead of "creation" because of Step 6 phenomena and for other reasons.

Responsibility could be run afterwards on all items mentioned in these "Ultimates."

Although you get this at a much later date, this HCO Bulletin was written on Christmas Day, 1960, in Johannesburg. So it's a Christmas present. And I hope *all* of you, regardless of any fancied differences, had a very Merry Christmas and will have a very fine and successful AD 11.

L. RON HUBBARD
Founder

HCO BULLETIN OF 28 JANUARY 1961

NEW ASSESSMENT SCALE

I have developed a new assessment scale which takes in most possible formulas and regimens.

The scale and its use follow:

THE PREHAVINGNESS SCALE

Havingness
    Failed Havingness

Interest
    Failed Interest

Communication
    Failed Communication

Control
    Failed Control

Help
    Failed Help

Overts
    Failed Overts

Withholds
    Failed Withholds

Importance
    Failed Importance

Leave
    Failed Leave

Protect
    Failed Protect

Abandon
    Failed Abandon

Inverted Help

Inverted Control

Inverted Communication

Inverted Interest

Obsessive Can't Have

This scale may have other points I have not located yet.

The use of the Havingness Scale in auditing is as follows:

Havingness is the make-break point of a case. Before havingness can be tested for, all heavy areas on the lower part of the scale must be flat.

The most elementary use of the scale and the one recommended at this time is to assess the points on the scale upwards until a fall is observed and then to run this fall out. Then to assess again from the bottom until a fall is observed and run it out.

All auditing to be done in Model Session form. The assessment follows either after the rudiments or after a discovered button has been flattened.

The upper nine points of the scale are best run as regimens (from Help upwards).

I have not accumulated cases using this type of approach on this scale but I feel, by past experience, that it should catch even those cases that "failed help" hasn't reached.

I do not know how long it should take to flatten one button on this scale. I would guess, from failed help down, that it would take a few hours per button.

Probably this will develop into running pairs as in all formulas, but until it is established how that should be done, the above simple system should be used.

L. RON HUBBARD
Founder

HCO Secs
Ds of P

CASE FILES

It is vital that the HGC retain a case file for every case it ever processes.

This specifically includes staff members.

All auditor's reports, assessments and notes and recommendations concerning a case, including staff cases, must be part of this file.

This file must be available to staff auditors processing the preclear.

Anything an auditor knows about a case, as a general summary, should be put in the pc's file for future reference, especially at the end of an intensive.

L. RON HUBBARD
Founder

HCOs
HGCs
ACCs
Missions

COMMAND SHEET
PREHAVINGNESS SCALE

The following commands have been conditionally developed for use with the Prehavingness Scale.

It should be noted that "Endure," "Failed Endure" are added to the scale just below "Failed Abandon" and that "No Effect" is added to end of scale.

It should be noted that the commands are given in reverse order to scale.

NO EFFECT

What would you rather not have a bad effect upon?

OBSESSIVE CAN'T HAVE

Tell me something others don't want.

INVERTED INTEREST

What would you consider interesting?

What would another consider uninteresting?

What would you consider uninteresting?

What would another consider interesting?

INVERTED COMMUNICATION

What communication would you consider bad?

What communication would another consider good?

INVERTED CONTROL

What control would you consider bad?

What control would another consider good?

INVERTED HELP

What help would you consider bad?

What help would another consider good?

FAILED TO ENDURE

What continued?

ENDURE

What have you endured?

FAILED TO ABANDON

Who couldn't you abandon?

What couldn't you abandon?

ABANDON

Who have you abandoned?

What have you abandoned?

FAILED PROTECT

Who have you failed to protect?

What have you failed to protect?

PROTECT

Who have you protected?

What have you protected?

FAILED LEAVE

Who wouldn't you let leave?

What should another keep?

LEAVE

Where would you rather not be?

When would you rather not be?

FAILED IMPORTANCE

Who has been considered unimportant?

What has been considered unimportant?

IMPORTANCE

Who did another consider important?

What did another consider important?

FAILED WITHHOLD

What have you failed to withhold?

19

WITHHOLD

What have you withheld?

FAILED OVERT

To whom have you failed to do something?

What have you not done?

OVERTS

What have you done?

FAILED HELP

Who have you failed to help?

What have you failed to help?

HELP

Who have you helped?

Who has helped you?

What have you helped?

What has helped you?

FAILED CONTROL

Who has failed to control you?

Who have you failed to control?

What has failed to control you?

What have you failed to control?

CONTROL

Who have you controlled?

Who has controlled you?

What have you controlled?

What has controlled you?

FAILED COMMUNICATION

Who has failed to communicate to you?

With whom have you failed to communicate?

What has failed to communicate to you?

With what have you failed to communicate?

COMMUNICATION

Who has communicated to you?

With whom have you communicated?

What has communicated to you?

With what have you communicated?

FAILED INTEREST

Who has failed to interest you?

Who have you failed to interest?

What has not been interesting?

What have you failed to make interesting?

INTEREST

How have you interested another?

How has another interested you?

What could you make interesting?

What could another make interesting?

FAILED HAVINGNESS

What should another not have?

HAVINGNESS

The havingness command for the pc.

L. RON HUBBARD
Founder

HCO BULLETIN OF 2 FEBRUARY 1961
Issue II

Missions

UK CASES DIFFERENT

In finding the bugs in running the South African case, I also had a chance to study the UK case somewhat as the country is full of English people fresh from home and I've already had years of experience with it in England.

I believe that clearing a UK case easily requires between finishing off the formulas and starting the regimen a lot of SCS or 8-C and the Havingness found effective for the case.

Control seems to get inverted on a UK case more easily than on some other nationalities and I think the inversion must be cleared up before Help (as in Regimen 3) can be effectively run.

This isn't a criticism of the UK case. It's an effort to speed up clearing. A close study indicates that the UK case tends strongly to alter-is a command. It's no wonder, looking over the country's history, that commands got dangerous.

Therefore, in the HGC in London, I am now going to require an addition to procedure for clearing as follows:

When the formulas are gotten out of the way and, while still running Failed Help between tests for Havingness, the Havingness is found, a period of at least forty-five hours is instituted where the pc is run on SCS or 8-C interspersed with a few commands of his Havingness every half hour. The last five hours will be run on Op Pro by Dup.

Only when this is done will the auditor locate the Confront and then continue with Regimen 3.

If a test by the auditor, on any case, regardless of nationality, shows that the pc is poor on control, the above routine should be followed.

This data is backed up by enormous success with SCS and Op Pro by Dup in England and the general success of 8-C.

I have been looking for the bug in UK clearing for some time and feel that this is its remedy.

SCS

SCS now has four stages, instead of three. It has been found that at least one pc never flattened *start* because the body was "already started" being in constant motion and so the *pc* never could start it. The added command is "When I tell you to stand still, I want you to make that body stand still." "All right?" "Stand still."

The remainder of SCS is as always.

L. RON HUBBARD
Founder

22

PERSONAL INTEGRITY

WHAT IS TRUE FOR YOU is what you have observed yourself
And when you lose that you have lost everything.

What is personal integrity?
Personal integrity is knowing what you know—
What you know is what you know—
And to have the courage to know and say what you have observed.
And that is integrity
And there is no other integrity.

Of course we can talk about honor, truth, all these things,
These esoteric terms.
But I think they'd all be covered very well
If what we really observed was what we observed,
That we took care to observe what we were observing,
That we always observed to observe.

And not necessarily maintaining a skeptical attitude,
A critical attitude, or an open mind.
But certainly maintaining sufficient personal integrity
And sufficient personal belief and confidence in self
And courage that we can observe what we observe
And say what we have observed.

Nothing in Dianetics and Scientology is true for you
Unless you have observed it
And it is true according to your observation.
That is all.

L. RON HUBBARD
Founder

Missions

NEW PRESESSION DATA AND SCRIPT CHANGE

PRESESSIONS

The use of Presession 37 should be limited to about 2 hours at the most.

As a case progresses it becomes conscious of more withholds. Therefore, Presession 37 can be run at intervals as a case goes along, briefly each time.

MODEL SESSION SCRIPT CHANGE

For the purpose of getting all the withholds off a case, a new line is now added to the Model Session.

Immediately after "Is it all right if I audit you?" insert the line "Are you withholding anything?"

With the discovery that many nonprogress cases are not progressing because of heavy undisclosed withholds, the subject of withholding is graduated up to take permanent residence in the rudiments as above. Therefore, it could be said that Presession 37 is actually repeated in the rudiments but, of course, remains itself.

Formula 19[*] is a better thing with which to slug a case than long runs of Presession 37. If you suspect withholds you can't rapidly get, Formula 19 speeds up the whole case and gets real gains at the same time.

L. RON HUBBARD
Founder

---

[*][*Editor's Note:* Formula 19 is described in HCOB 16 Feb. 61, FORMULA 19, on page 25 of this volume.]

Missions

FORMULA 19

Formula 19 is developed to give a general form to Failed Help and O/W running.

It is better to use this than Presession 37 for long runs. Presession 37 must be done. Formula 19 is, however, a better case digger as it improves case up to where pc realizes he has withholds. As a case improves, it becomes more aware of overts and withholds since the overts "unlessen" and the case responsibility rises.

Formula 19 improves responsibility and brings up awareness of withholds *and* improves the case.

Formula 19 consists of Who/What Two-way Failed Help and general O/W, about a ten minute or a to-present-time run for each.

The commands are:

"Who has failed to help you?"

"Who have you failed to help?"

"What has failed to help you?"

"What have you failed to help?"

The above commands are run consecutively.

"What have you done?"

"What have you withheld?"

L. RON HUBBARD
Founder

HCO BULLETIN OF 18 FEBRUARY 1961

HCO Secs
Assoc Secs
Ds of P
All HGC Personnel
All Auditors
  Auditing Staff
All 22nd American
  ACC Students
All 3rd SA
  ACC Students

SOP GOALS

MARVELOUS NEW BREAKTHROUGH

BE—DO—HAVE COORDINATED

On all staff cases without exception the following Goals Standard Operating Procedure will be used.

This data I developed for the 3rd SA ACC is a major breakthrough. I want it run on all staff cases *now* no matter what was being run before. Take note of what was being run for later application or for use as terminals after Goals Assessment if they fit and are only partially flat on older processes.

SOP GOALS INTENSIVES

Use Model Session throughout. Heavily stress rudiments. Use "What part of that problem could you be responsible for" for PTPs. Use TR 5N for ARC breaks ("What have I done to you," "What have you done to me").

1. Go over *rudiments* carefully.

2. Do a *Goals Assessment*.

   Find out every goal the pc can recall ever having. Make a list. Get in particular any secret goals, or withheld goals.

   Go over list with a meter. Take goal that falls the most.

3. Convert goal to a *terminal*.

   Get wording of terminal simple but make sure the version you select falls as much as possible on meter. HCO Bulletin of 2 Feb. 61 (some issues were dated 9 Mar. 61, from HCO Saint Hill), gives sample general commands to which terminal can be added.

4. *Assess* this *terminal* on the *Prehavingness Scale* from bottom to top.

   Take level that falls the most.

5. Develop an auditing command, preferably two-way, that uses terminal and Prehavingness level.

 The right commands fall as much as goal or terminal did.

6. *Run* the *command* until tone arm becomes less active.

7. *Go one down* on the Prehavingness Scale.

 Develop a command for next level that falls.

8. *Run* the *command* until the tone arm becomes less active.

9. *Return to first commands* and run them (the first level found).

 Alternate the higher and one-down level commands, ten minutes of one level, ten minutes or so of the other level.

10. When the tone arm loses its action on these two commands and tends to stick, no matter whether high or low arm (one half hour is a good test), REASSESS TERMINAL ON PREHAVINGNESS SCALE from bottom up until a level falls hard.

11. Proceed as in steps 5 to 11.

12. When the first terminal selected, run at several levels of the scale and the one just below, seems flat, return to Goals Assessment, REASSESS GOALS. Proceed from steps 5 to 12.

13. When tone arm stabilizing around Clear read (two or three terminals run), LOCATE HAVINGNESS PROCESS from the 36 Presessions.

14. Add the Havingness Process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals SOP.

15. When Havingness Process has been used for a couple of sessions to help Goals SOP, find the CONFRONT PROCESS.

16. Add the Confront Process into the Model Session.

17. If you run out of goals, get a NEW LIST of GOALS from the pc and proceed as above.

Beingness, doingness and havingness must be balanced. Each must be flexible in the pc for a stable gain.

Goals processing finds the *beingness* and the mind's *doingness* toward it (Prehav Scale) and results in havingness.

On assessment you may find, going from bottom toward top of the Prehavingness Scale (No Effect upwards), that after several levels the pc's needle begins to rise consistently. It is probably useless to go higher on the scale as a

rising needle means "no confront." A quicker way than assessing the whole scale would be, then, to assess upwards to a rising needle reaction and then go back down until the needle stops rising. Hunt from that point down for the biggest fall and you won't go very wrong.

Tone arm movement is the keynote to case gain—no tone arm action = no gain. One to two divisions of the six divisions of the tone arm circle movement per half hour is good movement.

If a pc does not respond well to Goals SOP (about 15% won't), do the following: Go over rudiments with high sensitivity setting on meter. Clean up the withholds.

If that doesn't work, run the following for a few hours (it's the lowest but most general process now known):

"What was your attention concentrated upon?"

"When was your attention shifted?"

This should get the tone arm moving. When tone arm is moving well for a few hours, move back into Goals SOP step 2 and get the case going. It may be necessary to run Formula 15 and/or Formula 13 on some cases if Goals SOP still finds a quiet tone arm.

Cases don't move when heavy withholds or PTPs are present. Cover rudiments and end rudiments carefully every session.

EXAMPLE

Model Session is begun. Rudiments well covered. Goals Assessment shows up strongest goal to be "to get over having a painful body." Terminal is chosen, "Painful Body" is shown to fall most as terminal wording.

"Painful Body" is assessed on Prehavingness Scale. *Endure* falls most.

Auditing command is developed which falls on meter, "What should a painful body endure?" No additional command developed for Endure.

Developed command is run (heavy somatics) until the tone arm ceases to get two divisions of action, gets only one. Process ended.

Command is developed for Failed Endure, next lower level, "What has a painful body failed to endure?" This starts heavy tone arm action again.

When action cooled, same "endure" command is run again.

28

After three runs of *Endure* and two of *Failed Endure* command tone arm stiffens at 5 on the scale. A 15 minute test of both commands fails to get it moving.

"Painful Body" is reassessed on the Prehavingness Scale and is found now to drop at Withheld.

Command is developed for Withheld that falls on meter (the command causes the fall), "What should be withheld from a painful body?"

This new command run and tone arm again in motion. TA motion gets less.

Dropping down one level of Prehavingness Scale to Failed Withhold, command is developed that falls on needle—"What have you failed to withhold from a painful body?"

Command is run and restores motion to tone arm. When motion dies down a bit, Withhold command is resumed.

After two runs of Withhold and two of Failed Withhold, tone arm became slow at 3.

"Painful Body" reassessed on Prehavingness Scale, is now found at *Inverted Communication*. "Painful Body" added to command given in HCO Bulletin 2 Feb. 61, for Inverted Communication. This run for one hour. Then Inverted Interest run on "Painful Body." Etc., etc., etc.

Data on all this will be found on the seventeen hours of tape lectures of the 3rd SA ACC. This condensation is not on the tapes.

The Prehavingness Scale referred to has been the subject of two Feb. 61 HCO Bulletins. (Some issues were dated 9 Mar. 61, from HCO Saint Hill.)

An expanded scale will shortly be released. The shorter scale works, however.

As this is the fastest road to Clear, I want all staff members to be processed on nothing else, from scratch, former auditing not to be taken into account.

We want Clear staffs.

They deserve it.

L. RON HUBBARD
Founder

HCO Secs
Assoc Secs
Ds of P
All HGC Personnel
All Auditors
  Auditing Staff
All 22nd American
  ACC Students
All 3rd S African
  ACC Students

IMPORTANT DATA ON GOALS SOP

It is vital to know that cases run on Goals SOP or the Prehavingness Scale may slump between sessions and become misemotional even out of session until the scale is flat—flat—flat on any assessed terminal.

It is also important to know that a case run on the Prehavingness Scale in such a way as to leave a level unflat may hang fire thereafter and will move only when that process is completed.

This scale is hot and fast. *But* its very workability can unstabilize cases during an intensive.

Use the scale. But use it intelligently. Do not permit it to be used by untrained, unsupervised auditors.

FLATTEN TERMINALS

Flatten *every* level started. Get tone arm and needle to a stick or no action before assessing another level for the terminal.

It is all right to alternate two levels, running the one assessed and the one below, back and forth. But do not leave either level unflat before assessing again.

WHEN IS A GOALS TERMINAL FLAT?

An assessed terminal taken from the heaviest reacting goal of the pc *must* be run, reassessed and run at various levels of the scale until the goals terminal has no reaction on a cranked up sensitivity needle for any level of the Prehavingness Scale. If a reaction is found, run it off and check again.

Don't quit a terminal because the pc wants to. Quit it only when meter has no reaction.

SUMMARY

Use the Prehavingness Scale.

Don't be disturbed by the misemotion of a pc during or between sessions.

Run any goals terminal you assess flat on all levels of the scale before going on to assess new goals.

L. RON HUBBARD
Founder

30

HCO BULLETIN OF 23 FEBRUARY 1961

Missions

PT PROBLEM AND GOALS

It will be found that PT problems are often disclosed by the goals announced by the pc.

A PT problem can wholly stall a case. Only withholds, PT problems and ARC breaks (gross auditing errors) can stop a case now.

Definitions: *A problem* is an intention–counter-intention that worries the preclear.

A present time problem is a problem that exists *now* in the physical universe.

The pc often announces a PT problem when asked for his goals.

Example: Asked for goals, pc says he wants to improve his memory. Memory is a PT problem to him. Until something is done about this, the case stalls. Auditor runs "Something you wouldn't mind forgetting," so long as pc is happy with it and unhappy with memory. This may be 25 hours or more.

Example: Pc says his goal is to get rid of paralysis in his leg. This is his PT problem. Auditor runs "Tell me something worse than a leg" until it is no longer a problem to the pc.

The Dianetic Assist is Presession 38. Finding an engram or secondary and running it, but only to resolve pc's PT problem and only as a prelude to formulas, takes care of the goal–PT problem situation in most cases. In any event you have 11 years of technology to handle these PTPs that exist as goals.

I'm happy to have found this data and to have found new ways of handling engrams. But it does not supplant formulas and regimens as announced.

Most of this modern rundown will be found on the 22nd American ACC tapes, January 1961, 10 hours, now being used to train Central Org personnel.

Researchwise, I am trying to find a way to resolve the goal–PT problem situation with new ways of handling failed help on the basis that *whatever* the pc thinks is wrong has failed to help.

L. RON HUBBARD
Founder

31

HCO BULLETIN OF 2 MARCH 1961

HCO Secs
Assoc Secs
Ds of P
All HGC Personnel
All Auditors
  Auditing Staff
All 22nd American
  ACC Students
All 3rd SA ACC
  Students

NEW PREHAV COMMAND

Here is a new command for communication on the Prehav Scale.

It comes as a surprise to me to find a new comm process after comm being in prominence 11 years, but that's what's happened. Also this process is fore-shadowed by the Code of Honor.

It replaces the Prehav command in HCOB 2 Feb. 61, COMMAND SHEET PREHAVINGNESS SCALE.

The basic command from which the others are derived is:

"RECALL NOT WANTING TO COMMUNICATE."

The full commands that can be run in sequence are:

"Recall not wanting to communicate."

"Recall another not wanting to communicate."

"Recall not wanting another to communicate."

"Recall another not wanting you to communicate."

"Recall another not wanting others to communicate."

"Recall a communication."

"Recall a no-communication."

"Recall a communication."

"Recall a no-communication."

"Recall a communication."

"Recall a no-communication."

The command structure, having so many possibilities, has only been partially sorted out. The first five commands of the above or the last six commands of the above or all of the above may be run. The last six, of course, handle loss incidents.

———————

It just may be that the first line as a process underlies all withholds and gives later withholds power. This may then, just as a process, considerably ease the task set in getting off withholds on secretive cases.

Using all the first five lines in sequence is probably easiest on the pc, afterwards flattening the last six commands.

L. RON HUBBARD
Founder

USE OF SOP GOALS PROCEDURE

Staff auditors may use SOP Goals Procedure on paying preclears the moment they have the procedure well understood and have passed a thorough hat check on its bulletins and continue its study through the seventeen hours of lecture tapes.

I don't want this one goofed up (and it very well can be) before its use is understood thoroughly. Nor do I want HGC pcs getting disturbed and upset through being left with levels unflat on terminals.

The seventeen hours of lecture of the 3rd Johannesburg ACC are on this subject. Only field auditors who have attended and passed a course using these tapes and skills (no evening briefing course for field auditors may play these tapes) may use SOP Goals Procedure. The odd-numbered hours of the ten 22nd American tapes on Presession 38 are also part of this series of study.

This is very far from ordinary technology even in Scientology. It's good. Learn it before using it.

Its power is too great for slapdash use. Don't wait until you've upset some pcs before you believe me.

Teaching of SOP Goals Procedure and the Prehavingness Scale is forbidden in Academies for the HPA/HCA and practical courses. HCS/BScn training level only may be taught SOP Goals Procedure.

Best,

L. RON HUBBARD
Founder

Missions

FORMULA 20

Formula 20 is an effort to run Control on a thought level. It is relatively experimental.

It is for cases that have much alter-is as represented by inability to duplicate commands. Also for cases that have unsteady engram banks that shift.

The commands are:

"Who has failed to control you?"

"Who have you failed to control?"

"What has failed to control you?"

"What have you failed to control?"

and

"Who have you helped?"

"Who has helped you?"

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 20 MARCH 1961
Issue II

CenOCon
D of P
All Staff Auditors
HCO Area Sec:
  Hat check thoroughly
  and often and on
  all new auditors

BASIC STAFF AUDITOR'S HAT

(This applies mainly to the relationship of the staff auditor to the pc and
the D of P and does not modify existing policies but bears directly on
case assessments and SOP Goals. This hat is needed to smooth
out the use and admin of SOP Goals on pcs.)

The staff auditor is directly responsible for the HGC preclear assigned to
him. Results, lack of results, ARC breaks, recovering the pc after "blows,"
getting the pc to the D of P for interviews, getting the pc to the D of P and
Registrar for after-intensive interviews and handling all matters relating the pc to
the org during the delivery of auditing are all up to the staff auditor.

The staff auditor may refuse to accept a pc and may refuse to release a pc
from auditing. The staff auditor may also refuse to give a particular session if in
giving one the Auditor's Code is violated as to the pc's need for food, rest or the
lateness of the hour.

The staff auditor is to deliver *all* the hours of auditing purchased by the pc.
Case assessments and Goals Assessments are part of the pc's auditing time when
done by the staff auditor. No time spent on the case by the D of P in conferences,
interviews or assessments is part of the pc's auditing time.

Any time missed by reason of auditor lateness, unavailability of rooms,
breaks, travel to see the D of P, etc., must be made up on the pc by the staff auditor.

CASE ASSESSMENT

The first action of an auditor with a pc new to him is to fill in the Case
Assessment Form. This is done on the pc's auditing time.

If a case assessment has already been done and is part of the pc's record, but
was not done by the same auditor, it may be checked over with the pc by his new
auditor. In any event the staff auditor's first action with a new pc is case
assessment, whether done from an existing completed form or on a new Case
Assessment Form. This does not apply to assists. This does apply to staff cases
as well as outside pcs.

FIRST AUDITING

The first formal auditing that the pc receives is given at once when the Case
Assessment Form is complete.

ALL sessions given in an HGC except those devoted to assists, CCH sessions

*[Editor's Note: HCOB 21 Mar. 61, SCRIPT FOR A MODEL SESSION, is cancelled. Model Session is
now covered in HCOB 11 Aug. 78 II, MODEL SESSION.]

or "coffee shop" auditing (inevitably done casually out of auditing rooms by staff on staff or students on friends and students even when you try to prevent it) are done in Model Session form (HCOB 21 Mar. 61, SCRIPT FOR A MODEL SESSION). To repeat, assists and CCHs are not done in Model Session form. ALL assessments even are done in Model Session form in an HGC. Assists or CCHs can be explained first and the pc should be started in such a way as not to cause ARC breaks, but are not Model Session.

A Goals Assessment should now be done in Model Session. This permits the auditor two cracks at withholds, PTPs and ARC breaks in every session, using Model Session HCOB 21 Mar. 61, which includes withholds in end rudiments as well as beginning rudiments. This makes a smoother picture than trying to get off withholds with no ARC and no session properly going. Further, even a Goals Assessment really puts the pc *in* session in Goals SOP, so a Model Session is better all around.

The first formal session, then, is run by Model Session.

The staff auditor takes off ARC breaks, a few withholds and any PTP and then, in lieu of a process, does an SOP Goals assessment.

When the assessment is completed, even down to terminal, Prehav level and finding the auditing command that falls, the staff auditor takes the pc to the D of P and has the assessment checked. The D of P, at this time, does not touch rudiments, but only sees that goal falls more than other listed goals and that terminal and command fall at least as much as the main goal.

Unless only a few minutes remain of the day's auditing, the auditor then takes the pc back to the auditing room and starts the second session.

SECOND SESSION

In this session as in all remaining sessions, the staff auditor runs SOP Goals in Model Session form.

The auditor must allow, always, enough time to end the session for the day. He makes a nice judgment on this. Half an hour is often spent on end rudiments. Early in the first intensive, the withholds and ARC breaks take precedence in end rudiments. PTPs, ARC breaks and withholds take precedence in beginning rudiments. A session cannot be gotten going with a PTP unhandled. And a session cannot be ended with an ARC break in full bloom. However, a session *can* be ended with a PTP unhandled, and this is the most lengthy item usually encountered in rudiments.

Thus, if only one hour remained in the first day's schedule for the second session, the staff auditor would run beginning rudiments, then end rudiments with no process run in the middle of the Model Session.

THIRD SESSION

This session like any other is run in Model Session form.

If the pc is still falling on the meter when asked about withholds, even with sensitivity raised, at least half an hour should be spent getting them off. Even if the needle still falls a bit after that half hour, one goes on to run the PT Problem

and then the process of SOP Goals, which is run exactly according to its bulletin. This process occupies the bulk of the auditing period. Then in the last half hour one runs the end rudiments and of course has another crack at withholds.

FOURTH SESSION

Runs the same as the third session.

In a five-day intensive, the third and fourth sessions probably occurred on same day.

FIFTH SESSION

During this auditing day or before the fifth session, the pc is taken by the staff auditor to the D of P, who checks the pc out on rudiments.

The D of P finds out what is being run from the pc, and checks out but does not run anything on the rudiments.

The whole record of the pc including the case assessment and SOP Goals assessment sheets are in a folder along with all session reports. The folder is in the hands of the staff auditor before the D of P interview, the last session report on top.

The D of P adds any and all advices and comments to the last session report.

The staff auditor takes the pc back to the auditing room. The fifth session is then begun. If the interview took place after the session was started, the Model Session was of course completed before the interview.

The auditor follows the D of P's advices in the next session after the interview. This may be, then, the fifth session or the sixth session.

A difficulty may now occur in the next session after the interview. The pc, because of D of P altitude, may have "transferred" to the D of P, which is to say, may now consider the D of P his auditor.

Therefore, in the next auditing after this D of P interview, heavy attention must be given to no. 3 of the beginning rudiments. A new process could be used here in lieu of TR 5N to correct this. The process is, "Who should I be in order to audit you?" or "Who am I?" This, run briefly, takes off any "transfer" to the D of P and is a good basic rudiment-type process anyway. A little of it goes a long way, however.

The SOP Goals terminal (or the D of P's advice) is run in Model Session form.

SUBSEQUENT SESSIONS

In subsequent sessions the case is continued on up the line, with reassessments for new level each time the tone arm stops moving well and for a new goals assessment, adding to the old list any goals the pc now has as a result of auditing.

WHEN THE FIRST TERMINAL IS FLAT

When the first terminal gets no *needle* reaction on any part of the Prehav Scale, it is flat. If needle action is still found, take the level with the heaviest reaction, put together a command that falls also and go on with the terminal at that level. But when this no longer occurs, the first terminal is said to be flat. This may take a few or many hours. But the thing is to be sure it's flat.

Now and now only the auditor is to find the Havingness Process and the Confront Process of the pc in accordance with earlier bulletins. He then runs these enough to stabilize them. He now does his next complete Goals Assessment.

The auditor now uses the Havingness and Confront Processes along with his new goals terminal. This is like old Regimen 3 except that the goals terminal and the Prehav Scale are used instead of Help. The bulk of auditing is spent, of course, on the Prehav terminal on the Prehav Scale in accordance with SOP Goals.

The third D of P checkout occurs when the Havingness, Confront and new goals terminal are all found. The D of P checks each one of these and, briefly, the rudiments. The D of P does not run any of these.

When this is done, the staff auditor goes back to the auditing room and starts his next session, remembering to again give attention to the "transfer" possibility and to again use, at level 3 of the beginning rudiments, "Who should I be in order to audit you?" or "Who am I?"

The intensive or new intensives continue. The D of P must check out rudiments at least every ten hours of auditing time and, until toward the end of the pc's clearing, must *check* all new goals and terminals.

The D of P is not permitted to do Goals Assessments except for demonstration or when the staff auditor completely fails. The D of P is not permitted to *audit* rudiments for the staff auditor, only to check them.

PCs PRIORLY AUDITED

Pcs who have been audited before in the HGC but not by the present staff auditor are handled much in the same way as a new pc.

The whole record and all auditor reports are taken into the auditing room. The staff auditor looks for the case assessment. If he or she doesn't find one, a new one is made. If the case assessment is present, the staff auditor reads it all off, verifying each point with the pc.

This done, the staff auditor checks in the reports for any terminals that were run on the pc or any Goals SOP run or Goals Assessments done before.

Only if a Goals Assessment has been done does he pay much attention to the records. If one has been done (but never run), the staff auditor checks it over with the meter. He or she accepts it or rejects it and uses his or her own assessment. If it was ever run, the staff auditor cannot reject it but must carry on.

If any Goals SOP has been *run,* the *first* terminal that has been run is thoroughly meter checked on the Prehav Scale. Any reactions found are flattened

as per SOP Goals, in Model Session form. In short, the staff auditor, locating unflatness on the terminal first found by some other for SOP Goals running, starts his Model Session, does the rudiments *thoroughly* and then assesses the first terminal ever run on the Prehav Scale again (as he did before he started session), finds the level accurately, gets a command that will work and carries on.

The new auditor on the old case checks out and flattens on the whole Prehav Scale, as indicated by meter reaction for any level, every goals terminal ever found by any other auditor before he does his own Goals Assessment.

If the staff auditor finds a Havingness and Confront Process already listed as found in the records, he or she may use it or find new ones as best judgment seems to indicate on inspection.

If Help terminals or Dynamic Assessment terminals are listed as run in the days before Prehav, they can be neglected.

CLEARING

When all terminals seem flat and the assessments find terminals only to "blow" almost at once, the pc is near-Clear. SOP Goals is carried right on until no assessments register on the meter, but the meter remains free.

Old Help and Dynamic Assessment terminals from the pc's file or memory are now checked out and run like goals terminals.

When all this is done, the pc is Clear.

THINGS THAT PREVENT CLEARING

If the pc is run with *a PTP* in full bloom, or if a goal is really a longtime PTP and is not audited, the pc will not change toward Clear. Remedy: Reduce any PTP that produces needle reaction during beginning rudiments. Run as the first goal the one which assesses best on the meter, whether you agree with it or not—if in doubt choose by meter the goal which is the *reason* the pc is being audited according to the pc.

If the pc has heavy *ARC breaks* registering, he will not only not progress, he may worsen the graph. Reduce all ARC breaks found by meter falls in the beginning and end rudiments of the Model Session.

If the pc has heavy *withholds* which register on the meter and yet the pc will not give them, the case will not progress.

If a *terminal* being run on goals is left unflat (if it registers on the needle for any part of the Prehav Scale and that is not flattened), the next terminal addressed will not run well and pc will not clear. Check over every level of Prehav by needle reaction and flatten any residue, before you go on to assessing another terminal.

Overts or overt thinking on Scientology orgs or personnel can prevent clearing.

Always follow the *Auditor's Code.*

PC BLOWS

A pc is most likely to blow (leave) if *withholds* are not given good attention

and pulled. If withholds still register, and pc after several hours of auditing still won't give, run a Joburg Security Check on the pc as part of Model Session Rudiments 4.

A pc will blow if ARC breaks are not repaired properly when they happen. An ARC break can be repaired at any time in the session by TR 5N. Only repair ARC breaks that fall on the meter.

A PTP unhandled can cause a no-gain and therefore an eventual blow.

If the pc blows, his or her staff auditor alone is responsible for getting him or her back into session. If all else fails, the D of P can help. It's a black mark for a staff auditor if a pc blows.

The whole prevention of blowing is contained in this section if we add that the staff auditor's air of competence and facile command of his tools are sufficient to inspire pc confidence.

AUDITING MAXIMS

Follow the Code. Particularly clauses 1 and 2.

Get an answer for every question asked before asking another question.

Ask a question or give a command for every answer you expect. Don't expect two answers for one auditor question or command.

Assess and run only what the pc says and the meter says. Don't write script and try to audit your own troubles out of the pc or avoid the pc's troubles because you have an aversion for them.

Follow the Model Session script and the TRs *exactly.* These are the badges of a skilled auditor.

The clearer you get the better you will audit. But case is no excuse for bad auditing.

Always be real. Don't have big withholds on the pc. Tell the pc the truth without violating 1 and 2 of the Code. If you are tired, carry on but say so. If the pc wants to see the meter read, show it to the pc briefly. Only cover a meter during an assessment as pc will start pushing at it. Tell the pc what he wants to know about the meter reads.

Don't try to educate the pc on Scientology while you're auditing him or her. Tell the pc to be sure to take a PE if they haven't.

NEWCOMERS

Getting a pc started who has never been given any data on Scientology is simple now. Just do the sessions of Goals SOP as given above. They respond to case assessment and goals assessments with total interest.

A pc is *in session* when he or she is interested in own case and willing to talk to the auditor.

41

About three out of twenty-two cases cannot be started with SOP Goals.

The test is only this: Does the needle move enough, even on high sensitivity, to do a Goals Assessment? If it can, do one.

If totally stuck, run the Concentrate–Shift Attention Process in regular Model Session in lieu of Goals Assessment until the tone arm is moving well, at least three tone arm dial divisions per half hour. This process, coupled with heavy rudiments, will start most cases so that they can then be assessed.

If the case is incapable of answering sensibly various questions, run the CCHs. By answering sensibly is meant "an intelligible response dealing at least vaguely with the question."

CCHs are not run in Model Session.

STOPPING PROCESSES

Processes are run as long as they produce tone arm change. Processes which do not produce tone arm change are then stopped. If a process doesn't produce a tone arm change in a half an hour, it *must* be stopped. Processes which freeze a needle and do not free it *must* be stopped.

A process is *never* stopped on the recommendation of the pc or because of the pc's objections. Such objections in SOP Goals always precede huge gains on the process. A process is stopped only when it no longer produces meter change.

A process that produces change must be flattened.

The process that turns on a bizarre or unwanted condition will always turn it off. If in doubt, flatten the process.

Don't "Q-and-A." That is where the change in the pc causes the auditor to stop or change the process. If the pc changes, continue the process. If the pc isn't changing, change the process.

Stop processes and sessions on the auditor's determination, never the pc's. The auditor's determination is established by meter reaction, never pc reaction. If the meter doesn't act, change the process or end the session according to session time. If the meter is acting, don't change the process and don't stop the session unless time is up.

BEFORE GIVING UP

Before chucking in your hand on a trying and unchanging pc and leaving it up to the D of P or the org, do the following:

1. Thoroughly check rudiments with high sensitivity and get them flat on the needle with the Model Session rudiments processes.

2. Run a Johannesburg Security Check on the pc and clear every drop of the needle fully.

3. Run Formula 16.

4. Run Formula 13.

5. Run Formula 15.

6. Run "Concentrate–Shift Attention" process from SOP Goals until tone arm is very active.

7. Keep rudiments cleared while doing the above.

If you do all these and still get no action, see the D of P. Of course, it's impossible to do all the above well on a case and not get it going providing only that you *do* do them well with good TRs.

END OF INTENSIVES

At the end of the intensive be sure, if the pc is continuing, that all is in order with the Registrar and D of P before you continue on into the next intensive.

At the end of all the intensives the pc has bought, be sure the pc sees the D of P and the Registrar before the pc leaves the org.

These actions are wholly up to the staff auditor.

A COMPLETED PC

Be sure, when all the intensives given are over, that the pc's complete record, with all its papers, assessments and session reports are turned in, in a folder, to HGC Admin for filing. You may add to this file your own summary and recommendation on the case if you wish so the next auditor who gets it will be assisted.

ADDITIONAL STAFF AUDITOR DUTIES

Other staff auditor duties are assigned by the D of P only. No other executive may issue direct orders to a staff auditor about his duties or cases.

REPORTS

All staff auditor reports go to the D of P. Copies go to myself at HCO WW via the HCO Area and HCO WW Technical Secretary.

Nothing gets as much attention from me as the results, graphs, reports and comments of the staff auditor.

The whole future stability of the org rests on the technical skill of the staff auditor.

L. RON HUBBARD
Founder

Missions   .

SOP GOALS

(This is the mission issue, slightly rewritten, of
SOP Goals HCOB of 18 Feb. 61.)

This is Standard Operating Procedure Goals, the technology that made history in the 3rd SA ACC.

Caution: There is a great deal to know about SOP Goals. It is the right way to use the Prehav Scales. With skilled use this can produce Releases and Clears. With fumbling use it can upset a pc thoroughly because it is so fast.

HCOs in all Central Orgs are running special events courses to instruct in this procedure and to let the student hear the twenty-seven hours of taped lecture that gives its basics and background.

With this we are on our way to making Clears in quantity with speed. So don't mess it up by failing to flatten what you start with it.

This is called "Standard Operating Procedure" because it has proved itself in skilled hands on the toughest of cases. You can safely put in a long time studying its use. It can clear some in only 18 hours. It can clear all but CCH cases in under 175 hours. It is valuable. Don't mess it up for a pc.

Enormous efforts are being made to make everything known about this available to you in Central Organizations.

We're off the launching pad. Use this well. It's the technology you've needed for eleven years, that *you* can use to get them Clear.

SOP GOALS INTENSIVES

Use Model Session throughout. Heavily stress rudiments. Use "What part of that problem could you be responsible for" for PTPs. Use TR 5N for ARC breaks ("What have I done to you," "What have you done to me").

1. Go over *rudiments* carefully.

2. Do a *Goals Assessment.*

   Find out every goal the pc can recall ever having. Make a list. Get in particular any secret goals, or withheld goals.

   Go over list with a meter. Take goal that falls the most.

3. Convert goal to a *terminal.*

   Get wording of terminal simple but make sure the version you select falls as much as possible on meter. HCOB of 2 Feb. 61, (some issues were dated 9 Mar. 61, from HCO Saint Hill), gives sample general commands to which terminal can be added.

44

4. *Assess* this *terminal* on the *Prehavingness Scale* from bottom to top.

   Take level that falls the most.

5. Develop an auditing command, preferably two-way, that uses terminal and Prehavingness level.

   The right commands fall as much as goal or terminal did.

6. *Run* the *command* until tone arm becomes less active.

7. *Go one down* on the Prehavingness Scale.

   Develop a command for next level that falls.

8. *Run* the *command* until the tone arm becomes less active.

9. *Return to first commands* and run them (the first level found).

   Alternate the higher and one-down level commands, ten minutes of one level, ten minutes or so of the other level.

10. When the tone arm loses its action on these two commands and tends to stick, no matter whether high or low arm (one half hour is a good test), REASSESS TERMINAL ON PREHAVINGNESS SCALE from bottom up until a level falls hard.

11. Proceed as in steps 5 to 11.

12. When the first terminal selected, run at several levels of the scale and the one just below, seems flat, return to Goals Assessment, REASSESS GOALS. Proceed from steps 5 to 12.

13. When tone arm stabilizing around Clear read (two or three terminals run), LOCATE HAVINGNESS PROCESS from the 36 Presessions.

14. Add the Havingness Process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals SOP.

15. When Havingness Process has been used for a couple of sessions to help Goals SOP, find the CONFRONT PROCESS.

16. Add the Confront Process into the Model Session.

17. If you run out of goals, get a NEW LIST of GOALS from the pc and proceed as above.

Beingness, doingness and havingness must be balanced. Each must be flexible in the pc for a stable gain.

Goals processing finds the beingness and the mind's doingness toward it (Prehav Scale) and results in havingness.

On assessment, you may find, going from bottom toward top of the Prehavingness Scale (No Effect upwards), that after several levels the pc's needle

begins to rise consistently. It is probably useless to go higher on the scale as a rising needle means "no confront." A quicker way than assessing the whole scale would be, then, to assess upwards to a rising needle action and then go back down until the needle stops rising. Hunt from that point down for the biggest fall and you won't go very wrong.

Tone arm movement is the keynote to case gain—no tone arm action = no gain. One to two divisions of the six divisions of the tone arm circle movement per half-hour is good movement.

If a pc does not respond well to Goals SOP (about 15 percent won't), do the following: Go over rudiments with high sensitivity setting on meter. Clean up the withholds.

If that doesn't work, run the following for a few hours (it's the lowest but most general process now known):

"What was your attention concentrated upon?"

"When was your attention shifted?"

This should get the tone arm moving. When tone arm is moving well for a few hours, move back into Goals SOP step 2 and get the case going. It may be necessary to run Formula 15 and/or Formula 13 on some cases if Goals SOP still finds a quiet tone arm.

Cases don't move when heavy withholds or PTPs are present. Cover rudiments and end rudiments carefully every session.

EXAMPLE

Model Session is begun. Rudiments well covered. Goals Assessment shows up strongest goal to be "to get over having a painful body." Terminal is chosen, "Painful Body" is shown to fall most as terminal wording.

"Painful Body" is assessed on Prehavingness Scale. Endure falls most.

Auditing command is developed which falls on meter, "What should a painful body endure?" No additional command developed for Endure.

Developed command is run (heavy somatics) until the tone arm ceases to get two divisions of action, gets only one. Process ended.

Command is developed for Failed Endure, next lower level, "What has a painful body failed to endure?" This starts heavy tone arm action again.

When action cooled, same "Endure" command is run again.

After three runs of *Endure* and two of *Failed Endure* command tone arm stiffens at 5.0 on the scale. A fifteen-minute test of both commands fails to get it moving, "Painful Body" is reassessed on the Prehavingness Scale and is found now to drop at *Withheld*.

Command is developed for *Withheld* that falls on meter (the command causes the fall), "What should be withheld from a painful body?"

This new command run and tone arm again in motion. TA motion gets less.

Dropping down one level of Prehavingness Scale to *Failed Withhold*, command is developed that falls on needle—"What have you failed to withhold from a painful body?"

Command is run and restores motion to tone arm. When motion dies down a bit, *Withhold* command is resumed.

After two runs of *Withhold* and two of *Failed Withhold*, tone arm became slow at 3.0.

"Painful Body" reassessed on Prehavingness Scale, is now found at *Inverted Communication*. "Painful Body" added to command given in HCO Bulletin 2 Feb. 61, for Inverted Communication. This run for one hour. Then *Inverted Interest* run on "Painful Body." Etc., etc., etc.

Data on all this will be found on the seventeen hours of tape lectures of the 3rd SA ACC. This condensation is not on the tapes.

The Prehavingness Scale referred to has been the subject of two Feb. 61 HCOBs. (Some issues were dated 9 Mar. 61, from HCO Saint Hill.)

An expanded scale will shortly be released. The shorter scale works, however.

As this is the fastest road to Clear, I want all staff members to be processed on nothing else, from scratch, former auditing not to be taken into account.

We want Clear staffs.

They deserve it.

L. RON HUBBARD
Founder

CenOCon
Mission Holders

SOP GOALS MODIFIED

A slight modification to make SOP Goals easier to run is made herewith.

As I am expanding the Prehav Scale with several new levels and as these levels are not necessarily in exact position, it is no longer possible to derive an exact formula using two levels. Only one level will be run for each assessment.

Strike out steps 6, 7, 8 and 9 of HCOB 18 Feb. 61, SOP GOALS, MAR-VELOUS NEW BREAKTHROUGH, BE—DO—HAVE COORDINATED.

Strike out the word "two" in step 10, first line.

At step 11, add "omitting steps 6, 7, 8 and 9."

At step 12, first and second line, omit "and the one just below." Add to end of step: "omitting steps 6, 7, 8 and 9."

Adjust example accordingly.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 31 MARCH 1961

Assoc Sec
HCO Sec
D of P
All Staff Auditors

THE DIRECTOR OF PROCESSING'S
CASE CHECKING HAT

A system has been set up whereby a double check of every case at its most difficult crossroads in processing can be done.

While the staff auditor does all of the basic work and actual assessments, the D of P thoroughly checks each decisional step which would commit the case to an erroneous track or which would permit the case to continue less swiftly than is possible.

This checking system does not arise because staff auditors are unskilled. It arises from the fact that two points of view on a case are better than one. As an example of this, it can occur that a staff auditor has the same withhold as the pc resulting at times in the staff auditor unconsciously avoiding that withhold. As another example, the pc terminal may be one to which the staff auditor has an antipathy resulting in an avoidance of that terminal. But in addition to these unlikely instances the pc will very often give up something to the D of P, thinking in terms of altitude, that he will not say to the staff auditor.

Our whole interest here is case speed of advance. The more accurately assessments are done and the more accurately rudiments are handled the more rapidly the case progresses.

The D of P only checks. The D of P does not actually audit the pc. It can happen that the pc gives up withholds to the D of P rather than the staff auditor. This is quite in order, but the D of P may not drum for them the way a staff auditor would.

There are eight types of checkouts that the D of P does on a pc. Each one of these as below is the subject of a technical report form. These forms should be mimeoed out at first and later printed on flimsy paper by letterpress. They are in red ink on white paper.

We are not now checking arbitrarily every five hours. We are checking only when the pc has reached certain stages. Now that SOP Goals is proving itself, we must smooth out every possibility of error in its running. It is a complex process but it is invariable. It has many steps but these are unchanging. Very little if anything in it is equivocal. Its answers are all in the black and white of being right or wrong once one actually reads the meter with precision.

CHECK TYPE ONE

HCO WW Form CT1

Pre-intensive interview and
pre-Goals Assessment check.

Before the preclear is audited in an intensive where SOP Goals may be employed, the following checksheet is filled out by the D of P and passed by pc before a Goals Assessment is made.

Name of pc _____ Date _____

Location of HGC _____

The pc is put on the meter.

The following statement is read to the pc: "You are about to receive Hubbard Guidance Center Processing. Your auditor will do your case assessment in your first session. All I am going to do here is test your meter reaction for technical purposes."

TA _____ Needle Character _____

Have you ever received mental treatment of any kind?

TA _____ Needle Character _____

How do you feel about help?

TA _____ Needle Character _____

Do you wish to attain the state of Release?

TA _____ Needle Character _____

Does any of your family oppose Scientology?

TA _____ Needle Character _____

How do you feel about control?

TA _____ Needle Character _____

Are you prepared to answer your auditor truthfully when he or she asks you questions about your past?

TA _____ Needle Character _____

Have you ever been processed before?

TA _____ Needle Character _____

"This is the end of this checkout. Please be sure to get good food and plenty of rest during the time of your processing. I will see you again from time to time to make certain your processing is going well. Best of luck to you."

Adjudication (No other significance than TA and needle are given heed at this time): (given to auditor): Did TA move during questioning? _____

Did needle move during questioning? _____

If both moved, the auditor is to go right on and assess with a case assessment and then SOP Goals Assessment in accordance with staff auditor's partial hat. If TA did not move but needle moved, the auditor is to run the Concentrate–Shift Attention Process given in SOP Goals and come back for this type check again. If neither TA nor needle moved during questioning, auditor is to run "How have you tried to change a person?" "How have you failed to change a person?" "How have you tried to change yourself?" "How have you failed to change yourself?" If pc gave no intelligible answers to the questions, regardless of TA and needle motion, tell auditor to run CCHs.

Assess _____ Attention Process _____

Change Process _____ CCHs _____

Signed _____ D of P

Repeat this form without reading beginning and end to pc but reading only questions when the auditor says TA is moving well and comes back for recheck. If CCHs were assigned tell auditor to now do Change Process. Auditor returns for recheck when TA moving well. When Change Process doing fine, assign Attention Process. When Attention Process doing fine assess for SOP Goals.

Use new check type one sheet for every D of P check on above.

Include this sheet in pc folder.

CHECK TYPE TWO

HCO WW Form CT2

Assessment Confirmation

Name of pc _____ Date _____

Location of HGC _____

Check by D of P to confirm case assessment, goals assessment, terminal level and command. Done before any of these are run on pc. Questions are made to pc with pc on the meter.

Has the auditor asked you all about your family and former life? _____

About how many goals did you find? _____ (Should be 50 or more)

Did the auditor cover secret or withheld goals too? _____

Did you cover childhood goals as well? _____

What was the principal goal found? _____

(D of P looks at assessment sheet): Was _____ the principal goal found? (Note number of meter divisions it falls) _____

What was the terminal found for this? _____

(D of P looks at assessment sheet): Was _____ the principal terminal found? _____ (number of divisions it falls on meter).

51

If the number of divisions the terminal falls does not equal or exceed the number of divisions the goal fell, auditor must reassess.

If reassessment ordered, end check here. Sign and put in folder.

What level of scale was found for this terminal? _____

(D of P looks at assessment sheet): Was _____
the level of scale found for the terminal? _____

Meter must fall the same number of divisions for the level as for the goal and the terminal. If this does not happen even when terminal and level are repeated by D of P to pc, tell auditor to reassess and end check at this point.

What command did you evolve for this? _____

(D of P looks at assessment sheet): Was _____
the command evolved for this? (Notes divisions of fall)

If the command does not fall as much as the goal, terminal and level, the D of P may try a better command, remembering to take into account the phenomena of stuck flows and putting the pc at cause.

New command evolved which falls as much as goals, terminal and level __

_____

_____

_____

Auditor told to _____

Signed _____ D of P

CHECK TYPE THREE

HCO WW Form CT3

General checkup on a session. May be done at any time or when D of P unconvinced of case progress

Name of pc _____ Date _____

Location of HGC _____

All questions are addressed to pc who is on a meter.

What processes are being run on you? _____

_____

_____

Do you have any ARC breaks with your auditor? _____

_____

Are you worried about something in your life? _____

_____

Have you done anything while you have been in the HGC you shouldn't have
done? _____

_____

Do you think what we are doing with you is in error? _____

_____

_____

Is your auditor doing anything that upsets you? _____

_____

_____

If needle did a marked dip on any of the above the D of P should continue
the question until the dip vanishes, using various different forms of the question
until he gets the whole story to his satisfaction.

D of P findings:

Recommendation to auditor:

Signed _____ D of P

CHECK TYPE FOUR

HCO WW Form CT4

Rudiments Check

Name of pc _____ Date _____

Location of HGC _____

After eight or ten hours of auditing on processes that were in Model Session
(not CCHs), the D of P checks rudiments to make sure that they are cleaned up.

Check done on pc who is on a meter.

What goals have you been setting for your sessions? _____

_____

_____

Do you have any upset with your auditor about anything at all? _____
_____

Are you withholding anything from us about yourself or your processing? _____
_____

Do you have any present time problems? _____
_____

Is there anything you dislike about your auditing? _____
_____

Is there anything you would like to change about your auditor? _____
_____

Is there anything it would embarrass you to tell us about? _____
_____

Is there something you wouldn't want known? _____
_____

Is there anything in your life right now that is very upsetting to you? _____
_____

D of P sorts out any needle fall until he is sure that there is something there that needs attention and either it has cleared by his asking or he gives the auditor an alert to it so it can be handled.

Recommendation to auditor:

Signed _____ D of P

CHECK TYPE FIVE

HCO WW Form CT5

Flat Check

When the staff auditor states that the terminal he has been running is now flat, the D of P makes a very careful check before he permits a new assessment to be started. The TA does not have to be on Clear read for a terminal to be flat.

Name of pc _____ Date _____

Location of HGC _____

Terminal that has been run "flat" according to auditor _____

_____

Check terminal on every level of the Prehav Scale against the *needle only*. Check from bottom to top of scale then back to bottom of scale.

Needle changed characteristic or fell on the following levels _____

_____

If any change or fall noted, send auditor back to flatten that level or those levels and do his own recheck and flattening before returning.

Use this form for D of P recheck.

If no level reacted on the terminal, take the goal which the terminals represented and check it out thoroughly on the meter.

Goal terminal represented _____

Reaction of the goal _____

If goal had a reaction, send auditor back to find another terminal that reacts as much as the goal reacts, flatten that terminal on any and all levels and return for recheck on this same form.

1. Return for recheck _____ or

2. Do new goals, terminal, level, command assessment _____

Signed _____ D of P

CHECK TYPE SIX

HCO WW Form CT6

Bog Check

Name of pc _____ Date _____

Location of HGC _____

When the auditor reports or D of P thinks case is not progressing well, the following check-offs are done: (This is a "when all else fails" check-off.)

D of P does check type one without the message to the pc: _____

D of P does check type three _____

D of P orders Johannesburg Security Check _____

Done _____

D of P does check type four _____

If SOP Goals has been "flattened" on one or more terminals, D of P does check type five on all SOP terminals run to date _____

Only when all of this has been cared for according to each check type listed and the Johannesburg Security Check has been fully cleared on all questions does the D of P make further recommendation to the staff auditor:

Recommendation:

Signed _____ D of P

CHECK TYPE SEVEN

HCO WW Form CT7

A "Release" Check Sheet

Name of pc _____ Date _____

Location of HGC _____

The following may be made out on the pc at any time but preferably at a time when the pc is to receive no further intensives at the moment or is leaving the HGC.

This whole check sheet is rechecked by HCO Area as indicated:

Pc is put on a meter and asked:

Are you happy with the auditing you have had?

D of P _____ HCO Area Sec _____

Do you think you will get any worse?

D of P _____ HCO Area Sec _____

Do you intend to get more auditing?

D of P _____ HCO Area Sec _____

Did they find your Havingness Process?

D of P _____ HCO Area Sec _____

Did they find your Confront Process?

D of P _____ HCO Area Sec _____

Do you think you can handle life any better?

D of P _____ HCO Area Sec _____

Do you think Scientology works?

D of P _____ HCO Area Sec _____

   If satisfactory meter reaction (fairly free needle) and if tone arm is not abnormally high or low, and if pc answers "Yes" to above, a D of P sends the pc with this form to HCO Area, and HCO Area again checks it out, has Address prepare a certificate, HCO Continental gets certificate and this form and signs, and the certificate is handed to or mailed to the pc. A pin is also given or sent when available, denoting pc is a "Release."

D of P _____ HCO Area Sec _____

CHECK TYPE EIGHT

HCO WW Form CT8

Clear Check

   D of P checks out this form and then sends it to HCO Area Sec for a second checkout. The whole pc file folder with all filed forms, assessments, various sheets and auditor's reports are to hand when this checkout is done.

   Check over all goals listed on the goals assessment sheet and any subsequent additions. Look for a fall of the needle on any of them.

   Any fall disqualifies pc.

   Check over all terminals listed in all auditor's reports and note any fall on any of them with high sensitivity.

   Any fall disqualifies pc.

   We find the needle without reaction and pronounce this person to be Clear.

D of P _____ HCO Area Sec _____

   Give letter to HCO Continental and send bracelet to pc.

L. RON HUBBARD
Founder

57

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 5 APRIL 1961

HPA/HCA
OR PRACTICAL COURSE RUNDOWN
FOR ACADEMIES

The following rundown was designed by myself and Peter Slabbert, Director of Training in Johannesburg.

It will be seen that a student can enter the day course any week and the evening course every two weeks.

There are only two units, thus requiring only two Instructors.

Comm Course will soon be getting taught again for HAS in the PE Foundation, so this should give enough Comm Course.

If in doubt about any of this, write Director of Training, HASI Johannesburg, PO Box 10795, Johannesburg, South Africa, who should reply via HCO Tech Sec, Saint Hill.

This is the official HPA/HCA Academy training schedule and forms the basis of future examination. HPA/HCA has additional requirements. This is the totality of training for Hubbard Practical Scientologist.

Directors of Training should shift to this schedule as soon as possible in all Central Organizations.

L. RON HUBBARD
Founder

HCO LTD HPA CERTIFICATE CONDITIONS

- Complete Practical Course.

- Complete Anatomy Course.

- Pay £131/5/0 total (which includes the £100 fee for the Practical Scientology Course).

- Start HPA Extension Course.

- Receive any required auditing to case level standard (set by HCO Board of Review).

- Pass Practical Course (repeat necessary weeks at no extra cost).

- Pass HCO Board of Review oral.

- Pass written examination 85%.

- Complete HGC training (which includes 50 hours of auditing for the HGC).

- International professional membership held.

- Complete Extension Course.

NIGHT PRACTICAL SCIENTOLOGY COURSE

- £100

- 16 weeks—Monday, Wednesday, Friday—
  7:00 P.M. to 10:30 P.M.

- Enroll every week.

- Get written examination at end.

- Receive certificate with only requisite:
  attend 16 weeks.

DAY PRACTICAL SCIENTOLOGY COURSE

- £100

- 8 weeks—Monday to Friday—
  8:30 A.M. to 5:30 P.M.

- Enroll every week.

- Get written examination at end.

- Receive certificate with only requisite:
  attend 8 weeks.

HPA LECTURE SCHEDULE

1. Prelogics

2. Logics

3. Scientology Axioms

4. Code of a Scientologist

5. Code of Honor

6. The Factors

7. Scales

8. Definitions

9. Native State and First Four Postulate Chain

10. Assists

11. The 8 Dynamics

12. The 4 Universes

13. Obsessive and Unknowing Games Conditions

14. Definitions of: Formal Auditing, Tone 40 Auditing, Muzzled Auditing

15. Group Processing

16. Running PE Courses

17. Running HAS Co-audit Courses

18. Knowingness Control Responsibility

19. ARC

20. Victims

21. Missions

22. Parts of Man

23. Havingness and Duplication

24. SAPA Interpretation

25. How Help Became Betrayal

26. Flat Point

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc - Student - HATs	Tape 14 S/HPA	Tape 15 S/HPA	Tape 16 S/HPA	Tape 17 S/HPA	8.30
Lecture/Briefing	Confronting TR 0	Comm Formula & TR 1 Axiom 28 Communication Mechanics of Control	TR 2	Duplication and Comm bridges TR 3	Auditor's Code and Handling Originations	9.30
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.00
TR Session "A"	TR 0	TR 1	TR 2	TR 3	TR 4	10.15
TR Session "B"	TR 0	TR 1	TR 2	TR 3	TR 4	11.15
Lecture/Briefing	TR 0	Comm Formula	TR 2	Duplication and Havingness	Handling Originations	12.15
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	12.30
TR Session "A"	TR 0	TR 1	TR 2	TR 3	TR 4	1.30
TR Session "B"	TR 0	TR 1	TR 2	TR 3	TR 4	2.15
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	3.00
TR Session "A"	TR 0	TR 1	TR 2	TR 3	TR 4	3.10
TR Session "B"	TR 0	TR 1	TR 2	TR 3	TR 4	3.50
Tape	Lecture No. 6 5th London ACC	Lecture No. 7 5th London ACC	Lecture No. 8 5th London ACC	Lecture No. 10 5th London ACC	Lecture No. 17 5th London ACC	4.30 / 5.30

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc - Student - HATs	Tape 18 S/HPA	Tape 19 S/HPA	Tape 20 S/HPA	Tape 21 S/HPA	8.30
Lecture/Briefing	E-Meter Reactions Setting Calibration etc	Tone Arm Positions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	9.30
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.00
10.30 TR Session "A"	See Lecture above / E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	10.15
11.30 TR Session "B"	E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	11.15
Lecture/Briefing		E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	12.15
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	12.30
TR Session "A"	E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	1.30
TR Session "B"	E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	2.15
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	3.00
TR Session "A"	E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	3.10
TR Session "B"	E-Meter Reactions	E-Meter Reactions	Dating Using Arm	Dating Using Meter	Dynamic Assessment	3.50
Tape	Lecture No. 1 6th London ACC	Lecture No. 2 6th London ACC	Lecture No. 7 6th London ACC	Lecture No. 8 6th London ACC	Lecture No. 14 6th London ACC	4.30 / 5.30

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc Student - HATs	Tape 22 S/HPA	Tape 23 S/HPA	Tape 24 S/HPA	Tape 25 S/HPA	
						9.30
Lecture/Briefing	Upper Indoc & TR 6	TR 7	Tone 40 Auditing	Chart of Attitudes	Spotting Buttons & TR 9 Coaching	
						10.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.15
TR Session "A"	TR 6 Steering bodies Blind steering; non-verbal 8C	TR 7	TR 8	TR 8	TR 9	
						11.15
TR Session "B"	TR 6 Steering bodies Blind steering; non-verbal 8C	TR 7	TR 8	TR 8	TR 9	
						12.15
Lecture/Briefing	Control in Auditing	TR 7	TR 8	TR 9	Coaching	
						12.30
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
						1.30
TR Session "A"	TR 6	TR 7	TR 8	TR 9	TR 9	
						2.15
TR Session "B"	TR 6	TR 7	TR 8	TR 9	TR 9	
						3.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						3.10
TR Session "A"	TR 6	TR 7	TR 8	TR 9	TR 9	
						3.50
TR Session "B"	TR 6	TR 7	TR 8	TR 9	TR 9	
						4.30
Tape	Lecture No. 1 1st Melbourne ACC	Lecture No. 5 1st Melbourne ACC	Lecture No. 7 1st Melbourne ACC	Lecture No. 9 1st Melbourne ACC	Lecture No. 25 1st Melbourne ACC	
						5.30

WEEK 4 (Unit 1)

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc -Student - HATs	Tape 26 Part 1 S/HPA	Tape 26 Part 2 & 3 S/HPA	Lecture No. 1 State of Man Congress	Lecture No. 3 State of Man Congress	
						9.30
Lecture/Briefing	Anti Q & A	Model Session	Model Session	PTP Cause of Rising TA between sessions	Goals in Rudiments	
						10.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.15
TR Session "A"	Anti Q & A	Model Session	Model Session	Model Session	Model Session	
						11.15
TR Session "B"	Anti Q & A	Model Session	Model Session	Model Session	Model Session	
						12.15
Lecture/Briefing	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						12.30
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
						1.30
TR Session "A"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						2.15
TR Session "B"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						3.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						3.10
TR Session "A"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						3.50
TR Session "B"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						4.30
Tape	Lecture No. 26 1st Melbourne ACC	Lecture No. 27 1st Melbourne ACC	Lecture No. 29 1st Melbourne ACC	Lecture No. 30 1st Melbourne ACC	Lecture No. 1 HCS Course	
						5.30

63

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc Student - HATs	Tape 22 S/HPA	Tape 23 S/HPA	Tape 24 S/HPA	Tape 25 S/HPA	
						9.30
Lecture/Briefing	Upper Indoc & TR 6	TR 7	Tone 40 Auditing	Chart of Attitudes	Spotting Buttons & TR 9 Coaching	
						10.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						10.15
TR Session "A"	TR 6 Steering bodies Blind steering; non-verbal 8C	TR 7	TR 8	TR 8	TR 9	
						11.15
TR Session "B"	TR 6 Steering bodies Blind steering; non-verbal 8C	TR 7	TR 8	TR 8	TR 9	
						12.15
Lecture/Briefing	Control in Auditing	TR 7	TR 8	TR 9	Coaching	
						12.30
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
						1.30
TR Session "A"	TR 6	TR 7	TR 8	TR 9	TR 9	
						2.15
TR Session "B"	TR 6	TR 7	TR 8	TR 9	TR 9	
						3.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						3.10
TR Session "A"	TR 6	TR 7	TR 8	TR 9	TR 9	
						3.50
TR Session "B"	TR 6	TR 7	TR 8	TR 9	TR 9	
						4.30
Tape	Lecture No. 1 1st Melbourne ACC	Lecture No. 5 1st Melbourne ACC	Lecture No. 7 1st Melbourne ACC	Lecture No. 9 1st Melbourne ACC	Lecture No. 25 1st Melbourne ACC	
						5.30

WEEK 4 (Unit 1)

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Tape	Briefing on Course 8C, Requirements, Weekly Reports, Ext Course, Synopsis, etc Coach - Auditor - Pc -Student - HATs	Tape 26 Part 1 S/HPA	Tape 26 Part 2 & 3 S/HPA	Lecture No. 1 State of Man Congress	Lecture No. 3 State of Man Congress	
						9.30
Lecture/Briefing	Anti Q & A	Model Session	Model Session	PTP Cause of Rising TA between sessions	Goals in Rudiments	
						10.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						10.15
TR Session "A"	Anti Q & A	Model Session	Model Session	Model Session	Model Session	
						11.15
TR Session "B"	Anti Q & A	Model Session	Model Session	Model Session	Model Session	
						12.15
Lecture/Briefing	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						12.30
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
						1.30
TR Session "A"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						2.15
TR Session "B"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						3.00
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						3.10
TR Session "A"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						3.50
TR Session "B"	Relevant, Irrelevant Question	Model Session	Model Session	Model Session	Model Session	
						4.30
Tape	Lecture No. 26 1st Melbourne ACC	Lecture No. 27 1st Melbourne ACC	Lecture No. 29 1st Melbourne ACC	Lecture No. 30 1st Melbourne ACC	Lecture No. 1 HCS Course	
						5.30

WEEK 1 (Unit 2)

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Lecture	— — — — — — — — — — — — SEE LECTURE SCHEDULE — — — — — — — — — — — — —					
						9.15
Tape	Tape 1 S/HPA	Tape 2 S/HPA	Tape 3 S/HPA	Tape 4 S/HPA	Tape 5 S/HPA	
						10.15
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						10.30
Lecture	— — — — — — — — — — — — SEE LECTURE SCHEDULE — — — — — — — — — — — —					
						11.15
Briefing	— — — — — — — — — — — — 6 TYPES OF PROCESSES — — — — — — — — — — —					
						11.30
Auditing Team "A"	— — — — — — — — — — — — 6 TYPES OF PROCESSES — — — — — — — — — —					
						12.30
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
						1.30
Lecture	— — — — — — — — — — — SEE LECTURE SCHEDULE — — — — — — — — — —					
						2.15
Auditing Team "B"	— — — — — — — — — — — 6 TYPES OF PROCESSES — — — — — — — — —					
						3.15
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	
						3.30
Lecture	— — — — — — — — — — — SEE LECTURE SCHEDULE — — — — — — — — — —					
						4.30
Tape	Granting of Beingness 2nd ACC	Route I (4, 5, 6, 7) State of Man Cong.	Route I (8,9,10,11) State of Man Cong.	Route I (12, 13, 14, 15) State of Man Congress	ARC Triangle 15th ACC	
						5.30

WEEK 2 (Unit 2)

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						8.30
Lecture/Tape	Purpose & Running Op. by Dup.	Purpose & Running Op. by Dup.	Tape 6 S/HPA	Tape 7 S/HPA	Tape 8 S/HPA	
						9.30
Lecture			Definition, Description & Demonstration of "THING"			
						10.00
BREAK			BREAK	BREAK	BREAK	
						10.15
Team "A"			Finding, Handling & becoming cause over THING on other students			
						11.15
Team "B"			Finding, Handling & becoming cause over THING on other students			
						12.15
Lecture	Opening Procedure by Duplication	Opening Procedure by Duplication	Definition, Description & Demonstration of "THING"			
						12.30
LUNCH			LUNCH	LUNCH	LUNCH	
						1.30
Team "A"			Finding, Handling & becoming cause over THING on other students			
						2.15
Team "B"			Finding, Handling & becoming cause over THING on other students			
						3.00
BREAK			BREAK	BREAK	BREAK	
						3.10
Team "A"			Finding, Handling & becoming cause over THING on other students			
						3.50
Team "B"			Finding, Handling & becoming cause over THING on other students			
						4.30
Tape			Communication & Isness 17th ACC	Exact Control 17th ACC	Uses of Control 17th ACC	
						5.30

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
Tape	Tape 9 S/HPA	Tape 10 S/HPA	Tape 11 S/HPA	Tape 12 S/HPA	Tape 13 S/HPA	8.30
Lecture/Briefing	Lecture on CCH's 1 and 2	Lecture on CCH's 2 and 3	Control in Sessions Reality Scale	S C S How to Run	Auditing S C S	9.30
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.00
Team "A"	CCH 1	CCH 2	CCH 3	SCS	SCS	10.15
Team "B"	CCH 1	CCH 2	CCH 3	SCS	SCS	11.15
Lecture/Briefing	CCH 1	CCH 2 and 3	CCH 4	SCS	SCS	12.15
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	12.30
Team "A"	CCH 1	CCH 3	CCH 4	SCS	SCS	1.30
Team "B"	CCH 1	CCH 3	CCH 4	SCS	SCS	2.15
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	3.00
Team "A"	CCH 1	CCH 3	CCH 4	SCS	SCS	3.10
Team "B"	CCH 1	CCH 3	CCH 4	SCS	SCS	3.50
Tape	Rest Points and Confusions 17th ACC	Extroversion and Introversion 17th ACC	Lecture No. 1 5th London ACC	Lecture No. 3 5th London ACC	Lecture No. 4 5th London ACC	4.30
						5.30

(Unit 3)

SECTION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
Tape	Lecture No. 5 State of Man Congress	Tape No. 1 S/HPA	Tape No. 2 S/HPA	Tape No. 3 S/HPA	Tape No. 4 S/HPA	8.30
Lecture/Briefing	— — — — — — — FORMULA 15 AUDITING RUNDOWN AND PROCEDURE — — — — — — —					9.30
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	10.00
Auditing	Formula 15	Formula 15	Formula 15	Formula 15	Formula 15	10.15
Lecture/Briefing	— — — — — — — FORMULA 15 AUDITING RUNDOWN AND PROCEDURE — — — — — — —					12.15
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	12.30
Auditing	Formula 15	Formula 15	Formula 15	Formula 15	Formula 15	1.30
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	2.55
Auditing	Formula 15	Formula 15	Formula 15	Formula 15	Formula 15	3.05
Tape	Lecture No. 2 HCS Course	Lecture No. 3 HCS Course	Granting of Beingness 2nd ACC	Route I (4, 5, 6, 7) State of Man Cong.	Route I (8, 9, 10, 11) State of Man Cong.	4.30
						5.30

FORMULA 15: Clean up terminals in Scientology, Instructors, etc and also people who object to Scientology.

WEEK 5 UNIT 1

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Tape	Tape (Clear 8C)	Tape	Tape	7.00
Lecture/Briefing	E-Meter Reactions	TA positions	Dating using arms	8.00
				8.30
BREAK	BREAK	BREAK	BREAK	8.40
Team "A"	E-Meter reactions	E-Meter reactions	Dating using arms	9.35
Team "B"	E-Meter reactions	E-Meter reactions	Dating using arms	10.30

WEEK 6 UNIT 1

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	Dating with meter	Dynamic Assessment	Dynamic Assessment	7.00
Team "A"	Dating with meter	Dynamic Assessment	Dynamic Assessment	7.30
				8.25
BREAK	BREAK	BREAK	BREAK	8.35
Team "B"	Dating with meter	Dynamic Assessment	Dynamic Assessment	9.30
Tape	Tape	Tape	Tape	10.30

WEEK 7 UNIT 1

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Tape	Tape (Clear 8C)	Tape	Tape	7.00
Lecture/Briefing	Anti Q & A	Relevant/Irrelevant Question	Model Session	8.00
				8.30
BREAK	BREAK	BREAK	BREAK	8.40
Team "A"	Anti Q & A	Relevant/Irrelevant Question	Model Session	9.35
Team "B"	Anti Q & A	Relevant/Irrelevant Question	Model Session	10.30

WEEK 8 UNIT 1

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	Model Session	Cause of Rising TA between sessions	Goals in Rudiments	7.00
Team "A"	Model Session	Model Session	Model Session	7.15
				8.15
BREAK	BREAK	BREAK	BREAK	8.30
Team "B"	Model Session	Model Session	Model Session	9.30
Tape	Tape	Tape	Tape	10.30

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture	——— SEE LECTURE SCHEDULE ———			7.00
Briefing	——— 6 TYPES OF PROCESSES ———			7.15
Team "A"	——— 6 TYPES OF PROCESSES ———			7.30
Team "B"	——— 6 TYPES OF PROCESSES ———			8.15
BREAK	BREAK	BREAK	BREAK	9.00
Lecture	——— SEE LECTURE SCHEDULE ———			9.15
Tape	Tape	Tape	Tape	9.30
				10.30

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	—— Definition, Description and Demonstration of "Thing" ——			7.00
Team "A"	—— Finding, Handling and Becoming Cause over "Thing" ——			7.30
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	—— Finding, Handling and Becoming Cause over "Thing" ——			8.30
Lecture	—— SEE LECTURE SCHEDULE ——			9.15
Tape	Tape	Tape	Tape	9.30
				10.30
SUNDAY	8.30—9.00 Purpose of Op-by-Dup			
	9.00—5.30 Running of Op-by-Dup			

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture	——— SEE LECTURE SCHEDULE ———			7.00
Briefing	——— 6 TYPES OF PROCESSES ———			7.15
Team "A"	——— 6 TYPES OF PROCESSES ———			7.30
Team "B"	——— 6 TYPES OF PROCESSES ———			8.15
BREAK	BREAK	BREAK	BREAK	9.00
Lecture	——— SEE LECTURE SCHEDULE ———			9.15
Tape	Tape	Tape	Tape	9.30
				10.30

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	—— Definition, Description and Demonstration of "Thing" ——			7.00
Team "A"	—— Finding, Handling and Becoming Cause over "Thing" ——			7.30
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	—— Finding, Handling and Becoming Cause over "Thing" ——			8.30
Lecture	—— SEE LECTURE SCHEDULE ——			9.15
Tape	Tape	Tape	Tape	9.30
				10.30

WEEK 6 UNIT 2

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	CCH 4	SCS	SCS	7.00
Team "A"	CCH 4	SCS	SCS	7.15
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	CCH 4	SCS	SCS	8.30
Tape	Tape	Tape	Tape	9.30
				10.30

WEEK 2 UNIT 3

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	Auditing Rundown	Auditing Rundown	Auditing Rundown	7.00
Team "A"	Formula 15	Formula 15	Formula 15	7.15
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	Formula 15	Formula 15	Formula 15	8.30
Tape	Tape	Tape	Tape	9.30
				10.30

WEEK 5 UNIT 2

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	CCH 1	CCH 2	CCH 3	7.00
Team "A"	CCH 1	CCH 2	CCH 3	7.15
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	CCH 1	CCH 2	CCH 3	8.30
Tape	Tape	Tape	Tape	9.30
				10.30

SUNDAY 8.30 – 9.00 Purpose of Op-by-Dup
9.00 – 5.30 Running of Op-by-Dup

WEEK 1 UNIT 3

SECTION	MONDAY	WEDNESDAY	FRIDAY	TIME
Lecture/Briefing	Auditing Rundown Formula 15	Auditing Rundown Formula 15	Auditing Rundown Formula 15	7.00
Team "A"	Formula 15	Formula 15	Formula 15	7.15
BREAK	BREAK	BREAK	BREAK	8.15
Team "B"	Formula 15	Formula 15	Formula 15	8.30
Tape	Tape	Tape	Tape	9.30
				10.30

CenOCon

SOP GOALS GOOFS

Having examined the reports of several HGCs, I must assume the following:

1. That the many situations arising in admin and staff in some HGCs stem directly from an unconscious avoidance of clearing or of running SOP Goals.

2. That getting SOP Goals run properly is my one and only goal for HGCs at this time.

3. That I have no interest in *reasons* why it is not being run properly.

4. That all organization and staff problems will resolve with the attainment of successful clearing of staffs.

5. That problems blow into view as this is being attempted and should get no more attention from me than a pc's protests would in a session.

6. That we can and will win out in getting SOP Goals properly applied.

7. That sooner or later staff auditors will realize it is a simple procedure with many steps and apply it bravely.

8. That auditors will suddenly realize it does work and clear and is to be used.

9. That staff auditors will read *and* follow the bulletins and policy letters on SOP Goals.

10. That my job is to insist it be run, whether people on staff are trained or not trained.

11. That all difficulty stems from lack of successful *technical* application and that technical, fully repaired, solves all admin problems.

12. That we can and will get SOP Goals in proper use, not only through existing staff but new staff as they arrive.

13. That neither you nor I can Q-and-A with reasons it is not being run.

I am very, very earnest about these matters.

Typical goofs: Terminal started at Prehav level run for a while with good TA motion. Motion of TA vanishes (as it should). Auditor nonplused. Promptly starts Attention Process and does 20 hours of it, where he should have reassessed same terminal for new level.

Auditor finds goal dips only one division. Decides it isn't enough (which it is), runs off and runs Change Process.

D of P does assessment in 45 minutes (D of P shouldn't, and also it takes *me* 2 hours for a Goals Assessment), gives it to auditor. Auditor runs with no Model Session or rudiments for *100 hours* with pc going mad from PTPs. Never changes level. Never checks rudiments. Nobody ever rechecks for level. E-Meter ignored.

Auditor has goal, terminal, level, command, all set to roll, and D of P says, "Needle seems a little sticky, run the Attention Process." SOP Goals promptly abandoned in favor of wasting 4 days of auditing.

Goofs like this are just a dramatization of wasting auditing.

It's in the bulletins. There's no reason to goof. It's just a question of *doing it!*

As soon as somebody, anybody on staff gets Clear or near Clear on SOP Goals, this situation will change. The more that get Clear or near Clear, the more effective the org will be, the better SOP Goals will run.

My policy then is clearly to get SOP Goals run in every HGC on every pc, staff and outside, not waiting "until staff are trained" or "when we get a new Admin," or "as soon as staff auditors can read an E-Meter."

My brand-new idea on SOP Goals is "Do It." Only familiarity will beget confidence.

L. RON HUBBARD
Founder

SOP GOALS
GOALS ASSESSMENT PROBLEMS SORTED OUT

A D of P confessed she could not get a goal to fall whenever an auditor did an assessment. The auditor would do an assessment, bring the pc in for D of P check, but the goal would not fall again.

This, of course, is improper assessment.

HOW TO ASSESS A GOALS LIST

The auditor should get a *full* list of goals, including childhood goals, withheld goals, antisocial goals and (by meter reaction on question) "Any goal you have not told me about."

Auditor gets every possible goal until the meter is null on the question of goals the pc might have.

Then the auditor reads the whole list of goals to the pc and writes in divisions and fractions of divisions of fall for each. One division on the meter dial is marked "1" after the goal. One half a division is marked "½," etc., after the written goal.

The auditor then covers the whole list again, reading them to the pc.

Pc does not have to answer verbally any of these questions, "How do you feel about (goals)?" And auditor can tell pc so. The meter does it all.

On the second read, the auditor lightly crosses out all goals that get *no* response or marks in the amount each goal *now* falls.

The auditor does a third read of only those goals that fell on the second reading and marks down how much they fell by a division figure and crosses out all those goals that now no longer fall.

By this time the list will be getting pretty short. Goals keep going null. They blow, in other words.

The auditor now does end rudiments, picks up any PTPs and ARC breaks and gives the pc a short break and copies off only those goals that still fall, on a new sheet of paper.

The auditor now returns the pc to session, runs beginning rudiments and goes over this new short list noting divisions of fall for each goal on it.

It is probable that these remaining goals are all the same goal or are opposite goals (if one can't do one, he does the other sort of thing).

Once more the auditor writes down the divisions of fall as he goes over the list again with the pc.

More of these goals can be expected to fall out and go null.

The *preliminary goal* now becomes unmistakable as having the consistent largest fall.

The pc *may* suddenly redefine this goal with great interest. That is fine. Note the redefinition or redefinitions as such. Recheck the last list and take the greatest consistent fall. Take the wording of the goal that falls most.

The auditor now has the *principal goal*. He writes it on a new piece of paper and puts the date of the assessment on it.

The auditor now starts his search for a terminal with considerable attention to what the pc says it is and finally finds one that falls as much as or more than the goal fell and that continues to fall.

The auditor now finds the Prehav level of this terminal and its command and, noting all this on the new sheet, saving *all* papers in the pc record, goes to the D of P for a recheck.

This goal will always fall. This terminal will always fall. This level will always fall. This command will always fall. Each right up to the instant the pc starts to get audited.

Most goals, all offbeat terminals, any incorrect level goes null on the two-way comm incident to assessment. Only the goal, terminal, level that have to be *audited* remain.

L. RON HUBBARD
Founder

CenOCon

SOP GOALS
REPAIRING A CASE

An auditor, after a proper assessment, was afraid to let the TA go too tight on running any Prehav level.

He ran, then, four levels worth of processes in the first two hours of SOP Goals running.

The pc bogged and no further assessment for Prehav level could be done.

REMEDY

An auditor must keep his pc's record in full including all assessments and even rough notes and lists.

The auditor above should return to the process of the first level he ran and run it again until the tone arm is fairly motionless and looks like it is going to remain so after a twenty-minute additional test.

Then the auditor should take the second process he had run and run it until the tone arm is motionless and remains so for twenty minutes.

Then the auditor should take the third process he had already run and run it until the tone arm remains motionless for twenty minutes.

Then the auditor should take the fourth process and run that until the TA remains motionless for twenty minutes.

Now the auditor should find he can reassess for a new Prehav level. Before doing such, however, he should cover rudiments with great care, cleaning up every possible ARC break and getting any withhold that shows.

Just as a series of unflat levels on a terminal may have to be gone over again in sequence, so may a list of terminals previously run have to be taken up one after another if the case hangs up late in processing—as too many terminals can also be run too fast.

Further, the Attention and Change Process will loosen a needle but must *not* be used before the above remedy is done.

L. RON HUBBARD
Founder

74

CenOCon
D of P
Staff Auditors
Missions

ASSESSING FOR GOALS AND TERMINALS
BY ELIMINATION

As the only weak spot in SOP Goals is assessing for the right goal and terminal, I have given this a lot of study and am utilizing something new I have observed that should cancel out any doubts about rightness in the auditor's mind.

Do all SOP Goals steps in Model Session form. Assess always in Model Session. This gives you two cracks at the withholds and ARC breaks. If in doubt about how the pc is standing up to a long assessment, end the session, give pc a short break and start a new session.

GOALS LIST

To do Goals, get pc to give you every goal he or she can think of. Then start using the meter to find goals and keep on finding goals until when you ask for one you get no drop on the meter. In other words, look for goals like you look for withholds.

Ask for

Secret goals
Withheld goals
Antisocial goals
Childhood goals
Goals you've just remembered
Silly goals
Goals you've failed at

Your resulting list may be as long as a hundred or more or as short as fifty. Just clear the meter on the subject. Make sure you write down every goal you get.

Now to assess the goals. Tell pc he or she doesn't have to answer aloud, and start reading the goals off to the pc. Write down how much each goal fell by divisions or fractions of divisions. Lightly cross out every goal that does not fall.

Go over list to pc again, still watching needle. Read off to pc every goal that fell before. You will find some of these have gone null. Mark present divisions of fall for each goal. Cross out every goal that now does not fall.

Read remaining goals off to pc. Mark divisions they fell and cross out those that went null.

Read now the goals that remain and cross out those that go null.

Keep doing this until you have only two or three goals.

Discuss these with the pc. They may be all the same goal. Get a better definition of the goal.

Now read the remaining goals to pc and cross out the ones that go null.

You will have at least one heavily falling goal left that does not go null on two-way comm. This of course has to be run.

This assessment is assessment of goals by elimination.

TERMINAL LIST

We have the goal. Now to get the terminal. We get the pc to suggest terminals that represent this goal we have found. We keep on urging the pc to give us more terminals for that goal. We list every terminal the pc thinks up. We are not content until we have a list of about thirty possible terminals.

We now treat this list exactly as we did the goals list.

We read the list to the pc, marking divisions of fall and crossing out terminals that don't fall now.

We take the uncrossed-out terminals and read these to the pc. We mark divisions they fall and cross out those that no longer fall.

We keep doing this until we are left with one terminal.

This is our terminal. The only way it will null is by auditing.

This is terminal assessment by elimination.

Commands are pretty easy to get. The best command is the five-way bracket as follows:

```
You----------------------terminal
Terminal-----------------you
Terminal-----------------another
Another------------------terminal
Terminal-----------------terminal
```

The *How* type of command is very good.

The additional data on terminals commands is to add "bad" or "badly" at the inverted levels.

On the Prehavingness Scale you should add WASTE below FAILED ABAN-
DON.

You should add REGRET, SHAME and BLAME going upwards from some-
where around PROTECT. I will give you the full Prehav chart in a week or two,
but you need these right now.

L. RON HUBBARD
Founder

HCO BULLETIN OF 7 APRIL 1961
Issue II

SOP GOALS

MODIFICATION I

On all staff and outside cases without exception, the following Goals Standard Operating Procedure will be used.

SOP GOALS INTENSIVES

Use Model Session throughout on assessments and all sessions. Heavily stress rudiments.

1. Go over *rudiments* carefully.

2. Do a *Goals Assessment*.

    Find out every goal the pc can recall ever having. Make a list. Get in particular any secret goals, withheld goals, childhood goals, antisocial goals.

    Go over list with a meter, as per HCOB 7 Apr. 61, ASSESSING FOR GOALS AND TERMINALS OR ELIMINATION, and later.

3. Convert goal to a *terminal*. Use HCOB 7 Apr. 61, ASSESSING FOR GOALS AND TERMINALS OR ELIMINATION, and later.

4. *Assess* this *terminal* on the *Prehavingness Scale* from bottom toward top. Take level that falls the most.

5. Develop an auditing command, preferably five-way bracket, that uses terminal and Prehavingness level. See HCOB 7 Apr. 61, ASSESSING FOR GOALS AND TERMINALS OR ELIMINATION, and later HCO Bulletins.

6. *Run* the *command* until tone arm becomes inactive for at least twenty minutes.

7. DELETED.

8. DELETED.

9. DELETED.

10. When the tone arm loses its action on these commands and tends to stick, no matter whether high or low arm (twenty minutes is a good test), REASSESS TERMINAL ON PREHAVINGNESS SCALE from bottom up until a new level falls.

11. Proceed as in steps 5 to 11.

12. When the first terminal selected and the goal produce *no* needle action and seem flat, return to Goals Assessment, add any new goals pc has now. REASSESS GOALS. Proceed from steps 5 to 12.

13. When tone arm stabilizing around Clear read, LOCATE HAVINGNESS PROCESS from the 36 Presessions. (May be done earlier.)

14. Add the Havingness Process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals SOP.

15. When Havingness Process has been used for a couple of sessions to help Goals SOP, find the CONFRONT PROCESS.

16. Add the Confront Process into the Model Session.

17. If you run out of goals, get a NEW LIST OF GOALS from the pc and proceed as above.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 7 APRIL 1961RC
REVISED 15 NOVEMBER 1987

Remimeo
HCO
Tech/Qual

Confessional Form 1RA
JOHANNESBURG CONFESSIONAL LIST

Ref:
HCOB   30 Nov. 78R   CONFESSIONAL PROCEDURE
Rev. 10.11.87

This is the Johannesburg Confessional list further amplified by myself. This is the roughest Confessional list in Scientology. We will call it the "Joburg Confessional." It does not necessarily replace other Confessional lists but it is probably the most thorough one we have now.

In reprinting this form, use legal length and double-space everything except directions.

JOBURG CONFESSIONAL LIST

_____   _____

Name of Person   Date

_____

Name of Security Checker

DIRECTIONS: Follow the full procedure as given in HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE.

The following statement should be read or quoted to the person receiving this Confessional list, when it is being done as an HCO Confessional:

"I am not auditing you. We are about to begin an HCO Confessional. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this list will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the police or the state. No Scientologist will ever bear witness against you in court by reason of answers to this Confessional. This Confessional is exclusively for Scientology purposes. The only ways you can fail this Confessional are to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this Confessional is our refusal to employ you or issue a certificate, and this will only happen if we find that you are trying knowingly to injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) by not being a member of a subversive group seeking to injure Scientology.

"The first questions are null questions to determine your reaction pattern.

"We will now begin."

Lie Reaction:

A. **ARE YOU SITTING IN A CHAIR?** _____

B. **ARE YOU ON THE MOON?** _____

C. **ARE ALL CATS BLACK?** _____

D. **AM I AN OSTRICH?** _____

E. **IS THIS EARTH?** _____

F. **HAVE YOU EVER DRUNK WATER?** _____

G. **ARE YOU HOLDING UP A TREE?** _____

H. **AM I AN ELEPHANT?** _____

I. **ARE YOU A TABLE?** _____

J. **IS THIS A CONFESSIONAL LIST?** _____

1. **HAVE YOU EVER LIVED OR WORKED UNDER AN ASSUMED NAME?** _____

2. **HAVE YOU GIVEN ME YOUR RIGHT NAME?** _____

3. **ARE YOU HERE FOR A DIFFERENT PURPOSE THAN YOU SAY?** _____

4. **HAVE YOU EVER STOLEN ANYTHING?** _____

5. **HAVE YOU EVER FORGED SOMEONE ELSE'S SIGNATURE?** _____

6. **HAVE YOU EVER BLACKMAILED ANYBODY?** _____

7. **HAVE YOU EVER BEEN BLACKMAILED?** _____

8. **HAVE YOU EVER SMUGGLED ANYTHING?** _____

9. **HAVE YOU EVER BEEN IN PRISON?** _____

10. **HAVE YOU EVER INDULGED IN DRUNKENNESS?** _____

11. **HAVE YOU EVER DONE ANY RECKLESS DRIVING?** _____

12. **HAVE YOU EVER BURGLARED ANY PLACE?** _____

13. **HAVE YOU EVER EMBEZZLED MONEY?** _____

14. **HAVE YOU EVER ASSAULTED ANYONE?** _____

15. **HAVE YOU EVER BEEN IN JAIL?** _____

16. **HAVE YOU EVER TOLD LIES IN COURT?** _____

17. HAVE YOU EVER HAD ANYTHING TO DO WITH PORNOGRAPHY? _____

18. HAVE YOU EVER COMMITTED ARSON? _____

19. HAVE YOU EVER BEEN A DRUG ADDICT? _____

20. HAVE YOU EVER PEDDLED DOPE? _____

21. HAVE YOU HAD ANY DEALINGS WITH STOLEN GOODS? _____

22. DO YOU HAVE A POLICE RECORD? _____

23. HAVE YOU EVER RAPED ANYONE? _____

24. HAVE YOU EVER BEEN INVOLVED IN AN ABORTION? _____

25. HAVE YOU ASSISTED IN ANY ABORTION? _____

26. HAVE YOU EVER COMMITTED ADULTERY? _____

27. HAVE YOU EVER PRACTICED HOMOSEXUALITY? _____

28. HAVE YOU EVER HAD INTERCOURSE WITH A MEMBER OF YOUR FAMILY? _____

29. HAVE YOU EVER BEEN SEXUALLY UNFAITHFUL? _____

30. HAVE YOU EVER PRACTICED SODOMY? _____

31. HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF SEXUAL PERVERSION? _____

32. HAVE YOU EVER SLEPT WITH A MEMBER OF A RACE OF ANOTHER COLOR? _____

33. HAVE YOU EVER COMMITTED CULPABLE HOMICIDE? _____

34. HAVE YOU EVER BOMBED ANYTHING? _____

35. HAVE YOU EVER MURDERED ANYONE? _____

36. HAVE YOU EVER KIDNAPPED ANYONE? _____

37. HAVE YOU EVER DONE ANY ILLICIT DIAMOND BUYING? _____

38. HAVE YOU EVER BETRAYED ANYONE FOR MONEY? _____

39. HAVE YOU EVER THREATENED ANYONE WITH A FIREARM? _____

40. HAVE YOU BEEN IN ILLEGAL POSSESSION OF FIREARMS? _____

41. HAVE YOU EVER BEEN PAID FOR GIVING EVIDENCE? _____

42. HAVE YOU EVER DESTROYED SOMETHING BELONGING TO SOMEONE ELSE? _____

43. HAVE YOU EVER BEEN A SPY FOR AN ORGANIZATION? _____

44. HAVE YOU EVER HAD ANYTHING TO DO WITH COMMUNISM OR BEEN A COMMUNIST? _____

45. HAVE YOU EVER BEEN A NEWSPAPER REPORTER? _____

46. HAVE YOU EVER HAD INTERCOURSE WHILE UNDER THE INFLUENCE OF DRUGS? _____

47. HAVE YOU EVER HAD INTERCOURSE WHILE UNDER THE INFLUENCE OF ALCOHOL? _____

48. HAVE YOU EVER USED DRUGS OR ALCOHOL TO PROCURE SEX? _____

48A. HAVE YOU EVER USED BLACKMAIL TO PROCURE SEX? _____

49. HAVE YOU EVER ILL–TREATED CHILDREN? _____

50. HAVE YOU EVER TAKEN MONEY FOR GIVING ANYONE SEXUAL INTERCOURSE? _____

51. HAVE YOU EVER HAD ANY CONNECTION WITH A BROTHEL? _____

52. HAVE YOU EVER HAD ANYTHING TO DO WITH A BABY FARM? _____

53. HAVE YOU EVER BEEN A SPY FOR THE POLICE? _____

54. ARE YOU AFRAID OF THE POLICE? _____

55. HAVE YOU EVER DONE ANYTHING YOU ARE AFRAID THE POLICE MAY FIND OUT? _____

56. HAVE YOU EVER FALSIFIED THE BOOKS IN ANY FIRM YOU WORKED FOR? _____

57. HAVE YOU EVER DONE ANYTHING YOUR MOTHER WOULD BE ASHAMED TO FIND OUT? _____

58. HOW COULD YOU HELP YOURSELF GENERALLY? _____

59. HAVE YOU COMMITTED ANY OVERTS AGAINST YOURSELF? _____

60. HOW COULD YOU HELP YOUR FAMILY? _____

61. HAVE YOU COMMITTED ANY OVERTS AGAINST YOUR FAMILY? _____

62. HOW DO YOU FEEL ABOUT SEX? _____

63. HAVE YOU COMMITTED ANY OVERTS AGAINST
    THE ORG? _____

63A. HAVE YOU COMMITTED ANY OVERTS AGAINST
     OTHERS? _____

63B. HAVE YOU COMMITTED ANY OVERTS AGAINST
     A GROUP? _____

64. HOW COULD YOU HELP THE ORG? _____

64A. HOW COULD YOU HELP OTHERS? _____

64B. HOW COULD YOU HELP A GROUP? _____

65. HOW COULD YOU HELP MANKIND? _____

66. HAVE YOU EVER CONTROLLED PEOPLE? _____

67. HOW DO YOU FEEL ABOUT BEING CONTROLLED? _____

68. HAVE YOU COMMITTED ANY OVERTS AGAINST
    MANKIND? _____

69. HOW COULD YOU HELP ANIMALS AND PLANTS? _____

70. HAVE YOU COMMITTED ANY OVERTS AGAINST
    ANIMALS AND PLANTS? _____

71. HOW COULD YOU HELP MATERIAL THINGS? _____

72. HAVE YOU COMMITTED ANY OVERTS AGAINST
    MATTER? _____

72A. HAVE YOU COMMITTED ANY OVERTS AGAINST
     ENERGY? _____

72B. HAVE YOU COMMITTED ANY OVERTS AGAINST SPACE? _____

72C. HAVE YOU COMMITTED ANY OVERTS AGAINST TIME? _____

73. HOW COULD YOU HELP SPIRITS? _____

74. HAVE YOU COMMITTED ANY OVERTS AGAINST
    SPIRITS? _____

75. HOW COULD YOU HELP GOD OR INFINITY? _____

76. HAVE YOU COMMITTED ANY OVERTS AGAINST GOD? _____

76A. HAVE YOU COMMITTED ANY OVERTS AGAINST
     INFINITY? _____

77. WHAT IS COMMUNISM? _____

78. **DO YOU FEEL COMMUNISM HAS SOME GOOD POINTS?** _____

79. **HAVE YOU EVER BEEN A MEMBER OF THE COMMUNIST PARTY?** _____

80. **HAVE YOU EVER BEEN A MEMBER OF ANY GROUP WITH SIMILAR IDEALS AS THE COMMUNIST PARTY?** _____

81. **DO YOU KNOW ANY COMMUNIST PERSONALLY?** _____

82. **HAVE YOU EVER INJURED DIANETICS OR SCIENTOLOGY?** _____

83. **HAVE YOU EVER COMMITTED ANY OVERTS ON A SCIENTOLOGY ORGANIZATION?** _____

84. **HAVE YOU EVER STOLEN ANYTHING FROM A SCIENTOLOGY ORG?** _____

85. **DO YOU HAVE ANY OVERTS ON LRH?** _____

86. **HAVE YOU EVER HAD UNKIND THOUGHTS ABOUT LRH?** _____

87. **HAVE YOU EVER INJURED ANY SCIENTOLOGISTS?** _____

88. **HAVE YOU EVER HAD ANY UNKIND THOUGHTS ABOUT SCIENTOLOGISTS?** _____

89. **HAVE YOU EVER BETRAYED SCIENTOLOGY?** _____

90. **DO YOU KNOW OF ANY SECRET PLANS AGAINST SCIENTOLOGY?** _____

91. **HAVE YOU EVER TAKEN MONEY TO INJURE SCIENTOLOGY?** _____

92. **HAVE YOU EVER USED DIANETICS OR SCIENTOLOGY TO FORCE SEX UPON SOMEONE?** _____

93. **DO YOU KNOW OF ANY PLANS TO INJURE A SCIENTOLOGY ORGANIZATION?** _____

94. **ARE YOU UPSET ABOUT THIS CONFESSIONAL?** _____

_____

Passed

_____

Failed

_____

Why?

_____

Signed by C/S

L. RON HUBBARD
Founder

HCO BULLETIN OF 11 APRIL 1961

CenOCon

SOP GOALS
ERRORS

The primary sources of wasted time on SOP Goals and the only real errors that can be made are as follows:

1. Bad technical approach. Remedy: Be expert on TRs and Model Session and E-Meter.

2. Improper assessments. Remedy: Assessment by Elimination.

3. Failure to flatten a level before reassessing for a new level. Remedy: Run a level until the tone arm has remained still for twenty minutes. "Still" is defined as only one-eighth of a division of motion on the tone arm dial—i.e., an eighth of the distance from 4 to 5.

4. Failure to detect and handle a PTP. Remedy: Do rudiments carefully watching meter needle for falls, not listening to what pc says.

5. Failure to detect and handle an ARC break. Remedy: Do rudiments carefully and often.

6. Failure to detect and pull a withhold. Remedy: Do rudiments carefully.

Honest, there aren't any more difficulties than the above.

I doubt any other errors could be introduced than the above that would keep a case from moving.

In all auditors' conferences and in all training, these things must be stressed.

Know the TRs.

Know Model Session.

Know the E-Meter.

Do proper assessments by the meter. Use elimination for goals, terminals.

Choose the right level by the amount of fall of the needle.

Run the right amount of processing by the tone arm.

Inspect rudiments often. Detect and handle all PTPs, ARC breaks and withholds.

There are no other barriers to success in SOP Goals.

But do the above wrong and you can add hundreds of hours to clearing.

L. RON HUBBARD
Founder

TRAINING DRILLS

These "TRs" are those released to the 18th ACC. They are in their original form. They are the correct drills for use in all instruction.

L. RON HUBBARD

NUMBER: TR 0

NAME: Confronting Preclear.

COMMANDS: None.

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

PURPOSE: To train student to confront a preclear with auditing only or with nothing.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. Coach may speak only if student goes anaten (dope off). Student is confronting the body, thetan and bank of preclear.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting."

NUMBER: TR 1

NAME: Dear Alice.

COMMANDS: A phrase (with the "he saids" omitted) is picked out of the book *Alice in Wonderland* and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

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

PURPOSE: To teach the student to send an intention from himself to a preclear in one unit of time without vias.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural, not artificial. Diction and elocution have no part in it. Loudness may have.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students.

NUMBER: TR 2

NAME: Acknowledgments.

COMMANDS: The coach reads lines from *Alice in Wonderland* omitting "he saids" and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

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

PURPOSE: To teach student that an acknowledgment is a method of controlling preclear communication and that an acknowledgment is a full stop.

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

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

NUMBER: TR 3

NAME: Duplicative Question.

COMMANDS: "Do fish swim?" or "Do birds fly?" Communication bridge between.

POSITION: Student and coach seated a comfortable distance apart.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it; and to teach him how to shift from one question to another with a communication bridge rather than an abrupt change.

TRAINING STRESS: One question and student acknowledgment of its answer in one unit of time which is then finished. To keep student from straying into variations of command. To insist on communication bridge when question is changed. Even though the same question is asked, it is asked as though it had never occurred to anyone before. To teach student that a communication bridge consists of getting three agreements—one agreement to end this question, second agreement to continue session in general and maintain ARC, third agreement to begin a new question. Teach student that preclear is part of these agreements. To teach student never to vary question or shift question or command without a bridge.

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

NUMBER: TR 4

NAME: Preclear Originations.

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from a prepared list given by Instructor. Student must handle originations to satisfaction of coach.

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

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

TRAINING STRESS: The student is taught to hear origination and do three things: (1) Understand it; (2) Acknowledge it; and (3) Return preclear to session. If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the coach into better handling.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach auditors to stay in session when preclear dives out.

NUMBER: TR 5

NAME: Hand Mimicry.

COMMANDS: All commands are by motions of one or two hands. The auditor makes a simple hand motion, holding his hand or hands in the final position. The coach bobs his head as having received it. The coach then, mirror-wise, makes the same motion with his hand or hands. The student then acknowledges. If the motion was not correctly done by coach, the student acknowledges doubtfully, then repeats the motion to the coach. If the coach does it well, student thanks coach by shaking own two hands together (prize fighter fashion). Keep motions simple. Student must always be able to duplicate own motions.

POSITION: Student and coach are seated facing each other at a short distance, coach's knees inside student's.

PURPOSE: To educate student that *verbal* commands are not entirely necessary. To make student physically telegraph an intention. To show student necessity of having preclear obey commands.

TRAINING STRESS: Accuracy of student repeating own commands. Teaching student to give preclear wins. Teaching student that an intention is different from words.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 from the principles of body mimicry developed by L. Ron Hubbard in Camden, NJ, in 1954.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 14 APRIL 1961

PE HANDOUT

The following releases should be attractively letterpressed on small individual sheets and are each one a part of the Auto Eval Packet, HCO Policy Letter 2 March 1961.

IMPORTANT: This is "What Is Scientology?" the release required to be given PE test people as per HCO Policy Letter of 2 March 1961, number 3 of the 8 items.

Number 7 (The State of Release) has already come to you as part of a recent Info Letter, and is repeated here, together with numbers 4, 5 and 6. Numbers 1 and 2 will be sent to you shortly.

WHAT IS SCIENTOLOGY?

For hundreds of years physical scientists have been seeking to apply the exact knowledge they had gained of the physical universe to man and his problems.

Newton, Sir James Jeans, Einstein, have all sought to find the exact laws of human behavior in order to help mankind.

Developed by L. Ron Hubbard, a nuclear physicist, Scientology has demonstrably achieved this long-sought goal. Doctor Hubbard, educated in advanced physics and higher mathematics and also a student of Sigmund Freud and others, began his present researches thirty years ago at George Washington University. The dramatic result has been Scientology, the first major and complete breakthrough by the exact sciences into the field of the humanities. Although taken from the material sciences, Scientology is dedicated in the finest tradition of human dignity and freedom espoused by brilliant men in all periods of man's ascendancy over his relationship to the animal. The laws of this science proved to be startlingly simple when found, well within the grasp of the average person. It is a tenet of Scientology that this knowledge belongs to man, not in the forbidding halls of learning. It is the science of the man, the woman and the child in the street. It belongs to us, the people, not to any vested interest on Earth.

Scientology means the "study of knowledge." *Scio* is knowing in the fullest sense of the word, and *logos*, study.

Scientology is today the only successfully validated psychotherapy in the world. Tens of thousands of completely documented cases exist in the files of the Hubbard Association of Scientologists International.

Scientology has many "firsts." These include:

Scientology is a precision science. It is the first precision science in the field of the humanities. Yet it is sufficiently simple and rapid that where it requires twelve years to train a psychiatrist, eight weeks of heavy Scientology training can permit a person to achieve results. However, for a truly skilled Scientologist, the training period for a doctorate in the subject is usually not under five years and has been ten years.

Ample records exist to substantiate these firsts. Further, the results of Scientology are easily demonstrable claims that can be duplicated by competent practitioners at will using Scientology principles correctly.

The first axiomatic construction of the basic laws of thought and behavior in man.

The first science to isolate the life unit that perceives and generates energy, a discovery comparable to the isolation of the nucleus in atomic physics.

The first science to prove that IQ and intelligence can be improved and are not inherent in a person.

The first science to discover and isolate the reactive or subconscious mind.

The first science to isolate and classify accurately the twenty-four parts of the human mind. Previous to Scientology only the brain, the body, Freud's subconscious and Pavlov's stimulus-response law were known. Scientology has clarified these four and has discovered an additional twenty parts, any one of them more important to man in his efforts to bring peace and order to his environment and Earth.

The first science to determine accurately the honesty and potential character of people by invariable instrument means.

The first mental science to subject itself to the most severe validation tests.

The first science to establish a new state or condition for man which exceeds earlier concepts of man's potential. This alone in Scientology remains expensive due to the skilled attention it requires but is usually a quarter the price of an analysis.

The first science to put the cost of psychotherapy within the range of any person's pocketbook. A complete Freudian analysis cost three to five thousand pounds. Better results can be achieved in Scientology for ten pounds and, on a group basis, for shillings.

The first science to make whole classes of backward children averagely bright using only drills the teacher can do a few minutes each day.

The first science to determine the basic cause of disease.

The first science to contain exact technology to routinely alleviate physical illnesses with completely predictable success.

The first science of mind to prove conclusively that physical illness can stem from mental disturbance, a fact which Freud held only as a theory, and only seldom demonstrated.

Dianetics is a sub-subject of Scientology and covers the anatomy of the mind rather than the brain. "Dia"—through; "nous"—mind.

In its early years Dianetics and Scientology, representing the severe viewpoint of the physical sciences, were considered highly controversial. Since that time many of its minor discoveries have been borrowed by the humanities.

A host of famous names have passed through Scientology clinics. But it is against association policy to reveal their identities just as the association protects their secrets.

The Code of a Scientologist, under which Scientologists practice, is the most severe ethical code known to physical or mental groups or practices. In addition to other points, a practitioner must return a patient's fees if therapy is not considered successful. Only an average of one case in all the thousands treated in any year over the whole world ever requests a return of fees and these are immediately refunded. A practitioner may be dismissed from the association and forbidden to practice if he violates any single part of the code.

Scientology erects no barriers to anyone by reason of religion or political affiliations; Scientology has no quarrel with the practitioners of other schools and its materials are always fully available to them, but they may not use them on patients unless the practitioner is also trained in Scientology. Medical and psychiatric degrees do not grant the right of practice of Scientology.

Scientology practitioners are called "auditors"—"one who listens and computes." Scientology auditors are available to service in any mental health activity in (country) on a paid or voluntary basis, but by association regulations, may not take staff posts in institutions which practice therapies such as electric shock which can physically harm patients.

Scientologists do not use drugs or hypnotism. They employ only their exact knowledge of the human mind.

The fullest results of Scientology are available in (city).

Scientology Central Organizations exist on every continent and centers exist in most large cities. The principal Scientology organization in the world is the Hubbard Association of Scientologists International. The "HASI" in (city) controls all Scientology in (country). It is located at (address).

The "HASI" is (country's) largest mental health organization and has a dozen practitioners for every one in other mental practices.

The association is not political in nature. It is humanitarian. By International Board resolution of long standing every Central Organization and its staff is admonished to be loyal to the government in power in the country where it exists and not espouse political controversies.

THE CHEAPEST WAY

The easiest and least expensive way to improve your life is to take a Personal Efficiency Course and then the HAS Co-audit.

This is the lowest cost-effective mental help on Earth.

It is very little trouble to put into effect.

You go five evenings the first week and only three evenings a week afterwards.

By giving help to another person like yourself and receiving help from him you improve your IQ and personality.

Tens of thousands of graphs like the one you have received have been enormously improved by the "PE" route.

Expert, qualified Scientologists are supervising you every moment of the way on the "PE" route.

It is all good fun as well and you will come to know some of the finest people you ever met—people like you who have just taken a test and now want to do something about it.

All you have to do is see the Consultant. Just say "I want to take the PE" and you will be signed up at once.

A few days after you will be wanting to thank us all for having opened this door for you.

Your future depends entirely on either fate or upon your taking the "PE Course."

Sign up and make some new friends for yourself and a new life.

THE FASTEST WAY

The quickest way to change your graph, raise your IQ and alter your future is to see the Consultant and procure *individual processing*.

A highly skilled and experienced Scientologist will give you fast intensive processing daily for a week or as long as you require.

The processing consists of getting you to look at and break through all the barriers you've erected between yourself and your goals.

No drug, hypnotism or psychiatry is used. Only various mental drills that lead you out into life instead of on down into the steady grind.

Thousands of persons have been individually processed around the world with the greatest success.

Be sure you will be in good hands.

We are friends of yours.

We want you to be as well a friend to yourself.

If you want the fastest way, see the Consultant and say "I want individual processing."

It is more costly than the PE route but it is a thousand times faster.

Remember, only Scientology discovered IQ could be bettered, personality improved and one's fate altered. And *individual processing* is the fastest, surest way.

The Hubbard Guidance Center is there to help you.

THE EDUCATIONAL WAY

There are many books on the subject of Scientology.

By reading them you can help yourself at very little expense.

The following is the available book list. Buy the copies you want from the Receptionist.

(List available books and prices.)

THE STATE OF RELEASE

The purpose of Scientology is to make the able more able.

There are several grades of ability in Scientology. The first of these is the general state of the unprocessed human being, or "the average person."

The first level above this is that of "Scientology Release."

A Release is precisely defined as one who has no psychotic or neurotic tendencies of any kind and has a certainty that he will get no worse.

Technically, a Release is one whose graph has been raised by processing and whose IQ has been improved.

This is done by Scientology processing obtainable from the Hubbard Guidance Center or from the "HAS Co-audit" (Do It Yourself Processing).

It is a wonderful thing to be able to attain the status of a "Release." For one is now more cause over life and is less the effect of his environment.

Far above "Release" are other states of being such as "Clear." However, this is a goal much more distant. One's first target is a "Scientology Release." Now one has a happier future, is luckier and more able to cope with life.

A "Release" certificate is issued without charge by the Hubbard Guidance Center or the PE Foundation to anyone whose test clearly demonstrates that he or she has attained this state.

It is a grand feeling to be a "Scientology Release."

Try it.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 14 APRIL 1961

MA
BPI

NEW BOOK

I have just written a new book:

E–METER ESSENTIALS

It covers everything I have discovered about the *OPERATION* of the E-Meter in the past ten years.

It is a canvas bound edition of 32 pages.

It is being sold at the moment from Saint Hill only to cut down the comm lag. Its price per copy is: $2.00, 12/6 sterling, 15/- Australian. Autographed first edition: $3.00, £1 sterling, 25/- Australian.

Discounts: 20% to Life Members and International Members only. No redistribution discounts (mission or Central Org) allowed.

Post free by surface mail.

Add 4/6 sterling or 50¢ for airmail (5–7 days delivery).

Order now from: The Book Department
HCO Worldwide
Saint Hill Manor
East Grinstead
Sussex

Later shipments will be made to all orgs but it will not be for issue but for sale.

This is the first of a series of six 12/6d books covering the use of SOP Goals, its tools and the data of Scientology for professional use.

The tentative titles are:

E-Meter Essentials
Modern Auditing
The Anatomy of the Human Mind
The Axioms Explained
SOP Goals and
The Dictionary of Scientology

All six books contain the vital materials necessary to produce Clears. They are to be called The Clearing Series.

E-Meter Essentials is the first of these and should be completed by the printer in three weeks.

It is not a discourse on meters. It is solid meat. If I had put it in Bulletin form we would all be mimeographing for the next year and still not have the data for use. This is the material needed about a meter to run SOP Goals.

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 APRIL 1961

Central Orgs
Post Staff
  Bulletin Board

CHANGE PROCESSES

The following telegram has been sent to the Instructor of the Australian ACC. It is valid for all special briefing courses and HGCs as of receipt:

LT* = SIENTOLOGY MELBOURNE = TELL CLASS AND USE ON THEM AND ESPECIALLY HGC DEFINITION OF RELEASE ALL VERSIONS CHANGE PROCESS FLAT ON TONE ARM STOP ON ALL LAGGARD CASES ALL ALL HGC CASES FLATTEN TONE ARM MOTION ON CHANGE BEFORE RUNNING SOP GOALS STOP CHANGE PROCESS IS LOCATED ON AND CHECKED BY E–METER THINK GET THE IDEA DICHOTOMIES FIVE OR TEN COMMAND BRACKETS ANYTHING THAT WILL ANSWER UP AND RUN STOP WHEN ONE VERSION OF CHANGE HAS NO MORE TA MOTION TRY ANOTHER VERSION UNTIL ALL VERSIONS FLAT STOP THIS IS A BREAKTHROUGH AS IMPORTANT AS SOP GOALS BEST TO EVERYONE = RON

L. RON HUBBARD
Founder

*LT: standard abbreviation for *night letter,* a form of cable, which travels overnight.

HCO POLICY LETTER OF 25 APRIL 1961
Issue I

Assoc Sec
HCO Sec
D of P
All Staff Auditors

(Mimeo directions: Mimeo
whole report as a policy
letter. Then mimeo the
form separately for D of P.
Then have it letter pressed
on flimsy paper.)

D OF P FORM

CHECK TYPE ONE

(Rewritten, modifies HCO PL 31 Mar. 61, DIRECTOR
OF PROCESSING, CASE CHECKING HAT)

In view of improved technology and the fact that I've found there aren't enough questions to produce a good tone arm shift in D of P's Check Type One, I have rewritten it as follows. Destroy the first issue of it and use this Check Type One instead.

CHECK TYPE ONE

HCO WW Form CT1

Preintensive interview and pre-Goals Assessment check.

Before the preclear is audited in an intensive where SOP Goals may be employed, the following checksheet is filled out by the D of P and passed by pc before a Goals Assessment is made.

Name of Pc _____ Date _____

Location of HGC _____

The pc is put on the meter.

TA reading _____ Sensitivity reading _____

The following statement is read to the pc: "You are about to receive Scientology auditing. I am _____ (name), Director of Processing of the Hubbard Guidance Center. Your auditor's name is _____ . All I am going to do here is check your case. I am not auditing you. Your auditor will do that. We are your friends. We want you to make the fastest possible gains. Now please answer the following questions."

TA _____ Needle character _____

Have you ever received mental treatment of any kind? _____

TA _____ Needle character _____

How do you feel about help? _____

TA _____ Needle character _____

Do you wish to attain the state of Release? _____

TA _____ Needle character _____

Does any of your family oppose Scientology? _____

TA _____ Needle character _____

How do you feel about control? _____

TA _____ Needle character _____

Are you prepared to answer your auditor truthfully when he or she asks you questions about your past? _____

TA _____ Needle character _____

Would you be embarrassed if we found out all about you? _____

TA _____ Needle character _____

Do you realize you will prevent yourself from being released if you withhold information from your auditor? _____

TA _____ Needle character _____

Do you realize that if you indulge in alcohol at any time during the intensive you will slow down results? _____

TA _____ Needle character _____

Do you understand that if you get insufficient sleep each night you will have a harder time in processing? _____

TA _____ Needle character _____

Is it clear to you that you should not stay with antagonistic persons or restimulative people while getting your processing? _____

TA _____ Needle character _____

Do you know you should eat breakfast each morning before being audited? _____

TA _____ Needle character _____

Do you understand you could add three hundred percent or more to the time it takes to clear you by withholding data from your auditor? _____

TA _____ Needle character _____

Do you know we will do our best for you? _____

TA _____ Needle character _____

Are you aware that you are one of the people selected to become Clear? _____

TA _____ Needle character _____

Will you cooperate with us in every way you can to achieve that goal? _____

TA _____ Needle character _____

"That is the last of these questions. Is there anything you would care to know before we end this checkout?" _____

TA _____ Needle character_____

"Thank you. Best of luck in your auditing. You may go now."

ADJUDICATION

Total TA motion (TA dial divs) _____
Average character of needle _____

If sensitivity knob was above 1.5 to get a third of a dial drop (regardless of TA motion) run a Change Process.

If answers didn't make sense, run CCHs.

If needle was sticky and tone arm moved less than 1 division of TA dial during questioning, run Change Process.

If TA moved at least 1 division of TA dial, begin SOP Goals.

If puzzled or in doubt, run a Change Process.

RECOMMENDATION TO AUDITOR

CCHs _____

Change Process _____

SOP Goals _____

If CCHs, return for check without pc. Run until pc is intelligible._____

If Change Process, run all but 1/8 of a TA division *out* of the TA motion and then return for okay to do SOP Goals before starting on SOP Goals. _____

If SOP Goals, do all assessments and return for Check Type Two when done. _____

Signed _____ D of P

Use new Check Type One Sheet for every D of P check on above.

Include this sheet in pc folder.

L. RON HUBBARD
Founder

CenOCon
Missions

CHANGE PROCESSES

I have been studying change processes in relation to the tendency of the pc to alter-is commands and have found that if a pc is bad off on change (which includes about eighty percent of the pcs you get), he cannot run another auditing command cleanly as he never really runs the command but runs something else. Therefore, the only thing that can be run is a change process and it must be run until motion is removed from the tone arm. (This does not mean a "stuck" tone arm, but a motion of about one-sixteenth of a division on the tone arm dial.)

DISCOVERY

What has made the change process so important is a recent discovery I made that resisted change is the basis of all mass in the physical universe. Resisted change is the basis of every stuck point on the track.

There are probably dozens of versions of change processes.

The safest way to dope out what change process to run on the pc is to read it on the needle and get each different command of the whole process to fall properly, and then to run whatever has been figured out.

SAFE RULES FOR CHANGE PROCESS

Run at least two ways of flow.

Run positive and negative change.

Run a version that is real to the pc, with each command cleared on the meter (to get each command to fall before actually using it). This is meter clearing the command. It's new.

Examples:

"Think" vs. "Get the idea of" can be sorted out on the meter. The right one will fall. The wrong one won't or will fall less.

Get the flows sorted out with commands.

Process Versions:

"Get the idea of changing yourself."

"Get the idea of another changing himself."

"Get the idea of changing another."

"Get the idea of another trying to change you."

"Get the idea of another trying to change another."

"Get the idea of not changing yourself."

"Get the idea of another not changing himself."

"Get the idea of not changing another."

"Get the idea of another not changing you."

"Get the idea of another not changing another."

Another Version:

"How have you changed another?"

"How have you failed to change another?"

Another Process:

"How have you tried to change yourself?"

"How have you tried to change another?"

"How has another tried to change you?"

"How has another tried to change himself?"

"How has another tried to change another?"

Another Process:

"Think of something changing."

"Think of something failing to change."

"Think of changing somebody."

"Think of failing to change somebody."

Another Process:

"Get the idea of changing another."

"Get the idea of failing to change another."

Another Process:

"Recall a change."

"Recall a failure to change."

SUMMARY

There are many, many versions of change. To get the best result, adapt a process to the pc. Before leaving a change process you have been running, because motion has come out of the tone arm, try to find another change process that will get the motion going again.

Change does not particularly cut down havingness, but after a while you can scout the pc's havingness process out and use it from time to time during and at the end of a session. The reason change does wreck havingness is that resistance to change prevents the pc from having, and as the ideas of change are sorted out, the pc has increased havingness anyway, similar to O/W which is a havingness process.

L. RON HUBBARD
Founder

CHANGE BRACKETS AND COMMANDS

The basic commands of CHANGE form a series of brackets.

The basic curve of change compares to the CYCLE OF ACTION.

Survive

Create _____ Destroy

No Change

Change _____ Failed Change
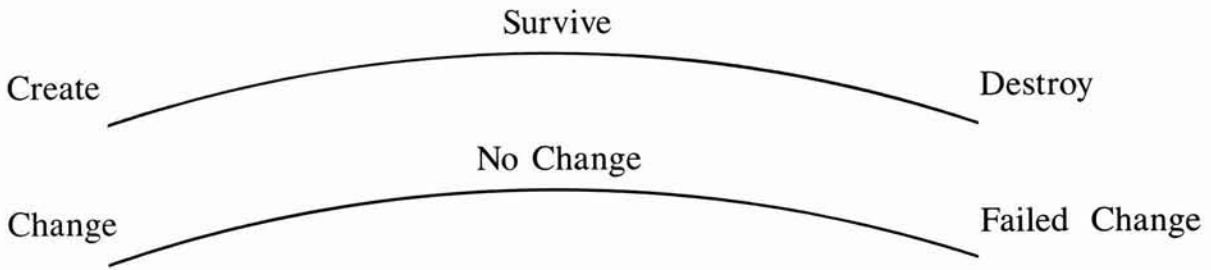
Therefore, the basic versions of CHANGE would consist of *Change, No Change* and *Failed Change*.

The standard bracket is a 5-way bracket. The general form of this is as follows:

You _____ Terminal

Terminal _____ You

Terminal _____ Another

Another _____ Terminal

Terminal _____ Terminal

Change as a 5-way bracket would be somebody *or* something as the terminal (whichever falls most on a meter) and:

Assess: Somebody _____

Something _____

5-WAY BRACKET
(Use whichever gave best read above.)

1. "How have you changed something?"

2. "How has something tried to change you?"

3. "How has something changed another?"

4. "How has another changed something?"

5. "How has something changed?"

or:

1. "How have you changed somebody?"

2. "How has somebody tried to change you?"

3. "How has somebody changed another?"

4. "How has another changed somebody?"

5. "How has somebody changed self?"

15-WAY BRACKET
(something or somebody)

1. "How have you changed something?"

2. "How has something tried to change you?"

3. "How has something changed another?"

4. "How has another changed something?"

5. "How has something changed?"

6. "What have you not changed?"

7. "What has not changed you?"

8. "What has not changed something?"

9. "What has something 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 something failed to change?"

14. "What has failed to change something?"

15. "What has failed to change self?"

The above commands are run consecutively as one process. This process is the basic Release Process.

Another version:

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?"

Another version:

1. "Recall a change."

2. "Recall a no-change."

3. "Recall a failed change."

Another version:

Sort out "Think" or "Get the idea" by the meter's reaction. Use one that produces the most fall.

1. "Think (get the idea) of a change."

2. "Think of a no-change."

3. "Think of a failed change."

L. RON HUBBARD
Founder

107

E-METER ESSENTIALS
by L. Ron Hubbard
Published May 1961
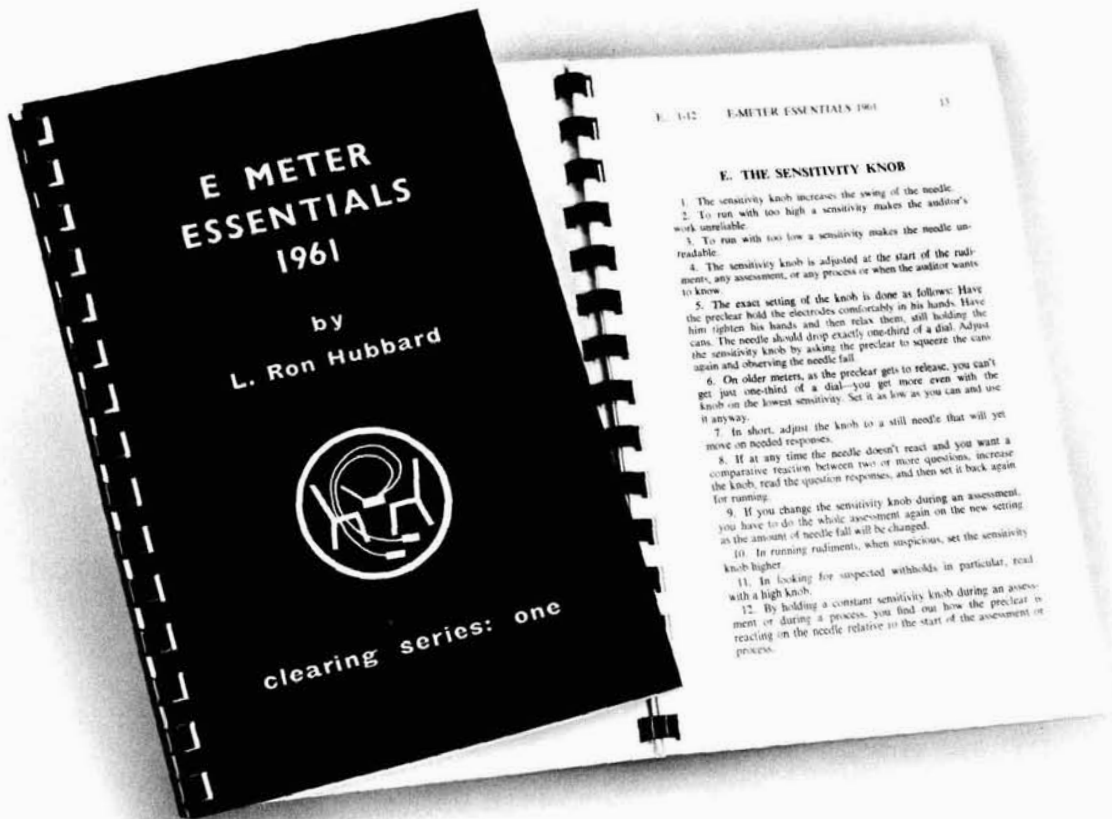
E-Meter Essentials was written in 1961, just as the Saint Hill Special Briefing Course was starting at Saint Hill. Ron described the book as:

> "A startling and thorough coverage of the E-Meter incorporating all modern developments and its use in assessments and Confessionals."

It is a concise statement of the essential points about the E-Meter and its operation that every auditor must know—and *how* to go about mastering them. Included are the parts of the meter and their functions and uses, each different action of the needle and tone arm and its meaning, plus specific data on how to use the E-Meter to achieve uniformly spectacular auditing results.

In 1988, a brand-new edition of the book was released, updated with later refinements in metering technology and with data on the Hubbard Professional Mark VI and Mark Super VII E-Meters.

Handle the meter. Study this book. Handle the meter. Study this book. Become an expert. Then read this book again and you'll be one!

L. Ron Hubbard

PROCESS LEVELS
NECESSITY FOR TRAINING

Here is some good news and some bad:

After considerable study of the use of SOP Goals by auditors, it is apparent that the technology, while very effective in the strictly supervised auditing of HGCs, is beyond the average training level of the field at this time in TRs, E-Meter and Model Session.

This means that we can do releasing at once but we are confronted by an enormous retraining program before broad field auditor clearing can begin. But great advances can be made on cases, now, with the Change Processes.

My findings indicate that the chief reason auditors fail to handle the E-Meter expertly is to be found in TR failures, mainly confront.

SOP Goals, to be effective, demands a precision of auditing skill common only in HGCs. SOP Goals is pure dynamite to cases, but it becomes pure backfire when used by a poorly trained auditor.

SOP Goals works too fast to admit of bad technical application. Before SOP Goals becomes effective it must be applied with perfect technical precision.

However, there is no cause here for alarm because, concurrent with SOP Goals, I have made another discovery, which was released in last week's HCO Bulletin, CHANGE PROCESSES, which wrap up (really and truly) all cases from "answers intelligibly" to Release.

Thus, we have a simple basic process which takes a preclear to Release, a basic accurate test for Release (all brackets of change null on the needle), and another full process package from Release to Clear in SOP Goals.

This gives us the most orderly division of training levels we have ever had and rather smooths out what we do, where we go and why.

HPA/HCA LEVEL

Training to perfection in the use of TRs, Model Session and E-Meters and CCHs.

One basic process taught: Change Processes.

Goal of auditing: Release.

Level of training for HPA/HCA: To accomplish without exception the state of Release in all pcs audited.

BScn/HCS

Training to perfection in the use of the E-Meter in SOP Goals.

One SOP taught: SOP Goals.

Goal of auditing: Clear.

Level of training of BScn/HCS: To accomplish clearing in persons who have already obtained a state of Release.

DScn/HGA

Training in theory and practice of Dianetics and Scientology and the use of advanced meters.

Processes taught: Theta Clearing.

Goal of auditing: Theta Clear.

Level of training of DScn/HGA: To accomplish Theta Clearing in persons who have already attained the state of Clear.

––––––––––

The levels of Release and Clear are established facts processwise as of now.

The level of Theta Clear and advanced meters is still under research.

I have to hand adequate evidence now to see that auditors can and *will* audit Change Processes easily and successfully with enormously swift results on pcs.

When all Change Processes are flat on a pc, the state of Release is easily tested and observed.

When SOP Goals is flat on a pc, you have a Clear.

Apparently, SOP Goals should not be run on a pc by an average auditor until all Change Processes are flat, since many pcs don't do the actual commands until change *is* flat.

Thus, I am very happy to be able to tell you of lots of wins and orderly progress ahead even if I have to warn you not to run SOP Goals until your pc is a Release and you are a perfect technician.

––––––––––

Any auditor should use all the Change Processes he wishes on a pc, and until Change is fully flat, and until the auditor is perfectly trained in TRs, Model Session and the E-Meter, no SOP Goals should be run.

––––––––––

I hope you are happy with this news. I am.

L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

Saint Hill Manor, East Grinstead, Sussex
7 May 1961–13 December 1966

Saint Hill Manor was acquired by Ron in the spring of 1959. He wanted a quiet place where he could carry on with his researches, and from which HCO WW could handle the world-wide concerns of Scientology. He needed time for this research, but didn't want to deny Scientologists his personal instruction and, as has always been his custom, he wanted to make known his discoveries as soon as they had been unearthed. He had already taught one ACC at Saint Hill—so it was possible to have students there, and the idea of a continuous course was feasible.

Thus on March 24, 1961, the doors of the Manor were opened to the first Saint Hill Special Briefing Course students, marking the beginning of Saint Hill as a service organization.

For the next five and a half years Ron lectured regularly to students and personally oversaw their training so as to make them true *experts* who could be counted on to carry the latest technology and the highest standards of competence to the field. These lectures are listed here and in the following pages, grouped by the months in which they occurred.

7 May 1961   SHSBC-1 E-Meter Talk and Demo

12 May 1961   SHSBC-2 Assessment

19 May 1961   SHSBC-3 E-Meter

26 May 1961   SHSBC-4 On Auditing

Missions

E–METER HORROR

Dick Halpern reports from the 22nd American ACC that out of forty-eight students, many trained on earlier ACCs, forty-eight did *not* know what FALLS, RISES or THETA BOPS *were* or *meant* on the E-Meter.

The moment one starts on SOP Goals, it becomes painfully apparent when he or she cannot do TRs, Model Session or read an E-Meter. SOP Goals works when one knows it and these items.

I have just written a book, *E-Meter Essentials,* which details these things. You better study it.

I am opening up Unit One of Academies for retread on TRs, meter and Model Session.

Special briefing courses will be taught.

A very special clearing course is being taught at Saint Hill.

Every effort is being made to enable you to release and clear pcs *fast. You* have to make the effort, too, to avail yourself of this data.

IF you know TRs, MODEL SESSION, METER, CHANGE PROCESSES and SOP GOALS you *can* release and clear anyone. We're proving it daily.

Auditors who can't run or read a meter (100 percent of the 22nd American, remember, that had old-timers in the majority, did not know how to read a meter) can't release or clear anyone.

Auditors who can't do TR 0 revised 1961 aren't enough there to read a meter. (An actual fact.)

Auditors who make technical flubs on SOP Goals wind up wasting 66⅔ of the auditing time. (We just proved that, too.)

We've got the tools. They're easily available. Let's go.

L. RON HUBBARD
Founder

Central Orgs
Mission Holders

URGENT

ASSESSMENT BY ELIMINATION
SOP GOALS

Enough errors are being made by auditors in assessing to prevent clearing.

A *correct assessment* could require ten hours of time. It could not be done in less than three hours. I myself take now about five hours.

A *correct assessment* means a chance to clear. *An incorrect assessment means an infinity of auditing without clearing.*

All failures to clear are:

1. Incorrect assessment or

2. (At this time) An incomplete Prehav Scale (which I am completing in a workable form and which includes all common verbs in the English language properly arranged in a primary and secondary scale).

THE RIGHT WAY

The right way to do an assessment is:

1. Know and pass and be able to do TR 0 and TRs 1 to 4 perfectly;

2. Know an E-Meter perfectly;

3. Know Model Session perfectly;

4. Know how to set up a case for a Goals Assessment;

5. Know Assessment by Elimination.

Given these, you can assess. Failing these, you confront not a pc but an infinity of hours on one pc.

These can be gotten at Saint Hill in Special Briefing Courses and in HPA retread, one or another of them.

ASSESSMENT BY ELIMINATION

Do assessment in Model Session form.

1. Do a full list of goals on the pc.

He can write out his goals before coming to session or the auditor can write them all, a rather lengthy business.

Number each goal, leaving a short space in the left-hand margin.

Add goals until the question "Have you had another goal?" no longer produces a reaction on the needle of the meter. Add goals until you have a null needle on the questions of secret goals, childhood goals, antisocial goals, embarrassing goals, "Goals you haven't told me" and "What would have to happen to make you know Scientology works?" Get, finally, a null needle for every category mentioned here.

Only *now* do you have a goals list.

If you for any reason feel you do not have a complete goals list, don't go any further. Complete the list.

2. Select the goal.

This is entirely a matter of E-Metering.

Assessment by Elimination is used.

There will remain, when you finish, just *one* goal that reacts on the needle of the meter. Don't bother why only *one* remains active. But if you have *two* remain or none, go back to step 1 above and complete your goals list *again* and start step 2 all over again. Be thorough.

You tell the pc he doesn't have to answer unless he wants to. You look at your *meter needle*. You ignore the tone arm. You don't have to look at the pc all the time but don't fail to glance at him now and then.

Read the goals list you compiled to the pc. Take one level at a time. By repeating the goal over and over (Repeater Technique, Book One), try to make any reaction of the *needle* elicited by this repeating go *null*. This only applies if the needle changes characteristic because you are saying the goal. If the reading of the goal does not produce a rock slam, a fall or a theta bop after several repetitions of the goal, put an X in front of the goal on the goals list, designating it as *null*. That ends that goal. The X eliminates it for now from the list.

If, after eight or a dozen repetitions, the goal still falls, rock slams or theta bops constantly or sporadically, mark a slant (/) in front of it. This means it is still on the list and is not null. To the right of the written goal you may note "rock slam" or "theta bop" if they occurred. No need to mark fall or divisions of fall in Assessment by Elimination.

IGNORE ALL RISES OF THE NEEDLE. This is *meaningless* on a Goals Assessment.

Cover the whole goals list in this way.

Add any changed goals or new goals the pc may give you to the goals list.

Do end rudiments.

Give the pc a short break.

Restart the session.

Do beginning rudiments (and in the body of the session, clean up any occurring ARC breaks as in rudiments).

Read, as before, the goals now marked slant (/) on the goals list. Try to null each one of these by repeating it eight or a dozen times.

When a goal goes null, add the other bar to the slant, making an X. That eliminates it as a goal.

General Rule: On any goal, if in doubt about the needle reaction, leave the goal on the list. Don't strike a goal off with an X unless you're sure it's null.

When the remaining goals on the goals list have been covered, return to the top again and try to null those that now remain, one by one, still using Repeater Technique.

Go over the list again and again until you have left only *one* goal that changes the characteristic of the needle.

3. Prove up the goal.

Take several goals already nulled on the needle and read them occasionally, amongst this read also reading out the *one* goal. Be sure it continues to fall.

If it goes null:

a. Check for ARC breaks.

b. Ask for any new goals and list them.

c. Cover the whole goals list again, making sure they are all null.

See if the pc's whole list compares nicely, here and there, to the goal you have found. Does this goal, in other words, exist also, faintly, in other goals.

See if the pc is deeply interested in the goal found. If not, redo your assessment from the beginning.

4. Do a terminals list.

Taking the pc's one goal, now found and proved, compile a terminals list for it. "What beingness would fulfill this goal?" "What terminal would this be?"

Write at least thirty terminals down. Use a *Hartrampff's Vocabularies* and help the pc if he wants you to. Put down every terminal he thinks of or agrees to. Don't put down or push what he says wouldn't be it.

Run this sort of question to null on the meter: "Would any other person, beingness, terminal, fit with this goal?" Only when the needle goes null do you end the terminals list. *Don't* end it until you have exhausted every possible terminal for this goal.

It is *not* enough that a terminal is included in the goal. If the goal is "I want to be a jockey," it is highly improbable that "jockey" is the exact terminal. You get two or three dozen beingnesses that add up to jockey. A rider. A horseman.

A steeplechaser. A racer. A man. A human being. A horse pilot. Etc., etc. Take anything the pc says it might be. Write them down. Now dig for more. And more. Look it up. Suggest things but only put them down if pc buys.

Remember, a pc is most stupid on the point of goal and even more stupid trying to think of its terminal. So help the pc. And get a very complete list.

5. Assess for the terminal by elimination.

Using Repeater Technique, repeat the terminal enough times to make it go null or not on the needle (eight or twelve repetitions eliminates most of them from the meter).

Put an X in front of the terminal if it goes null. Put a slant (/) in front of the terminal if it continues to react. Mark rock slam or theta bop after the terminal if it won't go null and gets these reactions.

You will have several terminals left. Ask the pc for any new ones and write them down.

Cover the list items marked slant (/) again. Try to null each one as before, including any new ones. Those that cease to react, eliminate with an X as before. Finish the list reading.

Add any new terminals the pc may now have.

Eliminate more terminals with a new reading and Repeater Technique as before.

Add any new terminals.

Continue this action as above until the pc is left with just one terminal that reacts on the meter.

If in doubt, do the whole terminals assessment list again, putting in new Xs, /s and Xs, according to whether they vanish off the needle or stay active as you go by, repeating each one several times.

End up with only *one* terminal active on the needle, all others null. This is *the terminal*.

6. Prove the terminal.

Clean up rudiments.

Say the pc's *one* goal as found from the goals list to the pc several times and note its reaction on the needle.

Say a null goal to the pc to quiet the needle until it does quiet down.

Say the pc's *one* terminal for that goal several times. Note its reaction.

The terminal must react as much as the goal.

The terminal needle action must be the same as the goal's needle action.

Example: Goal got 5 divisions of fall on the needle dial. Then the terminal must get at least 5 divisions of fall on the needle dial.

If this is true, you are right.

If this is not true, go back to (1) and do a whole Goals Assessment again. It will save time in auditing if you do.

Example: If the goal rock slams, the terminal must rock slam just as much as the goal to be right.

Note: Theta bops turn into falls. A theta bopping goal, in assessment, usually becomes a falling goal. In short, the goal wouldn't be expected to continue to theta bop. But if it does now, the terminal must also theta bop. But both could turn into falls instead.

7. Assess for Prehav level.

Take the terminal. Start from the bottom of the original Prehav Scale.

Take the first heavy fall you find as you go up and run it.

For the new Prehav Scale when issued:

Take the terminal and go up the levels of the Primary Scale until you find the best fall on one climb. Move over into the Secondary Scale and go from bottom to top once. Take the best fall or reaction found.

Mark down the Prehav level for the terminal.

WARNING: Do not use Repeater Technique on the Prehav Scale. Say the level only once. Go up only once.

If you go up once and, wherever the needle starts to rise, go down the scale again once (no repeater either way), all but one level usually eliminates. You may not find it safe to do this. Biggest needle reaction is good enough.

You can run a wrong Prehav level without damage and still clear. You *can't* run a wrong goal and a wrong terminal and still clear a pc.

A *perfect* Prehav assessment finds the level that reacts as much as goal and terminal. But Repeater Technique on many levels can upset a case!

8. Choose a command.

Assess for these:

Think, Get the Idea, How, What, Have done, Could Do.

Take those that fall most and make up a five- or ten-way bracket command.

9. Audit the pc's terminal and level.

WARNING: Audit on the tone arm, not the needle.

WARNING: Run as a complete process as long as the tone arm shows motion. Don't run a still tone arm less than or more than twenty minutes. If it's still, change, reassess the same terminal on the Prehav Scale, get new commands for the new level and continue the auditing.

10. Null all Prehav levels that react on assessment on the first terminal.

11. Find new terminals if any for same goal and run as above.

12. Find new goals when old goal and all terminals that react for it are null on the Prehav Scale (old or new Prehav). Proceed to assess as before just as though case was being started all over again.

L. RON HUBBARD
Founder

Central Orgs
HGCs

ASSESSING FOR SOP GOALS
IMPROVED

It is vital to get an absolutely correct assessment of the preclear, first on goal and then on terminal, in order to make SOP Goals work. There is no such thing as a nearly correct assessment. The assessment must be perfect.

PREPARATION FOR ASSESSMENT

Preparation for SOP Goals as standard practice now is to do a Joburg Security Check and clear all levels completely. Run the pc on the Prehavingness Scale in general without terminal if the tone arm seems stuck. This is done by assessing on the Prehav Scale for a level and then run a five-way bracket, probably "think" or "get the idea," whichever falls most. Do the Joburg but omit the Prehav run if the pc drops a third of a dial on a can squeeze without increasing the sensitivity knob of the meter. If the sensitivity must be increased to two or above after the Joburg is done in order to get a third-of-a-dial drop, then a general concept-type run as assessed from the Prehav Scale will be indicated in order to get an accurate assessment.

COMPLETE GOALS LIST

Assess for goals first by making sure the *meter* is null every time you ask for a new goal. If it isn't null on this question, ask for withheld goals, different goals, etc., etc. Then there are more goals. Get them all.

ELIMINATE NULLED GOALS

Then assess by elimination. Put a cross in front of those that cease to produce a needle action when they were repeated a few times to the pc. If after three repeats, they are still reading, put a slant in front of the goal to show that it is still in the list. Go over the goals list the first time. If in doubt about a reaction then, leave the goal in. After the first read of the whole list and every completion of the whole list, ask for new goals against the meter and write them all down as the pc gives them. Then go over the list again, crossing out those that have ceased to read on the needle when repeated to pc.

ALWAYS RECHECK GOALS LIST

You will wind up with one goal. Check this by asking for additional goals of various types. Check every possible way. I don't care how much time you spend. An inaccurate assessment puts auditing hours to infinity.

120

IMPORTANCE OF ACCURATE ASSESSMENT

An accurate assessment means a finite number of hours to Clear. Beware of artistic goals as these read strongly at first and then tend to drop out.

TWO TYPES OF TERMINALS TO ASSESS

Do the terminals list just like you did a goals list. Except there are two lists of terminals, one is the causative list of the selected goal and the other is the effect end of the goal.

Example:

Goal: I want to shoot sparrows.

Causative list consists of "*Who* would want to shoot sparrows?"

Effect list: "What would you call sparrows?"

In short, there is one terminals list for "I" in the goal and one for "sparrows." When adding to this list, add on both ends.

ELIMINATE NULL TERMINALS

When a list of terminals for the goal is complete and requests for more goals do not fall on the meter, then begin a repeat-type read of the terminals to the pc just like you did goals. If it is still registering after three reads, leave it in. If it looks like it is fading, read it many times, and if it goes null, cross it out with an X. If in doubt, leave it in. Each time you complete the whole terminals list, ask for more terminals for the causative and also for the effect end of the goal and add to terminals list. Then reassess the list again.

ALWAYS RECHECK TERMINALS LIST

You will wind up with one terminal if you go over the list often enough. All others as in goals will become null on the needle on repeat. When you are sure you have the terminal, check by asking for more terminals and go over any suspicions you may have. Sometimes the goal falls out just when you are sure you have the goal. Sometimes the terminal falls out when you are sure you have the terminal.

PERFECT ASSESSMENT

If finally you have the consistent falling terminal and nothing shakes it out, you have your perfect assessment.

NEEDLE MANIFESTATIONS

Forget rises. They mean nothing because they can't be differentiated as to what made them rise. So forget them and ignore them.

Change of characteristic of any kind (except rise) is a needle reaction for the purpose of assessment. In short, if the needle does something different than it

just did (except rise), that is a read. If the needle no longer reads (except rises), then the goal or terminal is null.

Rock slam: When the read of the goal is a rock slam or the read of the terminal is a rock slam, this will probably become the read of the final goal and at last the final terminal. However, do not assess only for rock slams. Rock slams are just the strongest indicator. Also note after a goal or a terminal if it theta bopped or rock slammed. Don't bother to note extent of fall now.

USE MODEL SESSION, CLEAN RUDIMENTS

Always be very sure to run an assessment in Model Session. Be sure to keep ARC breaks and PTPs null on the needle by cleaning them up when you note them.

LONG DURATION PTPs

If the pc has a long duration present time problem, ask him for the terminal or terminals involved in this problem. Roughly, take the one that falls most and run it on the Prehav Scale Assessment like you would in SOP Goals. But this isn't a goals run. It is just the fastest way of getting a recurrent PTP out of the road. This means PTPs of *long* duration as different than PTPs of short duration, which are run only as in the Model Session form process consisting of responsibility.

YOU CAN REDO ASSESSMENTS ANY TIME

Doing an assessment is very easy but must be very thorough. An improper assessment condemns the pc to an infinity of auditing. He will never go Clear. It is no crime to do this and no pc should complain. You can do a new assessment any time it becomes apparent (say the pc is still unclear and showing no signs of it in fifty hours) that the old assessment was incorrect.

If an inaccurate assessment has been done, and the pc run no matter how long on it, then a new assessment can always be done.

BEWARE STICKING A TONE ARM

Do not run a stuck tone arm more than twenty minutes before reassessing on the Prehav Scale. This is the only severe way you can goof a pc because he can't easily be reassessed on the Prehav Scale.

ROCK SLAMS DIFFERENT

If the goal and terminal rock slammed when found, you can probably expect that you will have to run Prehav levels more briefly, as a rock slam means all five brackets are stuck and the Prehav Scale jammed into it as well. Probably you should assess for rock slam on the Prehav Scale and reassess each time the rock slam runs out on a level.

This rule apparently sends the rule of auditing only on tone arm action by the boards, *but,* if you kept the rock slam steady needled at set, the tone arm would be wildly waving back and forth. So it's the same rule in effect.

COMMENT

This is the latest gen on assessments. I have written it all down for you to make sure that you would have another look at it all.

I think staff auditors are doing very well and I am proud of their work.

Staff auditing quality is so far ahead of field auditing quality that I shudder. The reports I get in here on field auditing on Prehav and SOP Goals are so grim that it tempts one to put them all back in the Academy fast before they goof up any more pcs.

L. RON HUBBARD
Founder

CenOCon

URGENT

ASSESSMENT DATA

On SOP Goals Assessments the following mistakes are being made:

1. Auditors are assessing with a high sensitivity knob setting.

2. Auditors are taking up to an hour and a half to assess on the Prehav Scale.

3. Auditors are trying to run the whole case on rudiments only.

These rules which follow become *very* important. They prevent endless assessing for goals and terminals on SOP Goals and save session time.

RULE ONE

Assess with the sensitivity knob set for one-third-of-a-dial drop on the can squeeze, no more. Rule: *High sensitivity knob settings for more than a third-of-a-dial drop are for any Joburg Security Check or getting off withholds only.* Only increase sensitivity beyond a third of a dial on withholds. Assess with only a third-of-a-dial drop, sensitivity setting.

If the sensitivity knob setting won't decrease enough to get only a third of a dial drop get your meter rebuilt.

If you have a larger setting than above, the SOP Goals Assessment by Elimination will take ten times as long.

RULE TWO

Assessment on Prehav Scale is not by elimination. One assesses with *one* read up and *one* read down and takes the largest (not the lowest) read on the needle. The needle read for the proper Prehav level will repeat on the trip up and the trip down. Only say the level *once*. Don't keep saying one level over and over. That's auditing.

You can get all the Prehav data you want with one coverage upward from scale bottom and one coverage downward to scale bottom.

This rule applies to assessing for a general command and assessing for a terminal.

Goals and terminal searches *require* a repeat over and over of the goal or terminal on the list in order to get them to go null (as null as they go with the sensitivity set for a one-third-of-a-dial drop as above). The Prehav Assessment for level does not require a repeat of a level over and over in assessing. In fact, you had better not.

This *one-time Prehav Rule* will also apply to the new Prehav Scale now being compiled. In that one you will read levels *once* upwards, once downwards on the Primary Scale. Taking the largest reaction of the needle as your level, go over to the Secondary Scale and do the same thing—once up, once down—and then take the resultant greatest needle reaction.

For purposes of assessment, a RISING NEEDLE has NO meaning. Don't even remark that it is rising. You don't know *what* the pc couldn't confront that starts the rise so you ignore a rising needle ALWAYS in any modern assessment. Anything that stops a rise is meaningful. The rise has no meaning. Don't even list *rise* on an auditor's report.

Further, RISE means nothing as a reaction in rudiments.

RULE THREE

Don't *ever* run a rudiment only because a needle was rising. Only run a rudiment if the needle rock slams, theta bops or falls. Only run a rudiment as long as a reaction (rock slam, theta bop, fall) remains on that rudiment. A rise indicates *no* meaningful data.

The rule about rudiments is this:

Don't run a case by rudiments. The reason you use and clean rudiments is to get the pc in-session so you can have the pc (1) in communication with the auditor and (2) interested in own case. Therefore, you run rudiments with the sensitivity set that will give the needle a third-of-a-dial drop with a can squeeze. You can *increase* sensitivity when asking for withholds in rudiments, but if you do, decrease it when finished with withholds back to a third-of-a-dial drop.

The purpose of rudiments is to set up a case to run, not to run a case.

SUMMARY

I developed the above rules to correct various mistakes being made that were taking an assessment as high as thirty-five hours (the auditor was *erasing* goals by repeater technique with the sensitivity set to a full-dial drop), and to help auditors get on with auditing, not trying to solve the whole case with rudiments.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 22 MAY 1961

CenOCon
Missions

THE ONLY VALID SECURITY CHECK

(Amends all existing data on Security Checks)

HCO Sec Form 3

_____   _____
Name of Person   Date

_____   _____
Name of Security Checker   Location

Since a Security Check failure can compromise or injure a person's position or economics, and because *we are not moralists,* it is better to be more positive on the subject of a Security Check failure, leaving no part of it up to judgment.

The question of what constitutes a Security Check failure has now troubled enough people to make it necessary to lay down the following policies.

A Security Check to be used for any organizational reason must be made on an HCO WW form.

There are only three ways a Security Checker may flunk any person.

1. The Security Check may be considered flunked if there is *no* needle response of any kind to any question with meter sensitivity even at extreme high. Rise as a reaction is ignored throughout a Security Check. A rise is not a useful reaction.

2. The Security Check may be considered flunked if any compromising or important question still persists in getting a consistent reaction (not a rise) even after the Security Checker has done his best to get the person being checked to clear it by answering truthfully.

3. Refusal to be checked.

Lie reaction failure may no longer be considered a flunk. Important questions always have enough charge on them to cause a reaction even on bad criminals and the reaction will continue consistently or sporadically if the person is still withholding information.

The question of something reacting because of past-life crimes is ruled out if, when a question fails to clear, the Security Checker adds "In this lifetime?" to or in the question and works on that question continuing to use that added phrase. Reactions by reason of past lives tend to drop out and clear if this is done.

The task of the Security Checker is to carefully question and *clear if possible* changes of meter needle behavior caused by the question. Plainly note any level that failed to clear. This fails the person.

The lie reaction questions were originally used in Scientology only to study the needle pattern of the person being checked so that changes in it could then be judged in their true light. Some pcs, for instance, get a slight reaction every time *any* question is asked. Some get a reaction only when there is heavy charge. Both can be security checked by studying the common pattern of the needle demonstrated in asking the lie reaction questions. The purpose of the lie reaction questions is returned to the original intention.

A totally stuck needle can be freed by processing, or by getting off withholds. If a person is flunked by reason of 1 above, they require auditing before another check is taken, the auditing to be taken at the responsibility of the person being checked.

All security checksheets of persons security checked should be *forwarded to Saint Hill,* complete with all markings and the reason why the question would not at first clear, if important, or the drop marked which would not clear and whether or not the person was passed or failed.

Nothing in this policy letter changes the responsibility of the Director of Training in preventing Scientology from being taught to persons who would use it in violation of the Code of a Scientologist.

In reprinting this checksheet, leave all directions as part of every sheet.

Directions: Attempt to clear any reaction observed. A rise is not classed as a reaction. Mark any reaction observed or any meter reaction change elicited by the question. Then write what it cleared on. Mark largely if the reaction could not be cleared, since this constitutes a failure to pass. Only fail somebody if there is no needle motion of any kind even with sensitivity at 16 on any question. (Rise is not a reaction.) If they are failing because it is hard to clear a question, work very thoroughly on it in an effort to clear it. In all cases complete the test. Run check with a high sensitivity setting (more than 1/3-of-a-dial drop).

If an important question fails to clear even after Security Checker has worked very hard to get if off, the test is flunked. The following statement should be read or quoted to the person being security checked:

"We are about to begin a Security Check. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this check will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the police or state. No Scientologist will ever bear witness against you in court by reason of answers to this Security Check. This Security Check is exclusively for Scientology purposes. The only ways you can fail this Security Check is to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this check is processing or our refusal to employ you or issue you a certificate, and this will only happen if we find that you are trying knowingly to

injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) by not being a member of a subversive group seeking to injure Scientology.

"The first questions are null questions to determine your reaction pattern.

"We will now begin:"

Establish needle pattern:

_____ TA _____ Sensitivity for 1/3-dial drop

_____ Sensitivity setting for check.

ARE YOU SITTING IN A CHAIR?

ARE YOU ON THE MOON?

ARE ALL CATS BLACK?

AM I AN OSTRICH?

IS THIS EARTH?

HAVE YOU EVER DRUNK WATER?

ARE YOU HOLDING UP A TREE?

AM I AN ELEPHANT?

ARE YOU A TABLE?

IS THIS A SECURITY CHECK?

_____ NEEDLE PATTERN

1. **HAVE YOU EVER LIVED OR WORKED UNDER AN ASSUMED NAME?**

2. **HAVE YOU GIVEN ME YOUR RIGHT NAME?**

3. **ARE YOU HERE FOR A DIFFERENT PURPOSE THAN YOU SAY?**

4. **HAVE YOU EVER STOLEN ANYTHING?**

5. **HAVE YOU EVER DONE ANY SHOPLIFTING?**

6. **HAVE YOU EVER FORGED A SIGNATURE, CHECK OR DOCUMENT?**

7. **HAVE YOU EVER BLACKMAILED ANYBODY?**

8. **HAVE YOU EVER BEEN BLACKMAILED?**

9. **HAVE YOU EVER CHEATED?**

10. HAVE YOU EVER SMUGGLED ANYTHING?

11. HAVE YOU EVER ENTERED A COUNTRY ILLEGALLY?

12. HAVE YOU EVER BEEN IN PRISON?

13. HAVE YOU EVER TRIED TO ACT NORMAL?

14. HAVE YOU EVER INDULGED IN DRUNKENNESS?

15. HAVE YOU EVER DONE ANY RECKLESS DRIVING?

16. HAVE YOU EVER HIT AND RUN WITH A CAR?

17. HAVE YOU EVER BURGLARIZED ANY PLACE?

18. ARE YOU GUILTY OF ANYTHING?

19. HAVE YOU EVER EMBEZZLED MONEY?

20. DO YOU HAVE A SECRET YOU ARE AFRAID I'LL FIND OUT?

21. HAVE YOU EVER ASSAULTED ANYONE?

22. HAVE YOU EVER PRACTICED CANNIBALISM?

23. HAVE YOU EVER BEEN IN JAIL?

24. HAVE YOU EVER TOLD LIES IN COURT?

25. HAVE YOU EVER BEEN COURT MARTIALED?

26. HAVE YOU EVER DESERTED FROM A MILITARY SERVICE?

27. HAVE YOU EVER BEEN A MUTINEER?

28. HAVE YOU EVER ILLEGALLY PREVENTED CONSCRIPTION?

29. HAVE YOU EVER HAD ANYTHING TO DO WITH PORNOGRAPHY?

30. HAVE YOU EVER COMMITTED ARSON?

31. HAVE YOU EVER BEEN A DRUG ADDICT?

32. HAVE YOU EVER MADE ANYONE INTO A DRUG ADDICT?

33. HAVE YOU EVER PEDDLED DOPE?

34. HAVE YOU EVER PDHed ANYONE?

35. HAVE YOU HAD ANY DEALINGS WITH STOLEN GOODS?

36. HAVE YOU EVER DIVULGED GOVERNMENT SECRETS FOR PAY OR POLITICAL REASONS?

37. DO YOU HAVE A POLICE RECORD?

38. HAVE YOU EVER RAPED ANYONE OR BEEN RAPED?

39. HAVE YOU EVER BEEN INVOLVED IN AN ABORTION?

40. HAVE YOU EVER ASSISTED IN ANY ABORTION?

41. HAVE YOU EVER COMMITTED ADULTERY?

42. HAVE YOU EVER COMMITTED BIGAMY?

43. HAVE YOU EVER PRACTICED HOMOSEXUALITY?

44. HAVE YOU EVER PRACTICED OR ASSISTED INTERCOURSE BETWEEN WOMEN?

45. HAVE YOU EVER HAD INTERCOURSE WITH A MEMBER OF YOUR FAMILY?

46. HAVE YOU EVER BEEN SEXUALLY UNFAITHFUL?

47. HAVE YOU EVER PRACTICED SEX WITH ANIMALS?

48. HAVE YOU EVER PUBLICLY EXHIBITED YOURSELF SEXUALLY?

49. HAVE YOU EVER HIDDEN TO WATCH SEXUAL PRACTICES?

50. HAVE YOU EVER PRACTICED SODOMY?

51. HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF SEX WITH A MEMBER OF YOUR OWN SEX?

52. HAVE YOU EVER SLEPT WITH A MEMBER OF A RACE OF ANOTHER COLOR?

53. HAVE YOU EVER COMMITTED CULPABLE HOMICIDE?

54. HAVE YOU EVER COMMITTED A JUSTIFIABLE CRIME?

55. HAVE YOU EVER BOMBED ANYTHING?

56. HAVE YOU EVER MURDERED ANYONE?

57. HAVE YOU EVER HIDDEN A BODY?

58. HAVE YOU EVER ATTEMPTED SUICIDE?

59. HAVE YOU EVER CAUSED A SUICIDE?

60. HAVE YOU EVER KIDNAPPED ANYONE?

61. HAVE YOU EVER DONE ANY ILLICIT DIAMOND BUYING?

62. HAVE YOU EVER ACTED AS AN INFORMER?

63. HAVE YOU EVER BETRAYED ANYONE FOR MONEY?

64. HAVE YOU EVER BETRAYED A TRUST?

65. HAVE YOU EVER BETRAYED AN EMPLOYER'S TRUST?

66. HAVE YOU EVER SPECULATED WITH SOMEBODY ELSE'S FUNDS?

67. HAVE YOU EVER KNOWINGLY IMPLICATED AN INNOCENT PERSON?

68. HAVE YOU EVER WITHHELD A COMMUNICATION CONCERNING A CRIME OR MISDEMEANOR COMMITTED BY ANOTHER?

69. HAVE YOU EVER THREATENED ANYONE WITH A FIREARM?

70. HAVE YOU EVER BEEN IN ILLEGAL POSSESSION OF FIREARMS?

71. ARE MY QUESTIONS EMBARRASSING?

72. HAVE YOU EVER BEEN PAID FOR GIVING EVIDENCE?

73. HAVE YOU EVER ACTED AS AN INFORMER?

74. HAVE YOU EVER INJURED SOMEBODY'S REPUTATION BY KNOWINGLY SPREADING LIES?

75. HAVE YOU EVER INJURED SOMEBODY BY SPREADING TALES YOU KNEW WERE TRUE?

76. HAVE YOU EVER DESTROYED SOMETHING BELONGING TO SOMEONE ELSE?

77. HAVE YOU EVER PLOTTED TO DESTROY A MEMBER OF YOUR FAMILY?

78. HAVE YOU EVER HAD A MEMBER OF YOUR FAMILY IN AN INSANE ASYLUM?

79. HAVE YOU EVER BEEN PRONOUNCED INSANE?

80. HAVE YOU EVER BEEN A SPY FOR AN ORGANIZATION?

81. HAVE YOU EVER LOOTED ANY PLACE?

82. HAVE YOU EVER STOLEN FROM THE ARMED FORCES?

83. HAVE YOU EVER CONSPIRED WITH ANYONE?

84. HAVE YOU EVER HAD ANYTHING TO DO WITH COMMUNISM OR BEEN A COMMUNIST?

85. HAVE YOU PRACTICED FRAUD?

86. HAVE YOU EVER BEEN A NEWSPAPER REPORTER?

87. ARE YOU HIDING ANYTHING?

88. HAVE YOU EVER HAD INTERCOURSE AFTER PLACING ANOTHER UNDER ALCOHOL OR DRUGS?

89. HAVE YOU EVER USED HYPNOTISM TO PROCURE SEX OR MONEY?

90. DO YOU COLLECT SEXUAL OBJECTS?

91. HAVE YOU EVER ILL-TREATED CHILDREN?

92. HAVE YOU EVER PRACTICED SEX WITH CHILDREN?

93. HAVE YOU EVER PRACTICED MASTURBATION?

94. HAVE YOU EVER SEXUALLY COERCED A SERVANT?

95. DO YOU HAVE ANY BASTARDS?

96. HAVE YOU EVER TAKEN MONEY FOR GIVING ANYONE SEXUAL INTERCOURSE?

97. ARE YOU WITHHOLDING ANYTHING?

98. HAVE YOU EVER HAD ANY CONNECTION WITH A BROTHEL?

99. HAVE YOU EVER COERCED ANYONE INTO GIVING YOU SEX?

100. HAVE YOU HAD ANYTHING TO DO WITH A BABY FARM?

101. HAVE YOU EVER KILLED OR CRIPPLED ANIMALS FOR PLEASURE?

102. HAVE YOU EVER CRIPPLED A PERSON?

103. HAVE YOU EVER BEEN A SPY FOR THE POLICE?

104. HAVE YOU EVER PRETENDED A DISABILITY?

105. ARE YOU AFRAID OF THE POLICE?

106. HAVE YOU EVER COMMITTED A MISDEMEANOR?

107. HAVE YOU EVER COMMITTED A FELONY?

108. HAVE YOU EVER COMMITTED A CAPITAL OFFENSE?

109. HAVE YOU EVER DONE ANYTHING YOU ARE AFRAID THE POLICE MAY FIND OUT?

110. HAVE YOU EVER FALSIFIED THE BOOKS IN ANY FIRM YOU WORKED FOR?

111. HAVE YOU EVER CRIMINALLY AVOIDED TAXES?

112. HAVE YOU EVER COUNTERFEITED MONEY?

113. HAVE YOU EVER FRAUDULENTLY ALTERED OR ISSUED CERTIFICATES OR DOCUMENTS?

114. HAVE YOU EVER OBTAINED MONEY UNDER FALSE PRETENSES?

115. HAVE YOU EVER DONE ANYTHING YOUR MOTHER WOULD BE ASHAMED TO FIND OUT?

116. HOW COULD YOU HELP YOURSELF GENERALLY?

117. WHAT REPRESENTS YOURSELF?

118. HOW COULD YOU HELP YOUR FAMILY?

119. WHAT REPRESENTS YOUR FAMILY?

120. HOW DO YOU FEEL ABOUT SEX?

121. WHAT REPRESENTS: THE ORG

OTHERS

A GROUP TO YOU?

122. HOW COULD YOU HELP: THE ORG?

OTHERS?

A GROUP?

123. HOW COULD YOU HELP MANKIND?

124. HAVE YOU EVER CONTROLLED PEOPLE?

125. HOW DO YOU FEEL ABOUT BEING CONTROLLED?

126. WHAT IS COMMUNISM?

127. DO YOU FEEL COMMUNISM HAS SOME GOOD POINTS?

128. HAVE YOU EVER BEEN A MEMBER OF THE COMMUNIST PARTY OR ANY ASSOCIATED GROUP?

129. HAVE YOU EVER BEEN A MEMBER OF ANY GROUP WITH SIMILAR IDEALS AS THE COMMUNIST PARTY?

130. DO YOU KNOW ANY COMMUNISTS PERSONALLY?

131. HAVE YOU EVER INJURED DIANETICS OR SCIENTOLOGY?

132. HAVE YOU COMMITTED ANY OVERTS ON A SCIENTOLOGY ORGANIZATION?

133. HAVE YOU WRONGED ANYONE IN A SCIENTOLOGY ORGANIZATION?

134. HAVE YOU EVER STOLEN ANYTHING FROM A SCIENTOLOGY ORGANIZATION?

135. DO YOU HAVE ANYTHING IN YOUR POSSESSION THAT YOU SHOULDN'T HAVE?

136. DO YOU HAVE ANY OVERTS ON L. RON HUBBARD?

137. HAVE YOU EVER HAD UNKIND THOUGHTS ABOUT L. RON HUBBARD?

138. DO YOU HAVE ANY OVERTS ON MARY SUE HUBBARD?

139. HAVE YOU DONE BAD THINGS TO LEADERS IN SCIENTOLOGY OR SCIENTOLOGY ORGS?

140. HAVE YOU WITHHELD ANYTHING FROM EXECUTIVES IN SCIENTOLOGY?

141. HAVE YOU SOUGHT TO GET ANY STAFF MEMBER DISMISSED?

142. HAVE YOU KNOWINGLY PLANNED NOT TO DO YOUR JOB?

143. HAVE YOU EVER HAD ANY UNKIND THOUGHTS ABOUT MARY SUE HUBBARD?

144. HAVE YOU EVER INJURED ANY SCIENTOLOGISTS?

145. HAVE YOU EVER HAD ANY UNKIND THOUGHTS ABOUT SCIENTOLOGISTS?

146. HAVE YOU EVER BETRAYED SCIENTOLOGY?

147. DO YOU KNOW OF ANY SECRET PLANS AGAINST SCIENTOLOGY?

148. DO YOU PLAN TO STEAL A SCIENTOLOGY ORGANIZATION?

149. HAVE YOU EVER TAKEN MONEY TO INJURE SCIENTOLOGY?

150. DO YOU DESERVE TO BE HELPED BY SCIENTOLOGY?

151. HAVE YOU EVER USED DIANETICS OR SCIENTOLOGY TO FORCE SEX UPON SOMEONE?

152. HAVE YOU EVER FALSIFIED A CLAIM FOR MONEY TO BE REPAID TO YOU OR TO BE PAID YOU?

153. **DO YOU KNOW OF ANY PLANS TO INJURE A SCIENTOLOGY ORGANIZATION?**

154. **DO YOU KNOW OF ANY PLANS TO INJURE A SCIENTOLOGIST?**

155. **ARE YOU UPSET ABOUT THIS SECURITY CHECK?**

156. **WHAT QUESTION IN THIS CHECK SHOULDN'T I ASK YOU AGAIN?**

157. **HAVE YOU WITHHELD FROM ANSWERING ANYTHING BECAUSE IT MIGHT INJURE SOMEONE?**

158. **WHAT UNKIND THOUGHTS HAVE YOU THOUGHT WHILE I HAVE BEEN DOING THIS CHECK?**

159. **HAVE ANY OF YOUR ANSWERS HERE BEEN DESIGNED TO INJURE ANOTHER?**

160. **ARE YOU UPSET ABOUT THIS SECURITY CHECK?**

_____   _____

PASSED   FAILED

_____

WHY?

_____

SIGNED BY EXAMINER

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 MAY 1961

Urgent for Use on All Cases

PREHAV SCALE REVISED

(This is the rough version. The Primary Scale is accurate and complete.
The Secondary Scale is not necessarily complete or edited.)

This is the first major revision of the Prehavingness Scale I originated in January of 1961. This scale now contains a Primary Scale and a Secondary Scale. The Secondary Scale contains nearly all simple verbs in the English language, properly placed for level and repeated on other levels.

USE

The scale is used for general running of levels (without specified terminal) in brackets of 5 or 10, using "someone" or "something" as the terminal, sometimes using plus and minus (change, no change).

The scale is also used for terminals found for SOP Goals by Goals and Terminal Assessment.

The two uses of the scale are done exactly the same way with the single exception that for a general run one says, "Do you have _____ (Prehav level)" or "Are you _____ (Prehav level)" or "Do you _____ (Prehav level)" and in the use for goals terminals one says, "Would the (or 'a') _____ (goals terminal) _____ (Prehav level)?"

General run assessment example: Start at bottom of Primary Scale 65 (Faith). Go up Prehav Primary Scale asking about each level *once only* and carefully noting E-Meter needle reaction (ignore rises of the needle) that responds or doesn't respond to the question. Convert the level to a sensible question without varying the actual level. The questions: "Do you have Faith?" "Are you Cause?" "Do things have No Effect upon you?" "Are you the Effect of things?" "Do you think people run a Can't-Have on you?" "Do you Create?" "Do you Think?" etc., etc. When you have reached the top of the scale, go back down again (from level 1 to 65), still noting reaction. The one that *reacted most* when you went up and when you went down the Primary Scale is the level. (Do not take the lowest level, take the level that reacted most, as the worse off people are, the higher terminals tend to be found on the scale as a loose rule. Terminals come *down* scale as the pc goes *up* on succesive assessments after runs.)

You now take the Primary level found by E-Meter needle reaction and GO TO THE SECONDARY SCALE FOR THAT LEVEL. Assess this Secondary Scale for the level exactly as you did the Primary Scale. Go from the highest number (lowest point) up to the top (lowest number), asking once about each level and noting needle reaction (not rise). Go back down again noting needle reaction (not rise). Take the level that reacted most on the needle. Form it into a five-way bracket (or ten-way) consulting the needle for the best expression of each

"leg" of the bracket. Then run it. The motion of the TA should increase, then decrease, then tend to halt. If it remains unchanged (⅛ to ¼ of a tone arm division of motion only in 20 minutes) reassess.

When reassessing on the Prehav for a new level, assess exactly and as carefully as you did the first time—first assess on the Primary. Then assess on the Secondary Scale for that level.

Example for assessing a goals terminal (or a PT problem or ARC break terminal): The assessment is done the same way as in a general run assessment except all questions have to do with the terminal. Example: If the goals terminal were "woman." Start at the bottom (highest number) of the Primary Prehav Scale and assess one level at a time. "Would a woman have *Faith?*" "Would a woman *Cause* things?" "Would there be *No Effect* on a woman?" etc., etc., noting the needle reaction (not rise). Then come down (lowest to highest number) the Prehav Primary Scale one level at a time, again noting the needle reaction (always ignore rises). The right level will react going up and going down in much the same way. Take this level and go to the Prehav Secondary Scale. Assess it from bottom (highest number) to top (lowest number) and then back down again. Choose the level that reacted both going up and down.

Any levels found may be checked cautiously (repeating only once) by comparing it to other levels in terms of needle reaction. You want the level with *most* reaction always.

If you take more than fifteen minutes to do a level assessment, you are doing something odd or unnecessary such as saying the levels several times or expecting the pc to answer you aloud (the pc should remain silent during an assessment) or you are unfamiliar with the scale.

In asking assessment questions on the scale always speak with the same degree of loudness and inflection, and always make the level the hardest and most stressed word in the question. If you vary loudness from question to question or change emotional tone, the needle may react to your change, not the Prehav level, giving you an inaccurate reading based on your goofs or changes, not on different scale levels.

You *can* do an assessment twice. You should come out with the same Primary and Secondary levels. If you don't, run, don't walk, to the nearest Academy.

The Secondary level is the one used in commands. You will note that the Primary level words are repeated in the Secondary Scale. Thus if the level comes out to be that primary word, you'll still have it as a secondary word and can use it in the command.

Audit only *one* level at a time. Use only the word that caused the needle to react to make up your command. Do not combine two levels.

If you get tone arm motion running a level either generally or as a goals terminal, PTP or ARC break level, flatten it before choosing and running a new level. One knows when level is flat. The tone arm doesn't move any more. You can cause a pc to feel "spinny" by starting a new level before the old one is flat.

Do not *overrun* a level. The test of "flat" is the TA moving only ¼ to ⅛ of a division up or down in twenty minutes of auditing (not cumulative movement such as "The TA moves ¹⁄₁₆th twice so that's ⅛th of a division"—this is wrong. If it moves from 2.25 to 2.50 to 2.25 two or three times in twenty minutes, this is called "flat" and has moved only ¼ of a TA division. This is right.).

The Secondary level, if not the word in the Primary level, may react on the needle far more than the Primary level.

The Primary level may not react at all in rare cases. If this happens, assess the whole Secondary Scale, all groups, independent of the Primary Scale, starting with the secondary group for Faith and going right on through the groups. This is only likely to happen with rough beginning cases or with persons nearly Clear who are being shaped up and stabilized.

When a pc assesses as a rock slam, it may be necessary after a level turns on the rock slam to say a null word to the pc like "Floor, floor, floor . . ." until the rock slam turns off. Rock slam carries over many levels unless it is shaken out of the needle in this way. Mark the level that turned it on "rock slam." This is the strongest read there is. If several levels turn on a rock slam, choose by reading the rock slam levels once each again (using a nulling word several times between each one) and choose the widest rock slam or the one that didn't fall out (which will probably be the widest).

In auditing a rock slam, the rule "Assess by the needle, audit by the tone arm" seems to have an exception. However, if the needle that is rock slamming could be held at SET on the needle dial by moving the TA you would see that a rock slam *is* a tone arm reaction. Thus one can't call a process flat while a rock slamming needle still exists on a level. The rock slam has to be run out before the level is flat.

The complete and edited version of the Secondary Scale and the Primary Scale will appear first in the Clearing Series book "SOP Goals" to be published in about two months. This rough version will however serve your purposes for the moment.

L. RON HUBBARD
Founder

PRIMARY SCALE

66. TR 10	33. FAILED LEAVE
65. FAITH	32. LEAVE
64. CAUSE	31. WAIT
63. NO EFFECT	30. SURVIVE
62. EFFECT	29. FAILED TO ARRIVE
61. OBSESSIVE CAN'T–HAVE	28. ARRIVE
60. CREATE	27. FAILED IMPORTANCE
59. THINK	26. IMPORTANCE
58. INVERTED INTEREST (PECULIAR INTEREST)	25. PROPITIATE
	24. ATTENTION
57. DISPERSE	23. SEPARATE
56. INVERTED COMMUNICATION (INTEND TO NOT COMMUNICATE)	22. FAILED WITHHOLD
	21. WITHHOLD
55. INVERTED CONTROL	20. MISEMOTIONAL
54. INVERTED HELP (BETRAY)	19. DESTROY
	18. MOTION
53. COLLECT	17. FAILED OVERT (FAILED ATTACK)
52. SUBSTITUTE	16. OVERTS (ATTACK)
51. WITHDRAW	
50. DUPLICATE	15. DISLIKE
49. ENTER	14. LIKE
48. INHIBIT	13. COMPETE
47. DISAGREE	12. FAILED HELP
46. ENFORCE	11. HELP
45. AGREE	10. FAILED CONTROL
44. DESIRE	9. CONTROL
43. WANT TO KNOW	8. EMOTIONAL
42. FAILED TO ENDURE	7. FAILED COMMUNICATION
41. ENDURE	6. COMMUNICATION
40. NO MOTION	5. FAILED INTEREST
39. FAILED TO ABANDON	4. INTEREST
38. ABANDON	3. CONNECT
37. FAILED WASTE	2. FAILED HAVINGNESS
36. WASTE	1. HAVINGNESS
35. FAILED TO PROTECT	
34. PROTECT	

SECONDARY SCALE

1—HAVINGNESS

This is the Secondary Scale of havingness. It is not usually used for assessment as subjective havingness does not run with benefit. If a case is, however, "live" on a havingness level, run them on it, using their objective havingness process at frequent brief intervals (10 to 12 commands of objective havingness).

OBTAIN EARN TAKE REGAIN RECLAIM PURCHASE PROCURE INHERIT AFFORD ACCEPT PROFIT DEPOSIT AMASS GET POSSESS ACQUIRE HAVE RETAIN GAIN SHARE SALVAGE SUSTAIN TENDER SUPPLY REPLETE STOW FILL SUFFICE FINANCE REIMBURSE ENDOW REDEEM BESTOW CONTRIBUTE REFIT OFFER PROVIDE EQUIP CULTIVATE PAY REPAY REMUNERATE TRAFFIC TRADE REMIT IMPORT RAFFLE WEAR DISTRIBUTE RAID PRE-EMPT SPOIL COMMANDEER FORAGE DRAW REQUISITION SEIZE DESPOIL SACK SNATCH EXPLOIT WREST BOARD IMPRESS CAPTURE EXTORT IMPOUND GRASP PLUNDER REPLACE RECEIVE REPLENISH RESTORE PERMEATE PERVADE LOOT CONSERVE KEEP CLAIM CHERISH TREASURE CATCH ENTRAP HAVINGNESS CACHE SECURE

2—FAILED HAVINGNESS

COVET PIECE EXACT CONSERVE PAWN PETITION WANT DISCARD PRE-PAY LOSE AMPUTATE DISBURDEN RAID CASTRATE CROP DESPOIL GUT EVISCERATE DISEMBOWEL TAX SACK SCALP STARVE WREST SINK DEPRIVE OSTRACIZE BANISH EXILE MAROON IMPOVERISH IMPOUND DEMOTE SPILL SWINDLE ADULTERATE BEHEAD SQUEEZE SPOIL SURRENDER DROP PLUNDER ISOLATE DIE ABOLISH OBLITERATE ERADICATE EXPUNGE LIQUIDATE ERADICATE EXTIRPATE DISINTEGRATE LAPSE FINISH FAIL EXPIRE WITHER EFFACE ANNUL ELIMINATE ELAPSE ESTRANGE TERMINATE EXPEND DISPOSE ENGULF OCCLUDE DELETE ERASE EXPURGATE EXTINGUISH DESTROY ANNIHILATE RUIN ERODE CONSUME DISPERSE STRAY STREW LOOT SEPARATE ZONE DIVIDE DIFFER OUTLAW EXCOMMUNICATE DETACH DIVEST UNLOAD DISROBE EXCLUDE STRADDLE SUNDER SCRAPE BICKER QUARREL REMONSTRATE CONTRADICT DISSENT PROTEST CONCEDE DECLINE RECEDE SLOP REFRAIN EXCEED TRY FORGO WEAN REFUSE DWINDLE DISABLE DISSUADE DEPRIVE ENTRAP ESCHEW CAGE ENFEEBLE MISS DENY CURTAIL DEMUR FUMBLE DEDUCT DEBIT BEMOAN BEWAIL LOSE MISPLACE MISLAY DISALLOW DESPAIR ENVY SURFEIT DWINDLE MOURN REGRET EKE FAILED HAVINGNESS

3—CONNECT

CONNECT MISIDENTIFY LINK IDENTIFY ASSOCIATE CIRCUMSTANTIATE WEAR APPLY CONCILIATE SUPPORT RECONCILE ENTWINE YOKE CLING SPEAR TIE BIND BOARD NAIL DISPERSE DRAW CONSORT LINK JOIN ATTACH PERMEATE ACCOMPANY PERVADE CONJUGATE MEET ENCOUNTER ADJOIN PERTAIN REJOIN APPEND INTERSECT COMBINE

EMBRACE SPLICE KNIT REUNITE FRATERNIZE TOUCH MARRY WED BETROTH CONFUSE CRUCIFY GRAFT HANDCUFF FETTER MANACLE CONFUSE ESCORT CHAIN TRUSS ENTANGLE SEIZE TRICE GRAB PASTE INVOLVE FIND UNITE HAMMER HANG HIT INDENT INCRIMI- NATE IMPLICATE WIVE LASH LICK INTERCEPT SHACKLE TIE SHEATHE FASTEN SUSPEND BIND CLUTCH TACK WEAVE WELD LIKE ASSOCIATE

4—INTEREST

TOUT PROFFER PROMULGATE CANVASS CIRCULARIZE QUIZ PEDDLE QUERY INCLINE SAMPLE URGE ILLUMINE BID INFORM INITIATE EVOKE ILLUMINATE ILLUSTRATE ANTICIPATE POPULARIZE IGNITE INFUSE AROUSE ROUSE TEASE TEMPT FLIRT WOO ELECTRIFY EXCITE ENKINDLE ALLURE SCINTILLATE TRANCE IMPRESS CAPTIVATE FAS- CINATE ATTRACT TANTALIZE PERFORM ENGROSS STUNT PARTICI- PATE WAGER ATTEND DETERMINE INSPIRE COMPETE MARVEL GOGGLE PROBE FIND PURSUE SEARCH TRAIL AWAKE WAKE WAKEN DISPLAY UNFOLD UNROLL UNFURL UNVEIL UNDRESS UNEARTH UNCOVER EXPLORE TRACK SCOUT TRACE INTEREST PERK RECRE- ATE REVIVE VOLUNTEER ENLIVEN DELIGHT DIVERT RECALL LEC- TURE DESCRIBE ADDRESS ANNOUNCE SPEAK CHAT PREACH PEN RECITE TRAIN TEACH WRITE DISPORT DEMONSTRATE NARRATE DECORATE TATTOO TALK SING SERENADE WARBLE HUM WHISTLE EXHIBIT SHOW QUESTION INVESTIGATE QUIZ INTERROGATE REACT DISPOSE EXPEND VIVISECT PICNIC SOJOURN LIKE CRAVE PERMEATE PERVADE RADIATE RANGE BURST HUNT HAUNT GROPE DEBATE COAX THRALL RUMMAGE RISK EDUCATE SPECIALIZE BESIEGE TURN TUG SHOW INSTIL INSPECT LOVE TRANSCEND RECOMPENSE POSE PREFER PRESENT PROMOTE PROPAGATE CATCH ENTRAP EMBELLISH SURPRISE AMAZE GARNISH TRIM CACHE DESIRE EXHUME PRY CON- NIVE BETRAY INSPIRIT ASPIRE ADORN BOAST BRAG PICK PREOC- CUPY TOP INLAY APPRECIATE PRESENT DESPISE

5—FAILED INTEREST

REJECT NAP YAWN SLEEP SLUMBER BORE DROWSE DOZE NOD PALL FAILED INTEREST DIVERT DAZE STUN STUPEFY STULTIFY DESERT STRAGGLE PROLONG OCCLUDE LAPSE FINISH FAIL WILT EXPIRE WITHER EFFACE ANNUL ELIMINATE ADJOURN ELAPSE ESTRANGE TERMINATE DESIST QUIESCE ABIDE OSSIFY FREEZE RELAX RUSTI- CATE BECALM LOAF STRAGGLE STREW DISPERSE STRAY INDISPOSE CONCEDE DECLINE RECEDE SHIRK GARBLE SLOP IMMERSE HUMOUR RESORT JUMBLE BOGGLE REFRAIN BOTCH TRY FORGO SHRUG LEAP TOY TURN FORGET CLOY EMBITTER DESPAIR DISPLEASE DISLIKE MOPE DRUDGE ENCUMBER COMMISERATE REGRET BEGRUDGE MED- ICATE MIRE BOTHER CURTAIL DISHEARTEN DENY DISCOURAGE ESCHEW CRITICIZE DISSUADE SUBMERGE IGNORE

6—COMMUNICATION

MANIFEST EMBLAZON WARRANT PROMISE PROPOUND WITNESS PRO- POSE X-RAY DISPENSE PERSUADE TRAFFIC PURPOSE TRADE REMIT AGREE FORWARD YARN RENDER REMUNERATE SANCTION IMPORT

OSCULATE WEAR RAFFLE THROW RATIFY SIGNIFY SIGN PROJECT DISTRIBUTE NOTIFY CONFRONT INDICATE PERUSE EXHORT CORRESPOND REPAY ACQUAINT UNDERSTAND SPECIFY PHRASE ACKNOWLEDGE ASSENT APPLY APPEAL WELCOME REMARK REPLY REQUEST ADDRESS CONVEY PARTAKE DOT CIRCUMSTANTIATE DESIGNATE DEMONSTRATE PROCLAIM ALLUDE ASK VOICE UTTER DISPUTE STATE DISPATCH WRITE RESPOND RETAIL TRUMPET DESCRIBE SUGGEST HAIL DISCUSS ASSERT REPORT DECLAIM NARRATE CONSENT DELINEATE HEAR CONSULT LECTURE CONTRACT TRAIN PURVEY DECLARE PROFESS CABLE PARAPHRASE TEACH PEN SOUND CALL SPEAK ANNOUNCE EXPOUND DISCOVER PREACH EVINCE ELUCIDATE RECITE PRELUDE SCRIBE FACE CHAT DETECT INTRODUCE INTERVIEW DECREE EXPRESS DISCOURSE PUBLISH PRONOUNCE PREAMBLE ATTEST AFFIRM ENUNCIATE MAIL PAY DISPORT VIEW ESPY SPOT SURVEY GAZE GLANCE BEHOLD GLIMPSE SEE SCRUTINIZE INSPECT LOOK SCAN OGLE OBSERVE SNIFF WHIFF SMELL TASTE TAP FEEL RUB STROKE CUDDLE CARESS HUG SING SERENADE WARBLE HUM VOCALIZE WHISTLE EXCLAIM EXHIBIT REVEAL SHOUT SHOW REACH TELL TALK DISCLOSE PLEA CALM EXPLAIN COMFORT SOOTHE SOLACE RECOMMEND REASSURE CONTRIBUTE CONSOLE ENLIGHTEN ENCOURAGE ADVISE ASSURE INSTRUCT COMMAND ORDER HANDLE HEAVE MANIPULATE OPERATE TOW MIX DRILL HOIST LOAD PUT PUSH HAUL FETCH START STEER SHUT MANAGE SUPERVISE SUPERINTEND ADMINISTER MEDIATE NEGOTIATE TREAT SEND CONSIGN AIM AWARD UTILIZE ALLOT ALLOCATE APPOINT ASSIGN COMPLY DISBURSE SHAPE DISABUSE ORIENTATE ARRANGE STIPULATE PRESCRIBE HUSH NAVIGATE PILOT USHER EMEND EDIT REGULATE ADJUST CORRECT SUMMON SUBDUE CHALLENGE RECALL HITCH TAG UNTANGLE ORGANIZE REIGN ENUMERATE SPACE HEFT HABITUATE OFFICIATE IDENTIFY TACKLE REWARD PRESIDE REQUIRE VOTE ASSORT MASTER DEPUTE DELEGATE VEST ACTUATE ALTER ENGAGE DEPLOY JOCKEY JUGGLE TEST HOLD HALT STOP DISCIPLINE DIRECT RULE EMPOWER APPROVE DISSUADE CATCH PERCEIVE DISTINGUISH PLAY DISPLAY IMPLY INFORM INTERSECT INVIGORATE ADVANCE TUG TURN TUSSLE DIVULGE PRESENT REJECT CITE INSCRIBE PROMOTE ARBITRATE AVOW ELECT RENT SHAPE HIRE COMMUNICATION RECALL QUESTION INTERROGATE INTIMATE QUIZ ISSUE ORIGINATE EMIT EMANATE PULSATE SMART TINGLE THROB SWELTER STINK SPARKLE GLISTEN PATTER SWISH CLACK CLANG CLINK PEAL JINGLE REVERBERATE RIPPLE RING DRIP SLUMP SLIP SLOUCH REACT RECIPROCATE RESTORE REPLACE REPLENISH REHEARSE MIME PRACTISE PORTRAY IMITATE ENACT SKETCH DEPICT REPRODUCE RECORD TRANSCRIBE PRINT REPRINT COPY REDUPLICATE DUPLICATE EMULATE CHARACTERIZE TRANSMIT RECOUNT REFER RELAY QUOTE REITERATE ITERATE RECAPITULATE TESTIFY SUBSTANTIATE RELATE REPEAT RETRACE REVIEW RECOGNIZE REMEMBER REMIND RECEIVE UNDERSTUDY COMPREHEND MULTIPLY EXECUTE EAT GNAW DEVOUR EXPLODE FLAME VIVISECT EMBOWEL DRINK NIBBLE SWIG SWALLOW QUAFF SUP SLAY SLAUGHTER CRUSH SWILL GUZZLE TIPPLE CRUNCH ERODE CRUMPLE GOBBLE GRUMBLE EFFUSE STIMULATE DUB GLOW PROMULGATE PIN SECURE SITE BELAY LOCATE PARK

CAMP BATTEN DWELL ABIDE RESIDE SOJOURN BASK RECLINE
SPRAWL SIT SQUAT POISE PICNIC NESTLE POSE STICK INFORM PERCH
QUERY CIRCULARIZE MISS POPULARIZE PROFFER BID URGE ILLUS-
TRATE CANVASS DEMEAN CONNECT COMBINE ENTWINE KNIT LINK
JOIN ATTACH PERVADE PERMEATE APPEND CONSORT ENCOUNTER
FRATERNIZE ACCOMPANY UNITE REUNITE REJOIN MEET TOUCH
CLING EMBRACE YOKE SPLICE SHOWER RADIATE RANGE SPREAD
SPATTER DISROBE ZONE CLEAVE FILTER SUNDER CHASE SEPARATE
HUNT HAUNT COLLIDE IMMERSE EDUCATE PETITION MISTAKE CLAR-
IFY SORT ARTICULATE LEVEL INTERCHANGE DEMAND DISALLOW
CONVINCE FAMILIARIZE ENTREAT DICTATE BETRAY CONNIVE
DELIVER SALUTE REGARD PRAISE

7—FAILED COMMUNICATION

FAILED COMMUNICATION PERSUADE EXHORT PROCLAIM SPEAK
STATE SUGGEST ASK ASSENT BLIND DEAFEN EXILE MAROON
DECEIVE GAG STALK SQUELCH IMPRISON ISOLATE CHOKE KIDNAP
INTERDICT CHEAT CONFOUND INCARCERATE INFILTRATE SINK
DESERT OSTRACIZE QUARREL FIGHT WRANGLE BANISH RASP FIN-
ISH DEODORIZE TERMINATE DISPOSE EXPEND ESTRANGE ENGULF
DESPATCH CONSUME DELETE ERASE ELAPSE ADJOURN EXTINGUISH
EXPURGATE ELIMINATE ABOLISH ANNUL OBLITERATE EFFACE ERAD-
ICATE EXTIRPATE EXPUNGE IRRADICATE LIQUIDATE DEVASTATE
DEMOLISH EXECUTE PURGE ANNIHILATE DESTROY DISINTEGRATE
LAPSE WILT WITHER EXPIRE FAIL QUIESCE OSSIFY FREEZE REPOSE
RELAX RUSTICATE BECALM IMPAWN LOAF DESIST DISPERSE STRAY
STREW STRAGGLE STAMPEDE DIFFUSE INTERSPERSE BURST ROUT
BESTREW UNCLASP UNLOAD DIVEST DETACH EXCOMMUNICATE OUT-
LAW DIFFER DIVIDE SEPARATE EXCLUDE CLEAVE SUNDER SHATTER
RECEDE GARBLE IMMERSE HUMOUR RESORT RISK WISH SLOP STUM-
BLE BOGGLE HESITATE EDUCATE FORGO AMPUTATE LOSE RETRACT
WEAN BESIEGE FOUL BOTHER MIRE MEDICATE FUMBLE BEGRUDGE
CHIDE COMMISERATE REGRET JUMBLE CARP CHEW CONDEMN COM-
PLAIN BLAME REPROACH FULMINATE REPREHEND AVENGE CENSURE
UPBRAID SWERVE SUCCUMB RETCH WAVER WRITHE SQUIRM VOMIT
WINCE NAUSEATE FALTER TIRE HATE PANT PUFF CAPITULATE CRY
FIGHT DESPAIR ZONE DESPOND DEMAND DICTATE DISALLOW CLAIM
REJECT SCORN SHRUG TURN TUSSLE IGNORE PLOT CONSPIRE GES-
TICULATE CONNIVE CONVINCE DOMINATE COMPEL COERCE ENFORCE
DEPRIVE MORTIFY ESCHEW SHAME EMBARRASS CAGE DISOBEY
CRITICIZE CURSE DISCOURAGE DENY DISHEARTEN DISTRACT DISAP-
PROVE CURTAIL MISCONCEIVE OVERLOOK PEER DECLINE CONCEDE
PROTEST DISSENT CONTEND CONTRADICT BICKER REMONSTRATE
QUARREL HUNT HAUNT GROPE DEBATE COAX LISP HARP

8—EMOTIONAL

EMOTIONAL DISPUTE RESPOND EXHORT WELCOME UNDERSTAND
APPEAL PLEA IRRITATE TERRIFY TERRORIZE IRK TORMENT
DENOUNCE DEPRESS DISGRACE DISHONOUR DISAFFECT DERANGE

143

DISMAY DEMORALIZE IMPRECATE FRIGHTEN GRIEVE ALARM SCARE
PERK SOOTHE EXHILARATE ENLIVEN CHEER DELIGHT BRUTALIZE
BULLY DEJECT DEGRADE DEMENT AGGRAVATE BENUMB BEDEVIL
APPALL STUPEFY STUN VEX UNNERVE WORRY RASP PAIN QUARREL
OFFEND NETTLE BEATIFY ANIMATE ENGROSS TANTALIZE ATTRACT
FASCINATE CAPTIVATE IMPRESS TRANCE SCINTILLATE ENKINDLE
EXCITE AROUSE ROUSE MARVEL ELECTRIFY INSPIRE TRANSPORT
SHRUG HIDE NEED APPROVAL FROM OWN PROTECT CONTROL BLAME
PUNISH BE KILL MAKE APATHETIC MAKE AMENDS GRIEVE PROPITI-
ATE SYMPATHIZE FEAR NOT SYMPATHIZE RESENT COVERTLY ANGER
PAIN BORE MAKE INDIFFERENT CONTENT MILDLY INTEREST INTER-
EST STRONGLY ENTHUSE MAKE EAGER MAKE SERENE CONVICT
DESPISE HUMILIATE BETRAY SIGH REPENT RUE YELP AGONIZE SOR-
ROW WEEP SADDEN MOAN MOPE MOURN ENVY DESPAIR EMBITTER
WAVER FALTER AVOID CAPITULATE COMMISERATE REGRET DEMUR
DISHEARTEN EMBARRASS BEMOAN BEWAIL SULK OUTCRY SCORN
INFURIATE RAGE RANKLE GROWL POUT GRUMBLE NAG YAP DIS-
GUST DISLIKE DISPLEASE DETEST HATE INCULPATE ASCRIBE
UPBRAID CHIDE COMPLAIN CHEW CONDEMN OBJURGATE CARP
IMPLY FULMINATE REPREHEND REPROACH AVENGE RESENT CEN-
SURE DEPLORE RECRIMINATE DARE DISAPPROVE ABUSE REBUKE
CRITICIZE CRY FOUL ENFEEBLE MORTIFY DARE SHAME ASHAME
INSANE ENTREAT BE SERENE AMUSE EXULT ENJOY SMILE NUZZLE
JUBILATE FROLIC FONDLE REJOICE GRIN GLADDEN LIKE REVEL
TRUST LOVE RELISH ESTEEM

9—CONTROL

EXPAND DILATE ELONGATE AMPLIFY ENLARGE MAGNIFY EMPHA-
SIZE BEGIN ABATE ALLOW MODERATE SITUATE SET TAME ACCOUNT
DETAIL ACQUIT DEMAGNETIZE UNRUFFLE PREDISPOSE HIRE RENT
ELECT APPROVE EMPOWER RULE DIRECT DISCIPLINE STOP HALT
HOLD TEST JUGGLE JOCKEY DEPLOY ENGAGE ALTER ACTUATE VEST
DELEGATE DEPUTE MASTER ASSORT VOTE REQUIRE PRESIDE
REMAND TACKLE IDENTIFY OFFICIATE HABITUATE HEFT SPACE
ENUMERATE REIGN ORGANIZE UNTANGLE TAG HITCH RECALL
CHALLENGE SUBDUE SUMMON CORRECT ADJUST REGULATE EDIT
EMEND USHER PILOT NAVIGATE HUSH PRESCRIBE STIPULATE
ARRANGE ORIENTATE DISABUSE SHAPE DISBURSE COMPLY ASSIGN
APPOINT ALLOCATE ALLOT UTILIZE AWARD AIM CONSIGN SEND
TREAT NEGOTIATE MEDIATE ADMINISTER SUPERINTEND SUPERVISE
MANAGE SHUT STEER START FETCH HAUL PUSH PUT LOAD HOIST
DRILL MIX TOW OPERATE MANIPULATE HEAVE HANDLE ORDER
COMMAND CIVILIZE DRIVE DIVERT DEVELOP CULTIVATE EXPEDITE
ENABLE SPONSOR REHABILITATE FACILITATE REFORM RECTIFY
LEAN EXTEND PREPARE PERMIT SERVE INSTRUCT CONTROL
OBSERVE WIN CONTINUE RECUPERATE RECOVER REPRIEVE REIN-
STATE PROSPER LUXURIATE SUCCEED FLOURISH SURMOUNT GROW
THRIVE LIVE SURVIVE MAINTAIN RECONSTRUCT RENOVATE RENEW
GRUB LABOUR TOIL NURTURE FIX NOURISH MATURE PERPETUATE
TIME DARN VALET LAY MEND INHALE RESPIRE OPPRESS REPRESS

OVERWHELM OVERPOWER TYRANNIZE COMMIT DRAG CHARGE
DEPOSE QUELL INTERDICT TROUNCE ISOLATE STEADY STEER GRASP
COERCE FORCE FOX VANQUISH IMPLANT ADMONISH ENSLAVE SUB-
JUGATE SWITCH IMPOUND CAPTURE PRESS IMPRESS CONQUER
DOUSE EXILE SURVIVE REPLENISH REPLACE EXECUTE FINISH
DEODORIZE TERMINATE DISPOSE EXPEND BATTEN CAMP QUIESCE
PARK LOCATE BELAY SITE SECURE PIN PERVADE PERMEATE APPEND
REUNITE REJOIN ENTWINE YOKE SPLICE CONNECT COMBINE KNIT
LINK JOIN ATTACH BETROTH WED MARRY RADIATE DIFFUSE INTER-
SPERSE SPREAD SHOWER BESTREW RANGE CLEAVE STRADDLE
DECOCT FILTER EXCLUDE SORT SEPARATE ZONE DIVIDE DETACH
DIVEST UNLOAD UNCLASP DISROBE INJECT INSERT INVITE MATRIC-
ULATE INSTALL INVEST INOCULATE ENTRUST HUNT CONTRADICT
DEBATE DECLINE REMONSTRATE PROTEST COAX CONCEDE EXTRI-
CATE LIMIT SHACKLE TIE ISOLATE LOCALIZE IMMERSE THRALL FAS-
TEN PROHIBIT PREVENT EDUCATE STILL FORBID PETITION RESTRICT
WEDGE ARREST SUSPEND BOUND DISPOSE PLAY DISSUADE PREDE-
TERMINE DENY CAGE ENTRAP ENJOIN CATCH CHECK CURTAIL CAU-
TION READJUST LEGISLATE PROVE FAMILIARIZE DESIRE ENTREAT
DISALLOW DICTATE DEMAND PREVAIL DELIVER ALIGHT CONNIVE
CLAIM REJECT RESPECT PREDOMINATE LIFT SHOVE LEAP TURN TUG
SHIFT CURB PROTRACT RETARD IGNORE ADVANCE TRANSPORT
TEACH INTERVENE TRAIN SECURE SHAKE EDUCATE

10—FAILED CONTROL

PROLONG PROTRUDE EXCEED POTTER DRIBBLE BOTCH BOGGLE
STUMBLE SLOP WISH JUMBLE RISK RESORT RUMMAGE HUMOUR
IMMERSE GARBLE COLLIDE FAILED CONTROL LOSE WRANGLE WAL-
LOP WRECK FIGHT QUARREL WRENCH WREST DESERT WHIP
MUTINY SINK PILLORY SLAP SMACK UNSETTLE STICK SLAM DROWN
DOPE DRUG BUMP COLLIDE BURN GAS BULLY ELECTROCUTE KEEL-
HAUL POACH BRAND MAIM DISABLE MANGLE SCOURGE SCORCH
INCAPACITATE SCALD IMPOSE FLOOD PLAGUE INUNDATE SMUDGE
HASH SHAKE INCARCERATE HANG SIN SMUGGLE BOOTLEG CRIPPLE
STRAGGLE SACK THROW SCRATCH CLAW COMMIT TRANSGRESS DIS-
SIPATE DERANGE DRENCH CAPITULATE DUCK CRUCIFY DISLOCATE
DENT FETTER TRUSS HANDCUFF CHAIN MANACLE SEIZE GOOF
ENTANGLE TRIP SICKEN BESIEGE TORTURE TRIFLE DECAPITATE
LOOT STRIKE DAMAGE TRICE JERK RACK PARALYZE FLOG EXECUTE
SLACK GOLDBRICK SHIRK IMPRISON PENALIZE RAVAGE PESTER
REND PLUNDER PROSECUTE REVOLT REBEL JOLT DROP JOSTLE STUN
INTOXICATE CONQUER VANQUISH BIND TIE INEBRIATE SURRENDER
SMASH SPANK SPLIT VIOLATE BROACH SPLASH STAIN SPRAIN SPOIL
GAG STORM FLAIL SWAMP LOSE NICK BASH BATTER ASSAIL THRASH
SWITCH BELABOUR BESLAVER SLAVER DROOL BESET BESLOBBER
BESMEAR BESPATTER ADMONISH SPREAD-EAGLE BITE SHELL BOMB
BOMBARD BREAK SPILL IMPLANT IMPALE CORRUPT DEBAUCH
DEFACE FRACTURE CAPSIZE PRICK PUNCTURE PUNISH DISTURB
CANE MUTILATE PIERCE BUTCHER MOB RUIN MAR MASH MASSA-
CRE BRUISE SMASH REACT SLOUCH SLIP PULSATE THROB TINGLE

SMART SLAVE SWELTER STINK TOPPLE CRUMBLE FAIL RUIN GOBBLE ERODE CRUNCH TIPPLE GUZZLE EXPIRE SWILL WITHER WILT LAPSE DISINTEGRATE DESTROY CRUSH BURST STREW ROUT SPATTER BESTREW DISPERSE STRAY STRAGGLE SPREAD STAMPEDE LOOT HACK IMPERIL DIVEST DIVERGE EXCOMMUNICATE OUTLAW FILTER INFEST EVADE TRESPASS LACERATE RE-ENTER ADMIT PENETRATE LISP DEAFEN GROPE BICKER DISSENT QUARREL CONTEND HARP HAUNT RECEDE SHIRK THWART GARBLE THREATEN HUMOUR RESORT RISK JUMBLE REFRAIN BOTCH TRY REFRAIN HESITATE RESIST FORBEAR AMPUTATE LOSE BESIEGE DISTRACT DISHEARTEN DISCOURAGE MEDICATE FUMBLE MINCE BOTHER REGRET COMMIS-ERATE WET FEAR DISAPPROVE SURRENDER FULMINATE CHIDE COM-PLAIN CONDEMN CHEW CARP BLAME REPROACH RESENT CENSURE UPBRAID ATTEMPT PUTREFY PANT PUFF SAY CRY DRAIN TIRE DOM-INATE COMPEL COERCE ENFORCE WIGGLE STAGGER RETCH WOBBLE WAVER WRITHE VOMIT WINCE NAUSEATE ROT FALTER DESPOND ENTREAT DESIRE DESPAIR CRITICIZE EXHUME PRY SQUIRM NAG FIDGET FIGHT PLOT REVOLT IMPLORE CONSPIRE BETRAY CONNIVE SLOBBER WITHSTAND STRUGGLE SHIVER TOLERATE SHRUG SHOVE LEAP TURN SHIFT CLUTCH YIELD REJECT DEMAND CONVINCE EXERT DICTATE DISALLOW DENY SHAME ERR ENFEEBLE CAGE EMBARRASS DARE ENTRAP ENJOIN DEPRIVE SQUABBLE TANGLE LIMP STAMMER STUTTER DISABLE DIVERT BREAK SCATTER MOR-TIFY

11—HELP

INSTRUCT SHARE INNERVATE SERVE TRAVAIL ASSIST HEAL HARMO-NIZE SALVAGE SATISFY SALVE HELP HABILITATE SUSTAIN ASSURE BEFRIEND BESPEAK ABSOLVE ALLEVIATE ADVISE ALLAY MITIGATE PARDON PALLIATE PERFUME PERMIT PERK EASE EDIFY PLEASE ENCOURAGE PREPARE ENDEAR ENERGIZE ENHANCE ENLIGHTEN TENDER REIMBURSE ENDOW FINANCE BESTOW SUPPLY REPLETE STOW SURFEIT FILL SUFFICE FULFIL CONSOLE EXTEND CONTRIBUTE CO-OPERATE AVAIL LEAD LEND SIMPLIFY IRRADIATE RAISE REAS-SURE RECOMMEND RECONCILE REDEEM RECTIFY RECREATE REFORM REFIT REDRESS REFRESH RE-ENFORCE FACILITATE REGEN-ERATE REHABILITATE REJUVENATE REINFORCE RELIEVE RELY REPAIR FORGIVE RESPITE RESUSCITATE RESCUE FURTHER RETOUCH REVIVE REVISE OFFER RETRIEVE REVIVIFY OBLIGE UNDERTAKE SMOOTH UPHOLD SOLACE VALIDATE VERIFY SOOTHE SPELL SPON-SOR WILE VOLUNTEER VINDICATE VOUCH STAUNCH STRENGTHEN STOKE SUBSCRIBE SUCKLE SUCCOUR SURCEASE SUPPORT ENABLE EXHILARATE PROVIDE ENLIVEN EQUIP CHEER EXCEL EXCULPATE COMFORT EXCUSE CONCILIATE EXPEDITE EXPLAIN DEFRAY DELIGHT CULTIVATE DEVELOP DIVERT DISBURDEN DRESS DRIVE WINE CALM CIVILIZE BURNISH CURE INVIGORATE ENGAGE HEAVE HANDLE MANIPULATE ACTUATE EMPOWER OPERATE ALTER ORDER COM-MAND RULE DIRECT DISCIPLINE STOP RADIATE HALT HOLD TEST JUGGLE JOCKEY DEPLOY TOW MIX DRILL PUSH PUT LOAD HOIST DILATE EXPAND HAUL FETCH START STEER STRUT MANAGE SUPER-VISE SUPERINTEND ADMINISTER NEGOTIATE MEDIATE TREAT SEND

ELECT APPROVE CONSIGN RENT HIRE VEST ELONGATE AMPLIFY DELEGATE DEPUTE EMPHASIZE AIM AWARD MAGNIFY ENLARGE UTILIZE ALLOT ALLOCATE APPOINT ASSIGN COMPLY DISBURSE BEGIN ABATE ALLOW MASTER SHAPE ASSORT DISABUSE ORIENTATE ARRANGE MODERATE PRESCRIBE STIPULATE HUSH PILOT NAVIGATE USHER VOTE SITUATE SET EMEND EDIT REGULATE ADJUST CORRECT SUMMON REQUIRE SUBDUE CHALLENGE RECALL TAKE HITCH PRESIDE ACCOUNT TAG ORGANIZE UNTANGLE HABITUATE PREDISPOSE OFFICIATE IDENTIFY REWARD TACKLE DETAIL REIGN ENUMERATE SPACE ACQUIT DEMAGNETIZE HEFT UNRUFFLE HELP REQUEST PURVEY ELUCIDATE PARTAKE CONSENT CONSULT CONVEY DEMONSTRATE WELCOME UNDERSTAND TRADE AGREE REMIT REMUNERATE FORWARD RENDER DISTRIBUTE CORRESPOND REPAY TRAIN TEACH PLEA TIE BIND BUTCHER DOUSE STEADY EXTRACT BOIL STAVE PENETRATE SMEAR FIX FORCE GRASP ISOLATE GRAB PASTE FORAGE QUENCH SEIZE BOTHER STICK INVESTIGATE DOCK NAIL MEND TIME DARN VALET LAY GRUB LABOR TOIL NURTURE REPAIR NOURISH MATURE PERSIST PERPETUATE MAINTAIN RECONSTRUCT RENOVATE RENEW CONTINUE RECUPERATE RECOVER REPRIEVE REINSTATE PROSPER LUXURIATE SUCCEED FLOURISH WIN SURMOUNT GROW THRIVE LIVE REMIND REMEMBER IMITATE REVIEW REPEAT RELATE TESTIFY RECAPITULATE REITERATE QUOTE RECOUNT PRACTICE REHEARSE REPLENISH REPLACE RESTORE ENACT DEPICT SKETCH REPRODUCE UNDERSTUDY COMPREHEND REFER SUBSTANTIATE RETRACE RECOGNIZE RECIPROCATE PRINT REPRINT COPY REDUPLICATE DUPLICATE TRANSMIT RELAY TRANSCRIBE RECORD EXECUTE FINISH DEODORIZE TERMINATE DISPOSE EXPEND BEATIFY PROCREATE PROFFER INFORM PARK LOCATE SITE SECURE PIN BATTEN CAMP BELAY PARTICIPATE YOKE BETROTH PERMEATE PERVADE REUNITE REJOIN SPLICE CONNECT COMBINE KNIT LINK JOIN ATTACH MARRY WED EMBRACE TOUCH MEET ACCOMPANY FRATERNIZE CONSORT BESTREW DIFFUSE INTERSPERSE ROUGE EXCLUDE SORT SEPARATE ZONE DIVIDE DETACH DIVEST UNLOAD UNCLASP DISROBE LICK LANCE INOCULATE INVEST PENETRATE ADMIT INSTALL INVITE RE-ENTER INHABIT INHUME INTRUST INSERT INJECT COAX CONCEDE INCREASE HUMOR RISK TRY EDUCATE PIECE CONSERVE PAWN DISCARD FORBEAR AMPUTATE LOSE WARD WARN SPARE COMMEND CLEANSE CATCH OBVIATE POLISH PACE MOISTEN PRETTIFY CLARIFY CAUTERIZE PURIFY PREFER SOLVE ENTRAP INTERVENE DENY MODIFY MODULATE SWEETEN SWEEP BEAUTIFY AMEND PERFECT MODERNIZE INVIGORATE INTERVENE LOVE SHADE TRANSPORT DEVOTE DEDICATE ADORN ARBITRATE COMPLIMENT DISCOUNT GRANT UNCHAIN RELEASE UNFETTER UNTIE UNLOCK LIBERATE SHIFT EXEMPT EMANCIPATE LUG SHOVE LEAP TURN LIFT IMMIGRATE ADVANCE HURRY ACCOMPLISH ACHIEVE ATTAIN ANOINT ADAPT INSPIRIT ACCUSTOM REWARD FOSTER PROMOTE PROVE FAMILIARIZE DELIVER DONATE DESIRE PACIFY AMELIORATE SHELTER COMFORT FEED LAVE SAVE TEND COVER

LEGITIMIZE CACHE WIPE WASH FERTILIZE LUBRICATE SEW INTER-
VENE IMPROVE TRANSFORM CHECK CAUTION PROSPER SPRAY VAR-
NISH EXTRICATE STANDARDIZE LIKE QUISCE

12—FAILED HELP

CUMBER SYMPATHIZE REMAND TACKLE FAILED HELP PROLONG PER-
SIST NICK LOSE SWELTER STINK SMASH BRUISE CRUSH MAROON
MAR RUIN MOB MUTILATE DISTURB PUNISH PUNCTURE CONQUER
PRICK PROSTRATE FRACTURE DEFLATE CONVICT DEFRAUD DAZE
DEFACE DEBASE EXCRUCIATE CORRUPT DEBAUCH DECEIVE EXTORT
DEJECT DEGRADE DELUDE IMPOVERISH SPILL DIVORCE DEMOTE
AMBUSH KILL BREAK BESPATTER BESMIRCH BESET BEDEVIL SWIN-
DLE SULLY SUBJUGATE ENSLAVE STRAIN SPOIL SPRAIN VITIATE
STAIN SPLASH VIOLATE VANQUISH VICTIMIZE VEX UNDERMINE
UNDERCUT SMEAR SURRENDER INEBRIATE INTOXICATE DROP NET-
TLE REVENGE PESTER PLAGUE PERSECUTE INFECT MAUL GOLD-
BRICK SLACK SHIRK PAUPERIZE PARALYSE TERRIFY TERRORIZE
DUPE TROUBLE IRK DAMAGE TRIFLE TORMENT TRIP SICKEN INCRIM-
INATE DENOUNCE DEPRESS DEPOSE CAPITULATE DISGRACE DRENCH
DISHONOUR DESPOIL DISAFFECT DERANGE DERAIL DISMAY TRANS-
GRESS SCRATCH TAX STRAGGLE CRIPPLE DEMORALIZE EXPLOIT
CONFOUND SMUDGE FLOOD TRICK IMPOSE BOTHER STARVE SCALD
INCAPACITATE FRIGHTEN GRIEVE ALARM SCARE SCORCH MANGLE
DISABLE MAIM MOLEST BRUTALIZE BULLY UNSETTLE TYRANNIZE
SINK WEARY ULCERATE UNNERVE WOUND WORRY MUTINY DESERT
DEPRIVE PAIN QUARREL FIGHT WRECK OPPRESS LOSE EAT DEVOUR
ESTRANGE CRUMPLE GOBBLE GNAW EXPLODE FLAME ERODE
ENGULF RUIN ANNIHILATE SLAUGHTER SLAY PURGE EXECUTE
CRUSH DEMOLISH DESTROY DEVASTATE LIQUIDATE IRRADICATE TOP-
PLE DOOM DESPATCH EXTIRPATE EXPUNGE ERADICATE OBLITERATE
EFFACE DISINTEGRATE FAIL VIVISECT GRUMBLE EMBOWEL CRUNCH
LOAF DESIST IMPAWN BECALM TEMPT ENTWINE YOKE CLING STAM-
PEDE STRAGGLE STRAY DISPERSE SPATTER ROUT STREW BURST
DIVERGE DIVEST DETACH EXCOMMUNICATE OUTLAW DIFFER DIVIDE
ZONE SEPARATE EXCLUDE SUNDER CLEAVE HUNT DEAFEN GROPE
HAUNT HARP CONTRADICT BICKER DECLINE DISSENT REMONSTRATE
QUARREL PROTEST CONTEND COLLIDE GARBLE IMMERSE RESORT
RISK JUMBLE BOGGLE REFRAIN BOTCH EXCEED TRY HESITATE EDU-
CATE FORGO EXACT WANT DISCARD FORBEAR LOSE AMPUTATE
WEAN ABSTAIN ENTREAT RESENT CENSURE UPBRAID CHIDE COM-
PLAIN CONDEMN CARP REGRET COMMISERATE BOTHER FOUL MIRE
MEDICATE SHRUG TURN IMMIGRATE FUMBLE BEGRUDGE DIS-
HEARTEN DENY DISCOURAGE CURSE CRITICIZE DISAPPOINT ENFEE-
BLE SUFFER RENOUNCE ABANDON FORSAKE REPUDIATE FORSWEAR
REJECT IGNORE WEEP BETRAY CONSPIRE REVOLT PLOT GRIEVE
GROAN POUT PRY DISPLEASE CRY DESPAIR DESPOND SUCCUMB SUB-
SIDE SUBMIT TIRE AVOID HATE PERISH CAPITULATE BLAME
REPROACH AVENGE DESIRE CAGE ENTRAP ENERVATE DEPRIVE DIS-
ABLE

13—COMPETE

RACE RUN SPAR PURSUE HUNT TRACK BREAST SUBVERT CONTEST JOUST BOX CHASE BELEAGUER BATTLE BET COMBAT WRESTLE SCUFFLE ANGLE STEM COMPETE BUFFET FIGHT ENGAGE LAY STRUGGLE STRIVE FISH CRUSADE ENCOUNTER STAKE WAGER SKIRMISH MILITATE CONFLICT PLAY TUSSLE WAGE ANTAGONIZE GRAPPLE ATTACK CAMPAIGN SUPPLANT DISPLACE DISCREDIT UNDERMINE OUST SWEEP PRETEND REDUCE BETRAY ENVY HATE RESENT DEFY SURMOUNT EXCEL DEFEAT WIN LOSE CONFOUND EXPLOIT CRIPPLE DEMORALIZE CHEAT DISMAY DESPOIL CAPITULATE DUCK CHARGE ENSNARE TRAP FENCE DUEL SEIZE BESIEGE TROUBLE TROUNCE COUNTERFEIT DUPE SIEGE RAID PARALYSE PENALIZE REVENGE COERCE REVOLT FORCE REBEL RETALIATE TIE SURRENDER UNDERCUT UNDERMINE VANQUISH PENETRATE SQUELCH STAVE STALK SUBJUGATE BEAT ATTACK BESET CAPTURE DECEIVE CONQUER CRUSH PRACTISE REHEARSE WAGE PARTICIPATE PERFORM WAGER RADIATE HECKLE DIFFER SCORE LICK SCUFFLE INFRINGE INVEST CONTEND DEBATE HUNT LIMIT INTERCEPT TIE SEIZE COLLIDE THREATEN THRASH GARBLE RESORT RISK PREVENT YIELD OVERPOWER VIE COVET FRUSTRATE RESIST FOIL LITIGATE OUTWIT OUTWORK OVERWHELM SURPASS OUTSTRIP WIN TRIUMPH LITIGATE CHASE SCRIMMAGE DISAGREE CONTRAVENE CONTEST COMBAT RACE WRESTLE TUSSLE TAUNT COMPETE DIVERT LEAD RE-ENFORCE REINFORCE UPHOLD STRENGTHEN EXCEL DISPUTE FACE PURPOSE THROW CONFRONT SUE SUCCEED SURMOUNT TIME LIVE SURVIVE THRASH LOSE WRANGLE QUARREL FIGHT WRING DEPRIVE WREST OVERPOWER OVERWHELM WORRY WHIP UNSETTLE INFILTRATE DISABLE INCAPACITATE BOTHER IMPOSE TRICK INVADE GAMBLE CONTEND COPE PIT RIVAL DUEL GAMBLE

14—LIKE

SAVOUR SNUGGLE PET RELISH ESTEEM LIKE BEFRIEND PLEASE ENCOURAGE ENDEAR DELIGHT SANCTION UNDERSTAND WELCOME ACKNOWLEDGE RESPOND HUG CARESS STROKE CUDDLE FEEL RUB EMULATE COPY COMPREHEND RESTORE DUPLICATE REPRODUCE REPLENISH INCLINE SHOWER BESTOW RADIATE BURST CLEAVE TOY WANT APPROACH LEAP REVERE RESPECT COMMEND COMPLIMENT CHERISH TREASURE SELECT APPRECIATE IDOLIZE REGARD PRAISE APPLAUD VALUE LOVE-HATE LIKE-DISLIKE FAMILIARIZE DESIRE LOVE BE SERENE AMUSE EXULT ENJOY SMILE NUZZLE JUBILATE REVEL FROLIC FONDLE REJOICE GRIN GLADDEN LIKE TRUST FAVOUR PREFER FANCY LOVE DOTE ADMIRE ENJOY APPRECIATE APPROVE

15—DISLIKE

DISLIKE OFFEND DISMAY DISAFFECT IRK PERSECUTE GRIPE BITCH MIMIC RIDICULE IMITATE MIME ANNUL ABOLISH ELIMINATE EXPURGATE ANNIHILATE SLAUGHTER SLAY PURGE EXECUTE CRUSH DEMOLISH DESTROY DEVASTATE LIQUIDATE IRRADICATE TOPPLE DOOM EXTIRPATE EXPUNGE ERADICATE OBLITERATE EFFACE DISINTEGRATE FINISH ESTRANGE STREW ROUT RADIATE SPATTER INSULT

HORRIFY HIT ABUSE EXCLUDE SEPARATE ZONE DIVIDE DIFFER OUT-
LAW EXCOMMUNICATE LOATHE PROTEST QUARREL REMONSTRATE
DISSENT CONTEND DECLINE BICKER CONTRADICT HARP RECEDE
DISMISS SHUN SHIRK SPURN RESENT VILIFY PREJUDICE RESIST LIT-
IGATE RESENT SADDEN ABOMINATE EXECRATE CONDEMN BLAME
DESPISE HATE DISCARD GARBLE LEAP TOY TUG DISPARAGE REJECT
PROHIBIT HESITATE HATE-LOVE DISLIKE-LIKE SULK OUTRAGE
ABHOR ABOMINATE ANGER SCORN INFURIATE COLLIDE BETRAY
CONNIVE RAGE RANKLE POUT GRUMBLE FIGHT DISPLEASE DETEST
AGONIZE ENVY DISGUST DISLIKE HATE

16—OVERTS

INTRUDE TERRIFY TERRORIZE BURGLE GASH RACK RAID COMMAN-
DEER QUARTER RAM RAPE RAP FORAGE RANSACK PARALYSE DEV-
ASTATE FLOG PASTE SLUG RAZE GOAD PAUPERIZE EXECUTE GRAB
RASP KIDNAP IMPERSONATE COUNTERFEIT FORGE DUPE REQUISI-
TION THRUST SIEGE CHOKE THUMP THROTTLE TROUNCE INTERDICT
TORTURE TORMENT QUENCH QUELL TRIFLE QUASH DECAPITATE
DAMAGE TRICE JERK IRK TICKLE TROUBLE TRIP SICKEN BESIEGE
JAB SPY INTERROGATE SEIZE GOOF ENTANGLE TRUSS CHAIN MAN-
ACLE INTIMATE DEMOLISH DENT FETTER HANDCUFF ENSNARE
SNIPE FENCE DUEL INCRIMINATE TRAP DRENCH DISGRACE DISMEM-
BER CASTRATE DISSECT DUCK CAPITULATE CHARGE DEPOSE
DEPRESS CRUCIFY DISLOCATE DEPRAVE CUT DENOUNCE CROP DIS-
HONOR DRAG DESPOIL GUT DRAW DISAFFECT DERANGE DERAIL DIS-
MAY EVISCERATE CLAW DISEMBOWEL DISSIPATE CHEAT
TRANSGRESS COMMIT SCRATCH THROW CHOP TAX DAZZLE SACK
RUSTLE STRAGGLE SNATCH STEAL PREVARICATE EMBEZZLE LIE
CRIPPLE DEMORALIZE EXPLOIT CONFOUND CRIMINATE AXE SMUG-
GLE GAMBLE SIN BOOTLEG INVADE GOUGE KICK INCARCERATE
SMUDGE SKIN INUNDATE FLOOD TRICK IMPOSE SCALP BOTHER
STARVE WRY SAVAGE SCALD IMPRECATE INCAPACITATE GRIEVE
FRIGHTEN ALARM SCARE INCINERATE SCORCH INCISE SCOURGE
KNOCK MANGLE DISABLE MAIM BRAND POACH MOLEST KEELHAUL
GAS ELECTROCUTE BRUTALIZE BULLY BURN COLLIDE BUMP DRUG
DOPE SMOTHER DROWN EMASCULATE IMMOBILIZE NEUTER SPAY
POISON SMITE INFILTRATE SLAM SLICE STICK QUIZ SLAP INVESTI-
GATE UNSETTLE SMACK SIZZLE SLIT TYRANNIZE DOCK PILLORY
REPRESS NAIL SINK WHELM WEARY WHACK PROD ULCERATE WHIP
UNNERVE ANNEX WOUND WORRY OVERWHELM OVERPOWER WARP
MUTINY WAYLAY DESERT WREST DEPRIVE PAIN WRENCH WRINKLE
ROUGH WRING OSTRACIZE QUARREL FIGHT WRECK WALLOP WRAN-
GLE OPPRESS BANISH OFFEND LOSE NICK NIP RASP MASH THIEVE
CRUSH MASSACRE MOB EXILE BRUISE BRUTIFY SMASH MAROON
DOUSE CANE PIERCE MUTILATE PINCH BUTT BUTCHER SQUEAL RUIN
DISTURB MAR DEBAUCH CORRUPT EXCRUCIATE DEBASE BOARD
DEFACE EXPOSE DAZE DEFRAUD CONVICT DEFLATE FRACTURE
PRESS PRICK CAPSIZE PROSTRATE PROSCRIBE IMPRESS PULVERIZE
PUNCH SHOOT CONQUER PUNCTURE PUNISH CLUB DECEIVE
IMPLANT DEGRADE DEJECT EXTRACT CAPTURE IMPALE EXTORT
SHELL IMPOVERISH DECORTICATE DEMENT DELUDE IMPOUND BOMB

GAG BOMBARD BREAK KILL AMBUSH DEMOTE MURDER DIVORCE
HEW SPILL AGGRAVATE SWITCH BELABOUR BENUMB BESLAVER
BESET BESLOBBER BESMEAR BESMIRCH BESPATTER ADMONISH
STULTIFY SPREADEAGLE BITE BOIL STORM STRANGLE STRAFE
YANK STRAIN STUN FLAIL SWAMP STUPEFY ENSLAVE SUBJUGATE
SULLY SUFFOCATE SWEAT APPAL SWINDLE ADULTERATE BASH BAT-
TER ASSAIL BEFOUL BEAT BEHEAD BEDEVIL ATTACK THRASH STI-
FLE STRIKE STALK STARTLE STAVE SQUELCH SQUEEZE STAB DEAFEN
SMASH SMEAR UNDERCUT UNDERMINE SMOKE SPANK SOCK SOIL
VICTIMIZE VANQUISH SPLIT VEX VIOLATE SPLASH BOOBYTRAP
STAIN SPEAR VITIATE SPRAIN SPOIL PENETRATE GOSSIP SQUASH
SPIT SURRENDER BLIND INEBRIATE BIND INTOXICATE FOMENT
RETALIATE RIVE FIX JOLT NETTLE DROP JOSTLE RAZE GRASP RAV-
ISH RAVAGE INFECT PERSECUTE PLAGUE GRILL PESTER RECK
REVENGE REND PLUNDER POKE GRIPE BITCH POUND PROSECUTE TIE
FLAGELLATE FLAY COERCE REVOLT FLOOR FORCE REBEL IMPRISON
RIP RIFLE IRRITATE SHIRK GOLDBRICK SLACK MAUL CRIMP ASSAS-
SINATE PECK ISOLATE PENALIZE PRY QUESTION BESTRIDE SHATTER
LOATHE TRESPASS LYNCH LASH LACERATE LAME TRAP SENTENCE
LICK SEAR LANCE INJURE SCUFFLE INFRINGE SCRATCH TRAMPLE
INFLICT TUT SCORE INFILTRATE INFEST SCRAPE INDISPOSE IMMURE
HATCH IMMOLATE HURT HARRY HOUND HANG HORRIFY HECKLE
HACK HASH HIT HARASS HAMMER HAZE SHOCK SHRED LOOT
INSULT ATTACK ENGAGE TACKLE HEAVE HANDLE MANIPULATE
ACTUATE EMPOWER OPERATE ALTER REMAND ORDER COMMAND
RULE DIRECT DISCIPLINE STOP HALT HOLD TEST REPAY THROW
TRAFFIC PERSUADE EXHORT TEACH PEN SUGGEST ALLUDE LECTURE
DISCUSS DISPUTE DISCLOSE REVEAL SHOUT TAP SMELL OGLE INSTI-
GATE CONTRIVE STINK TESTIFY MIMIC GOBBLE GNAW EAT DEVOUR
ESTRANGE CRUMPLE EXPLODE FLAME ERODE ENGULF RUIN
SLAUGHTER SLAY PURGE EXECUTE CRUSH DEMOLISH DESTROY DEV-
ASTATE LIQUIDATE IRRADICATE TOPPLE DOOM DESPATCH EXTIRPATE
EXPUNGE ERADICATE OBLITERATE EFFACE DISINTEGRATE FAIL VIVI-
SECT GRUMBLE EMBOWEL CRUNCH STIR PROVOKE INVOLVE PLANT
MAKE SPAWN IMPREGNATE DAB STICK LOAF FREEZE PURSUE TRACK
PROBE TRAIL ROUSE AROUSE ELECTRIFY TEASE TEMPT CLING YOKE
ENTWINE BETROTH CONSORT MEET TOUCH EMBRACE WED MARRY
JOIN LINK COMBINE PERVADE PERMEATE STREW BURST ROUT RADI-
ATE ROUGE STAMPEDE SPREAD SHOWER SPATTER STRAGGLE STRAY
INTERSPERSE DISPERSE BITCH DISROBE DIVEST DIVERGE DETACH
EXCOMMUNICATE OUTLAW DIFFER DIVIDE ZONE SEPARATE
EXCLUDE SUNDER CLEAVE EXTRADITE INOCULATE INVEST PENE-
TRATE INSTALL INHUME INSERT INJECT HAUNT DEAFEN HUNT HARP
CONTRADICT BICKER DISSENT CONTEND QUARREL YANK DISMISS
INTERCEPT SHIRK SHACKLE SEGREGATE THWART TIE ISOLATE SEIZE
COLLIDE GARBLE THREATEN THRASH IMMERSE RISK JUMBLE SLOP
STUMBLE BOTCH GAG EXCEED FETTER AMPUTATE LOSE DISCARD
EXACT COVET REPRESS ARREST SURROUND SUSPEND BESIEGE
HURRY ADVANCE TRAMP STOVE LEAP TOY TURN TUG SHIFT TOSS
HURL ENCHAIN INFORM IMPACT INSINUATE STARVE STEAL PILFER
PURGE CALUMNIATE CURSE PHILANDER SCOLD FLAUNT INTRUDE

151

SATIRIZE SCATTER IMPLY SHAKE INVEIGH ROB CONDEMN DISCREDIT DISOBEY DISMISS DISQUALIFY EMBEZZLE MISAPPROPRIATE BEREAVE SWIPE STEAL THIEVE DISABLE BLIND SLANDER DEPRIVE POLLUTE PERJURE DAMN INVALIDATE PROFANE CATCH ENERVATE ENTRAP MORTIFY SHAME DARE ABORT ROB EMBARRASS CAGE ENFEEBLE CRIPPLE DISOBEY CHASTISE ERR ENDANGER MISTREAT ABUSE MIS-BEHAVE SUBJECT CRITICIZE CURSE DISCOURAGE DEFORM DENY DIS-HEARTEN PEPPER DISAPPROVE DISTRACT RACK CARVE FLAY MASSACRE MEDICATE BEGRUDGE BOTHER FOUL STAMP SPRAY COM-MISERATE WIPE SKEWER LEVEL TEAR SMUGGLE MUTINY REBEL REVOLT CARP CHEW OBJURGATE CHIDE COMPLAIN UPBRAID CEN-SURE INCULPATE IMPLY RESENT ASCRIBE AVENGE REPROACH BLAME REPREHEND OVERTHROW OVERWHELM KNIFE DISTRESS DIS-LIKE DISPLEASE PERFORATE MINCE DISCHARGE WASTE DEVASTATE DISALLOW DICTATE DEMAND CONVINCE DOMINATE COMPEL COERCE ENFORCE HATE EXHUME GLOAT FIGHT AGGRIEVE MADDEN SADDEN PROVE PRY RECANT IMPUTE IMPUGN TRADUCE REVOLT PLOT CON-SPIRE CONNIVE COLLUDE INFURIATE BETRAY OUTRAGE ANNOY TRUMP CERTIFY OVERPOWER UNDERBID DEVEST DEROGATE DESE-CRATE DETRACT DISRATE PROTRACT RETARD DISPARAGE DISCREDIT

17—FAILED OVERT

EDUCATE HESITATE TRY FAILED OVERT INVIGORATE EXPEDITE COM-FORT CHEER EQUIP ENABLE SUPPORT SUCCOUR STRENGTHEN OBLIGE RESPITE RELIEVE FACILITATE RECONCILE REASSURE COOPERATE CONTRIBUTE SUPPLY ENERGIZE ENDEAR ENCOURAGE PLEASE EASE HELP ASSIST INNERVATE CAPITULATE SURRENDER PARRY SHIELD WARD TURN CONCEDE RECEDE THWART TIE LOCAL-IZE LATCH THREATEN HUMOR RESORT BOGGLE PREVENT BESIEGE BOTCH DESPAIR RESIST FORBID FORBEAR REPRESS FOIL WARD WARN RETRACT SPARE REFRAIN STRIVE WITHSTAND REGRET TURN SHRUG

18—MOTION

TUNNEL TRENCH DAB FLAP POP DESCEND DIP PROD EFFUSE BROWSE CRUISE PITCH PLUNGE PLY POUR PRANCE POWER PROCEED PROGRESS PROWL PULL CAPER DISLODGE DISPLACE CAREEN CARRY CAST DODGE CLUMP COAST COIL DABBLE CREEP CLIMB SOAR SPIN SPEED SPRINT SPRING SPURT STAGNATE STEP STEM STRIDE STROLL STRUM SURGE SWAY SWIM SWIRL ARISE SWING BESTIR BLOW BOOST BRANDISH MARCH BUDGE BUSTLE PASS MOVE MOUNT EBB ELEVATE WRESTLE WHIZ WHIRL WHISK WEND WHEEL WEIGH SLINK SLING SLOG SLIDE SLUSH SKIM HURL HUSTLE HASTEN FLANK TEEM FLARE FLING FLIP FLICK RETURN FLIT FLOAT FLOP FLOW FLUTTER FOLLOW FLY REPASS REVOLVE RISE ROAM ROMP ROLL ROTATE ROW ROVE JOG JOIST JOURNEY JUMP ZOOM WABBLE WADE WADDLE WAN-DER WALTZ WAGGLE WALK WAG WAFT WAVE WIELD TREMBLE TREK TOTTER TOSS TODDLE TILT THRUM LEAN TICK TOUR LEVER LILT LIMBER LIMP LOWER LUNGE LURCH FALL GALLOP RACE GLIDE RAMBLE GLIMMER PACE PADDLE PARADE PEDAL FARE PLOD GUSH

REDOUBLE SHUFFLE LAP SIDLE IMPEL SKID TROLL IMPRINT DANCE
DASH DART QUAKE QUIVER QUAVER TRILL TWIRL TWIDDLE TREND
TROT TRICKLE LAUNCH TREAD TRAVERSE TRAVEL TUMBLE SHIFT
TUSSLE TUG TURN SHIP TOY SHAMBLE LEAP SHEER LUG SHOVE
SHRUG TRUCK LIFT TRUDGE ADVANCE TRAMP TRANSPORT SAUN-
TER SCALE IMMIGRATE HURRY ASCEND AMBLE APPROACH SAIL
MOTION JUGGLE JOCKEY DEPLOY TOW MIX DRILL PUSH PUT LOAD
HOIST DILATE TACKLE EXPAND HAUL HEAVE FETCH START STEER
HANDLE SHUT DISPORT OSCULATE HUG CARESS STROKE CUDDLE
TAP FEEL RUB TRANSACT COMMENCE PATTER SWISH CLACK CLANG
CLINK PEAL JINGLE REVERBERATE RIPPLE RING DRIP SLUMP
SLOUCH REACT SLIP PULSATE THROB SLAVE HIT GRAB PUNCH RASP
GOAD SLUG FLOG RAP RAM GASH BANG THUMP THRUST JERK JAB
CROP CUT DUCK DRAG DRAW CLAW CHOP SNATCH AXE GORGE KICK
INCISE SCOURGE KNOCK COLLIDE BUMP SMITE SLAM SLICE SLASH
UNSETTLE SMACK SLAP SLIT DOCK NAIL SINK PROD WHACK WHIP
WARP WREST SCREW WRENCH WRINKLE WRY WRING WALLOP NIP
NICK CRUSH MASH BUTT PINCH PIERCE CANE DOUSE CLUB PUNC-
TURE PUNCH PULVERIZE SPUR PRICK EXTRACT SPILL BITE BESMEAR
BESPATTER SWITCH BEAT BATTER BASH FLAIL STRAIN YANK STRIKE
STALK STAVE STAB SQUEEZE SQUASH PENETRATE SPRAIN PRY SPEAR
SPLASH SPLIT SMEAR JOSTLE DROP JOLT FORCE COERCE POUND
POKE REND RIP SLACK SUFFUSE STIMULATE STIR TOPPLE BUILD
MAKE PRODUCE ERECT NIBBLE INNOVATE MANUFACTURE ESTAB-
LISH CONSTRUCT INITIATE INCLINE UNCOVER UNEARTH UNDRESS
UNVEIL UNFURL UNROLL ENGAGE DISPLAY TRAIL SCOUT TRACE
TRAIL SEARCH PURSUE TRACK EXPLORE PARTICIPATE PERFORM
KNIT STREW BURST ROUT RADIATE RANGE BESTREW STAMPEDE
SPREAD SHOWER SPATTER STRAGGLE STRAY HARRY DISROBE
UNCLASP UNLOAD DIVEST DETACH CLEAVE EVADE EXTRICATE GO
EMERGE YANK REBOUND RECEDE RECOIL SHAKE INJECT INSERT
REENTER INSTALL ADMIT PENETRATE INVEST HUNT EVADE
EXTRACT IMMERSE STUMBLE BOUND BOLT HAUL HASTEN HURL
HOIST HUSTLE PUSH HEAVE TOW SCATTER SEND SHUT RAISE
VIBRATE PRECIPITATE MEANDER BEND SURFACE SWERVE EXHUME
EVICT RUSH SCRAM SKIP VACATE SCATTER RUN RETREAT EMIGRATE
UPHEAVE PASTE TRUNDLE SLOP

19—DESTROY

ABOLISH OBLITERATE ERADICATE EXPUNGE LIQUIDATE IRRADICATE
EXTIRPATE DISINTEGRATE LAPSE FINISH FAIL EXPIRE WILT WITHER
EFFACE ANNUL ELIMINATE ADJOURN ELAPSE ESTRANGE TERMINATE
EXPEND DISPOSE ENGULF DELETE ERASE EXPURGATE EXTINGUISH
DESTROY ANNIHILATE RUIN CONSUME ERODE TOPPLE VIVISECT EXE-
CUTE DEMOLISH DEVASTATE PURGE DOOM DEPRECIATE DEODORIZE
DESPATCH EAT GNAW DEVOUR EXPLODE FLAME EMBOWEL DRINK
NIBBLE SWIG SWALLOW QUAFF SUP SLAY SLAUGHTER CRUSH SWILL
GUZZLE TIPPLE CRUNCH CRUMPLE GOBBLE CRUMBLE DESTROY
WEAR SMASH ASSASSINATE RAZE RAVAGE FLAY RIVE WRECK SINK
POISON DROWN SMOTHER EMASCULATE NEUTER SPAY CASTRATE

DEAFEN BLIND SMASH UNDERMINE SPLIT SPEAR VITIATE SPOIL
SQUASH SPIT STAB EXPOSE STIFLE STRANGLE SWAMP SUFFOCATE
BASH BATTER BEHEAD BOIL BOMB SHELL BOMBARD BREAK KILL
SLAY MURDER IMPALE DEFACE PULVERIZE SHOOT CLUB DOUSE
MUTILATE BUTCHER MOB RUIN MASH CRUSH MASSACRE MAUL
BURN GAS ELECTROCUTE KEELHAUL MAIM DISABLE MANGLE SKIN
SCORCH INCINERATE INCAPACITATE SCALD SAVAGE STARVE SCALP
FLOOD INUNDATE AXE CRIPPLE SACK CHOP CLAW DISEMBOWEL
EVISCERATE GUT DERAIL DRAW DRAG DISMEMBER DISSECT CRU-
CIFY DEMOLISH QUENCH QUASH DECAPITATE DAMAGE CHOKE
THROTTLE QUARTER RAM PARALYZE DEVASTATE RAZE EXECUTE
RADIATE ROUT BURST DISPERSE STREW SHRED HANG HACK HASH
IMMOLATE IMPALE CLEAVE SUNDER SHATTER LYNCH SEAR TRAM-
PLE INFLICT PENETRATE INVEST INOCULATE BICKER QUARREL
DEAFEN EXTRACT COLLIDE GARBLE JUMBLE SLOP BOGGLE BOTCH
LOSE AMPUTATE DISCARD REPRESS LEAP SPAY WEED LEVEL SHRED
AVENGE UPROOT WASTE DEVASTATE REVOLT COLLUDE BETRAY
REJECT SHRIVEL RETARD HANG SHATTER LYNCH INCINERATE
IMMOLATE CREMATE DISABLE DEPRIVE ENERVATE ABORT CURSE
SACRIFICE ENFEEBLE DESICCATE CURTAIL MASSACRE DISSOLVE
MASTICATE DEDUCT MEDICATE STERILIZE

20—MISEMOTIONAL

MISEMOTIONAL RESPOND DISPUTE EXHORT WELCOME UNDERSTAND
APPEAL PLEA IRRITATE TERRIFY TERRORIZE IRK TORMENT
DENOUNCE DEPRESS DISGRACE DISHONOR DISAFFECT DERANGE DIS-
MAY DEMORALIZE IMPRECATE PERK SOOTHE EMBITTER ENLIVEN
CHEER DELIGHT FRIGHTEN GRIEVE ALARM SCARE BRUTALIZE
BULLY DEJECT DEGRADE DEMENT AGGRAVATE BENUMB BEDEVIL
APPAL STUPEFY STUN VEX UNNERVE WORRY PAIN QUARREL
OFFEND NETTLE STIR PROVOKE ANTICIPATE QUAIL LOATHE HAUNT
LISP HARP BICKER PROTEST WISH BOGGLE TRANSPORT SHRUG
STUMBLE SYMPATHIZE RELISH ESTEEM HUMILIATE HIDE NEED
APPROVAL FROM OWN PROTECT CONTROL BLAME PUNISH BE KILL
MAKE APATHETIC MAKE AMENDS GRIEVE PROPITIATE SYMPATHIZE
FEAR NOT–SYMPATHIZE RESENT COVERTLY ANGER PAIN RESENT
OVERTLY BORE MAKE INDIFFERENT CONTENT MILDLY INTEREST
INTEREST STRONGLY ENTHUSE EXHILARATE MAKE EAGER MAKE
SERENE DESPISE WAIL SORROW SIGH BETRAY GRIEVE GROAN
REPENT RUE YELP AGONIZE MOAN MOPE MOURN ENVY CRY DESPAIR
EMBITTER WAVER FALTER AVOID CAPITULATE COMMISERATE
REGRET DEMUR DISHEARTEN EMBARRASS BEMOAN BEWAIL WEEP
AGONIZE DISGUST ENTREAT CENSURE UPBRAID FOUL DISAPPROVE
ENFEEBLE HUMILIATE MORTIFY DARE SHAME ASHAME SULK OUT-
CRY SCORN INFURIATE RAGE RANKLE GROWL POUT GRUMBLE NAG
YELP YAP DISGUST DISLIKE DISPLEASE DETEST HATE INCULPATE
ASCRIBE CHIDE COMPLAIN CHEW CONDEMN OBJURGATE CARP
IMPLY FULMINATE REPREHEND REPROACH AVENGE RESENT
DEPLORE RECRIMINATE DISAPPROVE ABUSE REBUKE CRITICIZE CON-
VICT INSANE OUTRAGE WHOOP SLOBBER ABHOR ABOMINATE

ANGER ANNOY SCORN INFURIATE SENTIMENTALIZE SHUDDER SIGH
QUIBBLE IMPLORE GESTICULATE RAGE RAMP GLOAT PANIC GNASH
FAINT FIDGET FIGHT REPENT FRET DREAD RUE YELL AGGRIEVE
MADDEN PALPITATE DISLIKE DISPLEASE DISTRESS DESPAIR DESPOND
DETEST AMERCE MORTIFY SHAME RESENT CURSE DISCOURAGE DIS-
TRACT BOTHER COMMISERATE REGRET BLAME HATE

21—WITHHOLD

ACCUSE ABUSE ACCOST PURLOIN IMPEACH AGITATE IMPERIL IMPAIR
IMPALE AFFLICT IMPLICATE TRANSFIX SCAR INCRIMINATE INDENT
INDICT SEGREGATE SEAL SHACKLE TUCK SHIRK SECLUDE INTER-
CEPT SHUN HIDE HIBERNATE HINDER LIMIT INSULATE EXEMPT
CLAM EXCEPT CONCEAL CONTAIN CONSTRICT CONSTRAIN CURB
ENCHAIN CLUTCH ENGORGE PRECLUDE PINION MUZZLE MUFFLE
BOUND BOLT BIND ABSTAIN BESIEGE BAN ARREST SWADDLE SUR-
ROUND SUSPEND APPREHEND STILL SPECIALIZE SPARE WEDGE
SNARE WEAN WARD WARN RETRACT WITHHOLD STOW REFORM
SOOTHE STAUNCH EXCUSE CIVILIZE CALM HOLD HALT STOP SHUT
HITCH DISCIPLINE TAME RECALL CHALLENGE SUBDUE REQUIRE
SUMMON HANDLE CORRECT ADJUST REGULATE EDIT EMEND SET
SITUATE VOTE STEER USHER NAVIGATE PILOT HUSH STIPULATE PRE-
SCRIBE DIRECT MODERATE ARRANGE ORIENTATE ASSORT DISABUSE
SHAPE RULE COMMAND MASTER ORDER ABATE PARRY SQUEEZE TIE
BIND NAIL DESERT DEPRIVE OSTRACIZE BANISH FIX GRASP TRAP
CRIMP COMMANDEER REQUISITION KIDNAP INTERDICT TRICE QUELL
SEIZE MANACLE CHAIN TRUSS ENSNARE HANDCUFF FETTER CRU-
CIFY DEPOSE CAPITULATE COMMIT STEAL SNATCH INCARCERATE
STARVE EXILE MAROON EXPOSE EXCRUCIATE TAX DEFACE EXTORT
CAPTURE EXTRACT SPILL MURDER FORGET DESIST IMPRESS
IMPRISON IMMURE SORT ZONE UNCLASP UNLOAD DIVIDE CLEAVE
EXCLUDE INDISPOSE YANK RECOIL INOCULATE INHUME CONTRA-
DICT DECLINE RECEDE HUMOR GAG EDUCATE CONSERVE PAWN
CAGE CEASE COMMIT CONSECRATE COVER DISABLE DEPRIVE CATCH
ENJOIN ENTRAP ESCHEW CAGE ENFEEBLE DENY SUPPRESS CURTAIL
MIRE FOUL PLOT CAUTION CHECK CACHE COVER DISARM DISALLOW
CONSPIRE GO CONNIVE COLLUDE CLAIM RETARD FORGET FILTER
RESTRAIN RESTRICT SECRETE FRUSTRATE RESIST RESERVE FORGO
FORBID REPRESS FOIL FETTER FASTEN PROHIBIT PREVENT REFRAIN
GAG RECOMMIT LOCALIZE LATCH THREATEN THRASH THRALL TIE
ISOLATE SHEATHE SEIZE IMMURE FORBEAR THWART

22—FAILED WITHHOLD

SHRIVE LOOSE GASP GRANT RELEASE FLAUNT YIELD LIBERATE PHI-
LANDER OUTBREAK UNCHAIN UNLOOSE UNLOCK UPHEAVE UNTIE
UNGIRD UNFETTER ACQUIESCE ACCEDE BLAB BLURT PEACH EMAN-
CIPATE CLOY DISGORGE DIVULGE FAILED WITHHOLD WHIMPER
SHARE SATISFY RECOMMEND ADVISE PARDON PERMIT TENDER
REIMBURSE ENDOW COAX PANIC FINANCE BESTOW SUPPLY REPLETE
OBLIGE SURFEIT FILL SUFFICE FULFIL EXTEND CONTRIBUTE

COOPERATE AVAIL LEND REDRESS REENFORCE REINFORCE OFFER REVIVIFY UNDERTAKE VOLUNTEER SUCKLE SUPPORT DEFRAY PROVIDE EQUIP DRIVE MANIFEST REMAND ALLOW START BEGIN FETCH HEAVE HAUL DISBURSE COMPLY ASSIGN APPOINT ALLOCATE ALLOT UTILIZE ENLARGE MAGNIFY EXPAND AWARD AIM ALTER EMPHASIZE DEPUTE DELEGATE TACKLE OPERATE EMPOWER DILATE AMPLIFY ELONGATE VEST ACTUATE HIRE RENT CONSIGN APPROVE ELECT HOIST MANIPULATE LOAD PUT SEND REMAND PROFESS APPEAL RESPOND REPORT REMARK REPLY ASK VOICE UTTER SPEAK CALL SOUND BREAK DISCLOSE REACH TELL TALK EXCLAIM EXHIBIT REVEAL SHOUT SHOW SMELL SLUMP SLOUCH REACT STINK SLIP SMART PULSATE THROB TINGLE DRIP RECOUNT QUOTE REITERATE RECAPITULATE TESTIFY RELATE REPEAT REVIEW REMEMBER REMIND IMITATE BREAK BOMBARD SHELL AGGRAVATE BITE BESPATTER BESMIRCH BESMEAR BESLOBBER BESET BESLAVER BELABOR ATTACK BEDEVIL BEFOUL ASSAIL BATTER BASH FLOOD SWAMP FLAIL STORM STRIKE STAB SQUELCH SQUASH GOSSIP SPOIL PRY STAIN SPLASH VIOLATE SPLIT VEX SOCK SOIL SMEAR SMASH SURRENDER SMITE INFILTRATE SLAM SLICE SLASH SMACK SLAP SINK WHACK WOUND WORRY OVERWHELM MUTINY PAIN WRENCH QUARREL WRECK WALLOP OPPRESS OFFEND NIP NICK JOSTLE DROP NETTLE JOLT RETALIATE REBEL FORCE REVOLT POUND POKE PLUNDER REND REVENGE RECK PESTER PLAGUE PERSECUTE RAVAGE RAVISH RAZE IMPRISON RIFLE RIP PECK GRAB GOAD SLUG PASTE DEVASTATE RANSACK RAP RAPE RAID GASH BURGLE THUMP THRUST TROUNCE TROUBLE IRK DAMAGE TORMENT TORTURE SPY JAB TRIP INTIMATE INCRIMINATE DUEL SNIPE DENT DENOUNCE CUT CHARGE DRENCH DISSIPATE TRANSGRESS COMMIT CLAW DAZZLE SACK EXPLOIT CRIMINATE SMUGGLE INVADE KICK SIN SMUDGE INUNDATE IMPOSE BOTHER SAVAGE SCALD SCORCH KNOCK MANGLE POACH MOLEST BUMP MAUL MASSACRE SQUEAL MOB BUTT BUTCHER PIERCE CANE DISTURB CLUB SHOOT PUNCH IMPRESS PRESS IMPALE IMPOUND LIQUIDATE DEVASTATE DESTROY DEMOLISH CRUSH EXECUTE PURGE SLAY SLAUGHTER ANNIHILATE RUIN ENGULF EXPIRE WILT ERODE FLAME EXPLODE CRUMPLE EXPEND ESTRANGE CONSUME DEVOUR SWILL EAT GUZZLE SWIG GNAW GOBBLE TIPPLE NIBBLE DRINK TOPPLE IRRADICATE IMPREGNATE DIVULGE SQUEAL UNCOVER UNEARTH UNDRESS UNVEIL UNFURL DISPLAY UNROLL UNFOLD EXTRACT ENTWINE CONSORT TOUCH WED MARRY EMBRACE PERVADE PERMEATE ENCOUNTER CLING DISPERSE DIFFUSE STRAY STRUGGLE STREW SPATTER SHOWER BURST SPREAD ROUT STAMPEDE HAMMER HAZE SHOCK LOOT INSULT BITCH HORRIFY HECKLE HIT HARASS IMMOLATE HURT HARRY HOUND INCRIMINATE IMPLICATE AFFLICT ACCOST ABUSE DISROBE UNCLASP CLEAVE UNLOAD DIVEST DIVERGE SUNDER DETACH EXCOMMUNICATE OUTLAW DIFFER DIVIDE ZONE SEPARATE TRESPASS SHAKE LYNCH INJURE SCRATCH INFLICT ADMIT PENETRATE INJECT INSERT INVEST HARP HUNT LISP DEAFEN CONCEDE CONTRADICT PROTEST QUARREL REMONSTRATE DISSENT CONTEND BICKER TIE COLLIDE GARBLE IMMERSE JUMBLE SLOP STUMBLE BOTCH EXACT PAWN WANT DISCARD SHOVE LEAP TOY TURN TUG SHIFT ENVY AGONIZE

156

MOAN YELL YAP YELP RUE REPENT GRUMBLE FIGHT POUT GROAN
GLOAT REVOLT IMPUGN RECANT TRADUCE BETRAY SHUDDER INFU-
RIATE ANGER SLOBBER WEEP WAIL OUTRAGE OUTCRY SHIVER
BROOK CONFESS PRY DESIRE ENTREAT DESPAIR VOMIT NAUSEATE
SUCCUMB RETCH REVEAL DISCLOSE SPILL STOOL SING TALK TAT-
TLE DEDUCT ELUDE ENFEEBLE ENTRAP INFORM SQUEAL DISTRESS
BULLY RAM ACCUSE INFRINGE

23—SEPARATE

SUNDER STRADDLE REFRACT DECOCT EXCLUDE FILTER DISROBE
UNCLASP UNLOAD DIVEST DIVERGE DETACH EXCOMMUNICATE OUT-
LAW DIFFER DIVIDE ZONE SEPARATE SORT CLEAVE DILATE INDIVID-
UATE SHARE RIVE ISOLATE IMPRISON SECEDE BANISH DIVORCE
OSTRACIZE WRENCH DEPRIVE DESERT SLIT SEVER SLASH SPILL
SPLIT PRY BEHEAD IMPOUND MAROON INCISE AXE SNATCH STRAG-
GLE CHOP DISEMBOWEL EVISCERATE DRAW DESPOIL DISMEMBER
CASTRATE DISSECT CUT CROP KIDNAP BANISH STRAY INTERSPERSE
STREW SPATTER DIFFUSE DISPERSE RADIATE RANGE SHRED LOOT
HEW HASH PURLOIN EXTRACT DEBATE PROTEST QUARREL REMON-
STRATE DISSENT CONTEND BICKER CONTRADICT RECEDE YANK
EMERGE DISMISS HIBERNATE SHUN SECLUDE SEGREGATE ISOLATE
LATCH THRASH AMPUTATE DISCARD RESERVE WEDGE WEAN PAR-
TICULARIZE DISTINGUISH TABULATE ITEMIZE DIVERSIFY BISECT
DEDUCT DISCRIMINATE DISCHARGE DEPORT EXILE FIRE EXPEL BAN-
ISH SECEDE SELECT EXORCIZE EXCEPT CLEAVE

24—ATTENTION

FIX FIXATE DAZZLE DAZE IMPLANT STARTLE WORRY PESTER HELP
ASSIST SERVE INVOLVE EVOKE WAKE WAKEN AWAKEN ENGROSS
TEMPT ATTRACT TANTALIZE MARVEL ALLURE TRANCE IMPRESS
CAPTIVATE FASCINATE ELECTRIFY HORRIFY HARASS HOUND TRANS-
FIX DIVIDE SEPARATE SORT ZONE THRALL BOGGLE EDUCATE SPE-
CIALIZE SHIFT PREOCCUPY USE PURSUE PRACTISE FREQUENT
EXERCISE EMPLOY WELCOME THANK SYMPATHIZE REMEMBER REC-
OGNIZE INGRATIATE HOBNOB FAVOR ENDEAR EMBOSOM BEFRIEND
ACKNOWLEDGE WORSHIP VENERATE VALUE TREASURE REVERE
PRIZE LOVE LIKE IDOLIZE HONOR HARBOR HALLOW GLORIFY
ESTEEM DOTE CHERISH APPRECIATE ADORE ADMIRE AWAIT WATCH
GUARD BEWARE TREK OVERHAUL MARAUD FORAGE DISSECT CAN-
VASS TRAVERSE SCOUR PIERCE EXPLORE VENTURE STALK FOLLOW
CHASE SOUND PROBE FUMBLE FATHOM DELVE TEST EXPERIMENT
WINNOW SIFT ANALYZE SPECULATE REGARD OBSERVE MARK CON-
TEMPLATE BEHOLD STARE PEER PEEP OGLE GLOAT GAZE SPY SCAN
QUIZ PRY EYE SEEK SEARCH RUMMAGE RANSACK QUEST NOSE LOOK
HUNT FERRET SCHEME PLOT PLAN GET THE IDEA ATTENTION FIXED
THINK FORESEE RECALL RECONSIDER VALIDATE PREMEDITATE DELIB-
ERATE CONCENTRATE BETHINK ABSORB VIEW SENSE PERCEIVE
IMAGINE FEEL CONCEIVE CATCH APPREHEND THEORIZE CON
RECKON REASON PHILOSOPHIZE COGITATE REVOLVE RUMINATE

PONDER MUSE MEDITATE CUDGEL CHEW REGARD PERUSE BROOD
SPECULATE TEST COMPARE WEIGH MIND HEED ENTERTAIN CON-
SIDER ATTEND STUDY SCRUTINIZE AWAKE EXAMINE CONSULT
ATTENTION SHIFTED ATTENTION

25—PROPITIATE

GRATIFY PACIFY PANDER PAMPER PRAY FAWN FLATTER APPEASE
STOOP SUPPLICATE SYNCOPATE PLEAD BESEECH BOW PROPITIATE
EXPATIATE EXPIATE DEFER CRINGE DOTE INDEMNIFY AMELIORATE
LULL THANK PAY WINE DIVERT CULTIVATE CONCILIATE WILE
SOOTHE ALLAY SMOOTH OBLIGE APPEAL WELCOME PROMISE PER-
SUADE REMUNERATE SANCTION REPAY CONSENT PROFESS ASK
RESPOND SATISFY PLEA SLAVE EMULATE ADMIT PROSTRATE ABASE
CLING ENTWINE CONSORT FRATERNIZE JOIN COMBINE REJOIN
REUNITE SHOWER BESTREW IMMOLATE CLEAVE DISROBE UNCLASP
UNLOAD DIVEST INVITE CONCEDE COAX CONTRADICT HUMOR WISH
TRY CONSERVE LOSE PETITION PREPAY DEIFY SHRUG SHAMBLE
SYMPATHIZE TRUCKLE EXTOL DEDICATE EXALT CROUCH ENTREAT
APPEAL GRIN SACRIFICE WORSHIP CAJOLE INDULGE SIMPER TRY
COMMISERATE WHEEDLE APPLAUD LIONIZE SHINE SIGNALIZE AWE
GLORIFY PRAISE IDOLIZE INFLATE WEEP SLOBBER IMPLORE REPENT
DREAD WORSHIP ANOINT CAPITULATE

26—IMPORTANCE

TRUCKLE TRUMP TROW DEVOTE DEVOLVE DESERVE CROW DEIFY
CONSECRATE EXTOL DEDICATE CONGRATULATE PROMOTE ENNOBLE
CAPITALIZE ESTIMATE CERTIFY CHERISH EXALT CITE COMPLIMENT
COMMEND PRESENT FELICITATE REPUTE FOSTER RESPECT REVERE
REWARD JUDGE OUTNUMBER WAX WORSHIP SLATE VALUE SOLEM-
NIZE VOW STRESS STRUT SUPERPOSE SURPASS ANOINT SWAGGER
SWANK APPLAUD ARBITRATE ASPIRE ASSAY AVOW ADJUDGE ADJU-
DICATE ADORN BLAZON BOAST BRAG MILITATE PICK PLEDGE POS-
TURE PRECEDE PREDOMINATE PREEN PREOCCUPY LIONIZE INSTILL
SHINE SIGNALIZE TRIUMPH TOP AWE RANK GLORIFY RATE GRADE
PRAISE REGARD IDEALIZE IDOLIZE IMMORTALIZE ACCREDIT APPRE-
CIATE TOWER INAUGURATE SALUTE INFLATE SELECT TREASURE
INLAY INSCRIBE INSPIRIT EDIFY ENCOURAGE ENDEAR ENHANCE
EXTEND CONTRIBUTE RAISE REINFORCE REENFORCE RELY FURTHER
UPHOLD VALIDATE SPONSOR STRENGTHEN EXCEL DELIGHT LIVE
CULTIVATE DEVELOP CIVILIZE PAY EMBLAZON DECORATE TATTOO
EXHIBIT PERSIST PERSEVERE PERPETUATE MAINTAIN RECONSTRUCT
RENOVATE RENEW CONTINUE PROSPER SUCCEED WIN SURMOUNT
GROW SURVIVE IMPRESS BRAND EXPLOIT GOAD DUB ATTRIBUTE
CRAVE SHOWER BESTREW RADIATE STAMPEDE HORRIFY ZONE
EXCOMMUNICATE OUTLAW FILTER DECOCT SORT DIFFER CLEAVE
SCORE INTRUST BICKER CONTEND COAX DISSENT REMONSTRATE
QUARREL PROTEST DEBATE HARP SEAL ISOLATE THRALL HUMOR
RISK EDUCATE SECRETE COVET CONSERVE WARN SPECIALIZE SUR-
ROUND BESIEGE ASCEND HURRY ADVANCE TURN FLAUNT ESTEEM

BLUSTER INITIATE INSPIRE RECOMPENSE PREFER SWEAR RAVE
CATCH SCORE ENTRAP DARE ELABORATE EMBELLISH SWELL GAR-
NISH TRIM TRANSFIGURE CACHE BLESS WORSHIP FLATTER PROVE
EXHUME PRY ENVY AGONIZE NAG DREAD YELL GROAN GLOAT
RAMP PLOT CONSPIRE QUIBBLE CONNIVE COLLUDE SHUDDER ABOM-
INATE BETRAY ABHOR WEEP WHOOP PALE STRIVE PREVAIL INSURE
PROCLAIM PLEDGE PROMISE CONCENTRATE DISPLAY DRAMATIZE
DISTINGUISH EXAGGERATE BEDAZZLE IMPORTANCE

27—FAILED IMPORTANCE

IMBRUE DESPISE DESECRATE DEROGATE DISDAIN DISPARAGE DIS-
RATE DISCREDIT DISCOUNT CROUCH DEIGN CRIMP DETRACT DWINDLE
DLE DEVEST BLUSTER SUPERANNUATE SUBMERGE STANDARDIZE
UNDERBID UNDERESTIMATE UNDERRATE UNBEND UNDERVALUE
OVERPOWER OUTSTRIP OUTWIT OUTWORK WAIVE RELEGATE WANE
REDUCE GLOZE IGNORE SHRINK SHRIVEL CRITICIZE DISCOURAGE
HEAL SALVE ABSOLVE ALLEVIATE ALLAY MITIGATE PARDON PALLI-
ATE CONSOLE RECONCILE FORGIVE SMOOTH SOOTHE EXCULPATE
COMFORT DEFRAY DISBURDEN ABASE DEGRADE DEBASE DEFLATE
SHAME CONQUER CRUSH EXILE DISABLE INCAPACITATE DEPRESS
DEPOSE QUELL TRIFLE QUASH DAMAGE ASSASSINATE OVERWHELM
SINK REPRESS SMASH SMEAR UNDERMINE UNDERCUT VANQUISH
SQUASH SQUELCH STULTIFY ENSLAVE SUBJUGATE DEMOTE LOAF
REPOSE RELAX RUSTICATE SPATTER BURST STREW DIFFUSE ROUT
STRAY STRAGGLE DISPERSE INSULT IMPEACH EXCLUDE SUNDER
DETACH DIVEST UNLOAD UNCLASP DISROBE DIVIDE SEPARATE
CLEAVE INHUME CONCEDE DECLINE SHIRK LOCALIZE HUMOR RISK
FORGO LOSE DISCARD RETRACT RETREAT RETIRE INURE OUTCRY
SCORN MOPE MOURN ENVY EXHUME DESPAIR DESPOND BELITTLE
CAPITULATE PERISH PUTREFY ROT SUBMIT SUCCUMB IGNORE STOOP
MOCK BOW FOUL DECREASE ENFEEBLE RANK RESCIND REPUDIATE
RESIGN FORSAKE RENOUNCE SHIFT LEAP TURN SHRUG REJECT FOR-
GET CLOY TAUNT DISAPPROVE CURTAIL WHITTLE REGRET DEGRADE
DEMOTE HUMILIATE JEER DECRY DEFAME GIBE RAG REBUFF CATCH
SCOFF MORTIFY EMBARRASS MINIMIZE SLUR RIDICULE RIB DEPRIVE
JIBE INVALIDATE DEPRECATE SPURN SNUB SNEER DISPROVE DIS-
CLAIM OMIT DISABLE RELINQUISH PROSTITUTE FAILED IMPORTANCE

28—ARRIVE

ATTAIN ALIGHT ACHIEVE ACCOMPLISH ENCAMP CONCLUDE CULMI-
NATE DETRAIN ARRIVE END COME DELIVER BARRACK CONFRONT
FACE REVEAL EXHIBIT SUCCEED WIN SURVIVE MATURE COMPRE-
HEND SUBSTANTIATE TESTIFY RECOGNIZE RELAY TRANSMIT
REPLACE RESTORE REPLENISH DUPLICATE REMEMBER COPY PRINT
QUOTE RECEIVE INFILTRATE RAM RAID SMUGGLE INVADE INUN-
DATE BOARD BESET STORM PENETRATE MATERIALIZE FIND ABIDE
DWELL SOJOURN CAMP PARK PERCH SITE ATTEND WED MARRY JOIN
REJOIN REUNITE CONNECT LINK MEET INTERSECT ENCOUNTER
COMBINE MATRICULATE INSTALL ADMIT PENETRATE INJECT INSERT
INVEST INOCULATE INTRUST EMERGE IMMIGRATE LEAP CATCH

29—FAILED TO ARRIVE

PROTRACT RETARD FAILED TO ARRIVE RECAPITULATE REITERATE PRACTISE REHEARSE RETRACE TRANSCRIBE REPEAT RECORD REMIND REDUPLICATE REPRODUCE REVIEW MULTIPLY RECOUNT DERAIL STRAGGLE MAROON IMPOUND AMBUSH DROWN IMMOBILIZE WAYLAY WRECK RUSTICATE RELAX REPOSE LOAF BECALM BASK IMPAWN RECLINE SPRAWL SIT SQUAT STICK DESIST POISE BURST STREW DIFFUSE RADIATE RANGE STAMPEDE ROUT DISPERSE STRAY STRAGGLE HANG STRADDLE EXCLUDE ZONE SUNDER DETACH DIVEST UNLOAD EXCOMMUNICATE OUTLAW FILTER CLEAVE DISMISS GARBLE RESORT STUMBLE BOTCH BOGGLE PREVENT BESIEGE MIRE SUCCUMB PERISH SWERVE STAGGER WAVER FALTER DESIRE MOPE FIDGET FRET STRIVE STRUGGLE RETREAT SAUNTER TURN DEPRIVE DISSUADE DISABLE EVADE

30—SURVIVE

PROSPER RECOVER RECUPERATE WIN SUCCEED SURMOUNT TIME GRUB LIVE VALET DARN REPRIEVE RENEW LUXURIATE THRIVE FLOURISH RECUR CONTINUE TOIL LABOR SURVIVE PERSEVERE MAINTAIN PERPETUATE PERSIST PROLONG LAY INHALE RESPIRE NURTURE NOURISH RECONSTRUCT RENOVATE REINSTATE GROW MATURE FIX INVIGORATE CIVILIZE DEVELOP CULTIVATE EXCEL ENLIVEN PROVIDE EXHILARATE ENABLE SUPPORT SUCCOR REIN-FORCE REENFORCE STRENGTHEN VOLUNTEER UPHOLD UNDERTAKE REVIVIFY REVIVE FURTHER RESCUE RESUSCITATE REJUVENATE REGENERATE RAISE COOPERATE CONTRIBUTE EXTEND FULFIL ENER-GIZE SUSTAIN HELP TRAVAIL SERVE INNERVATE LENGTHEN DUPLI-CATE MULTIPLY IMITATE REPRODUCE RESTORE REPLACE REPLENISH REMEMBER REMIND EMULATE COPY RECORD PORTRAY PRINT REPRINT DEPICT QUOTE REPEAT REDUPLICATE VANQUISH EXPLOIT PROSECUTE PROPAGATE POPULATE BREED PROCREATE INBREED BEGET IMPREGNATE SECURE RELAX REPOSE LOAF SOJOURN DWELL ABIDE RESIDE SITE RUSTICATE FREEZE OSSIFY INHABIT CONSERVE PIECE REIGN PREVAIL EVOLVE ENDEAVOR QUALIFY TRANSPORT ADVANCE PROTRACT IMMORTALIZE TRIUMPH WAX EXIST PREVAIL ENDURE EKE LAST WITHSTAND SUBSIST CLEAVE

31—WAIT

PROCRASTINATE EXPECT DELAY DETAIN DETER LURK DALLY DAN-GLE DAWDLE QUEUE LOUNGE WAIT LANGUISH LIGHT IMPEND TEM-PORIZE LOITER LOLL AWAIT MUSE PAUSE POSTPONE BIDE WAIT MEDIATE NEGOTIATE REMAND HOLD HALT STOP SHUT ENGAGE TREAT DRILL PERSIST PERPETUATE MAINTAIN PERSEVERE CONTINUE RECUPERATE TIME PROLONG WAYLAY HANG STICK IMMOBILIZE AMBUSH STALL LAG LURK BESIEGE SEIZE ANTICIPATE ABIDE RESIDE LOCATE SITE STICK RUSTICATE PERCH POSE SQUAT SIT SPRAWL RECLINE BASK BECALM NESTLE IMPAWN PIN BATTEN BELAY

FREEZE CAMP SECURE OSSIFY POISE RELAX REPOSE LOAF PARK
SOJOURN DWELL CLING ENTWINE BETROTH HANG CLEAVE INHUME
DEBATE HAUNT HIDE BOGGLE HESITATE CONSERVE SUSPEND TOY
PARK AMBLE SAUNTER FIDGET DESIRE FRET RELAPSE MOPE
RETARD SUBMIT STALL DISSUADE DEFER ENTRAP CAGE PROTRACT

32—LEAVE

EXPEL EXPORT DEPORT DESERT DISAPPEAR DISCHARGE EXUVIATE
WITHDRAW UPROOT EXHALE EXTRUDE EXUDE BANISH EJACULATE
EJECT ELOPE ESCAPE EMBARK ENTRAIN APOSTATIZE EVACUATE
EXHAUST DECAMP QUIT PERSPIRE ABSCOND ABSENT SECEDE LEAVE
HIE HIKE ABDICATE ABDUCT LEAVE START BEGIN ALLOW RELAY
TRANSMIT WILL RETREAT SINK DESERT BANISH DISSIPATE EXILE
DEVISE QUIT PURSUE DESIST DECAMP RADIATE RANGE STAMPEDE
ROUT DISPERSE STRAY STRAGGLE OUTLAW EXCOMMUNICATE
UNLOAD UNCLASP DISROBE DIVEST DETACH SUNDER DIVERGE
DIVIDE SEPARATE EXTRICATE GO DISMISS EMERGE YANK REBOUND
RECEDE RECOIL CONCEDE REBOUND LOSE AMPUTATE MIGRATE
CURTAIL DISSUADE DEPART FLY RETREAT FLEE MARCH SAIL RETIRE
RESIGN PERISH AVOID TIRE UNFIT ROT NAUSEATE VOMIT RETCH
SWOON PUTREFY DRAIN CAPITULATE SUCCUMB END VACATE SCAT-
TER RUN EXORCISE FLUSH SKIP RUSH SCRAM BETAKE EVICT FOR-
SAKE EMIGRATE FORSWEAR CEASE REJECT OUTBREAK SHIFT TURN
LEAP SHOVE TRANSPORT IMMIGRATE BOLT TRAVEL JOURNEY SEPA-
RATE EVAPORATE DEPRIVE

33—FAILED LEAVE

FREQUENT ENWRAP ENCOMPASS ENVELOP ENCLOSE ENCIRCLE
OVERTAKE SETTLE HOVER REMAIN VOLUNTEER HELP ASSIST
REMAND HITCH STOP TAME RECALL MEDIATE NEGOTIATE CHAL-
LENGE MIX ENGAGE TREAT FETCH SUBDUE DEMAND REQUIRE SUM-
MON HEAVE HAUL HOLD HALT DISCIPLINE INTRUDE RECALL
RECOVER REPRIEVE REINSTATE PROLONG RECONSTRUCT RENOVATE
RECUR RENEW PERSIST PERPETUATE MAINTAIN PERSEVERE CON-
TINUE RECUPERATE PILLORY RESTORE REPLENISH DUPLICATE
REPRODUCE REDUPLICATE REMIND REMEMBER RECORD COPY POR-
TRAY PRINT REPRINT DEPICT QUOTE REPEAT TRANSCRIBE RECEIVE
CHARACTERIZE ITERATE RETRACE REHEARSE PRACTICE REITERATE
RECAPITULATE REVIEW REPLACE PENETRATE TIE DROWN BIND
IMMOBILIZE WARD WAYLAY FIX PESTER PLAGUE RAVAGE IMPRISON
RAM QUARTER RACK TRICE BESIEGE SIEGE TRUSS CHAIN MANACLE
SEIZE TRAP FETTER ENSNARE CRUCIFY COMMIT INVADE INCARCER-
ATE DISABLE MAROON BECALM IMPRESS PRESS BOARD IMPALE
IMPOUND SECURE CAMP FREEZE BELAY BATTEN PIN IMPAWN NES-
TLE BASK RECLINE SPRAWL SIT SQUAT POSE PERCH RUSTICATE
STICK SITE LOCATE RESIDE ABIDE DWELL SOJOURN PARK LOAF
REPOSE RELAX QUIESCE OSSIFY EMBRACE CLING ENTWINE MARRY
WED REUNITE REJOIN HANG HECKLE IMMURE HARRY IMPERIL

161

INFILTRATE INFEST TRESPASS INFRINGE RE-ENTER INHABIT HAUNT HARP LIMIT INTERCEPT SECLUDE SHACKLE SEIZE LATCH THRALL HUMOR FASTEN PREVENT HESITATE FETTER RESIST RESTRICT SNARE ARREST SURROUND APPREHEND LAST DESPAIR MOPE UNDERGO ENDURE WITHSTAND EXIST PREVAIL RETARD BOUND BIND BOLT CUMBER ENTRAP MIRE CACHE ABIDE HAUNT STICK INFEST DELAY HOLD CAGE FIDGET TURN TUG CATCH FAILED LEAVE

34—PROTECT

COVER DISPEL EMBANK EVERT DISCRIMINATE CODDLE PRESERVE PROTECT ENTRENCH ESCORT KEEP DEFEND LAVE LEGALIZE LEGITI-MIZE LEGISLATE LICENSE GUARD GIRD FEND FORTIFY REPULSE REPEL FRANCHISE THATCH AVERT BLESS PARRY PATROL PICKET SAVE DISARM SAFE TEND DEFLECT HELP SUSTAIN ASSURE ALLEVI-ATE ALLAY MITIGATE PALLIATE EASE STOW RAISE REASSURE REFORM REDRESS REENFORCE REINFORCE RESCUE FURTHER UPHOLD SPONSOR VINDICATE STRENGTHEN SUCCOR SUPPORT PRO-VIDE EQUIP CULTIVATE DRESS ADMINISTER SUPERINTEND SUPER-VISE MANAGE PRESIDE HANDLE ASSIGN APPOINT ALLOCATE ALLOT TOW ACCOUNT TAG UTILIZE HOLD TEST ORGANIZE UNTANGLE COR-RECT ADJUST REGULATE DISCIPLINE HALT EDIT STOP DETAIL ENU-MERATE ENLARGE MAGNIFY EXPAND AWARD AIM EMPHASIZE DRILL TAME EMEND ALTER DELEGATE DEPUTE SHUT RECALL NEGOTIATE MEDIATE TACKLE CHALLENGE SET OPERATE DEPLOY EMPOWER START SITUATE REIGN DILATE AMPLIFY ELONGATE VEST VOTE SPACE MIX DEMAGNETIZE ACTUATE ACQUIT UNRUFFLE RENT HIRE ENGAGE CONSIGN STEER TREAT HITCH HEFT JOCKEY JUGGLE USHER NAVIGATE PILOT OFFICIATE IDENTIFY FETCH BEGIN SUBDUE REMAND PREDISPOSE HUSH APPROVE STIPULATE PRESCRIBE DIRECT REQUIRE ELECT MODERATE ARRANGE HABITUATE ALLOW ORIEN-TATE ASSORT DISABUSE SUMMON HOIST SHAPE MANIPULATE RULE COMMAND MASTER ORDER LOAD PUT PUSH HEAVE HAUL SEND COMPLY ABATE DISBURSE RENDER CIRCUMSTANTIATE SPEAK PLEA REPRIEVE REINSTATE REPAIR RECONSTRUCT RENOVATE RENEW PER-SIST PERPETUATE MAINTAIN PERSEVERE CONTINUE RECUPERATE NOURISH FIX NURTURE LABOR TOIL DARN LAY GRUB VALET REMIND REPRODUCE MULTIPLY TESTIFY COMPREHEND RECOGNIZE REPLACE RESTORE REPLENISH REMEMBER PICKET PATROL DODGE STAVE DUCK SECURE FREEZE BELAY BATTEN PIN IMPAWN LOAF OSSIFY CAMP REPOSE RELAX NESTLE CONNECT CLING ENTWINE MARRY WED BETROTH JOIN COMBINE EMBRACE PERSUADE PERME-ATE LINK HECKLE HURT ZONE SEPARATE EXCLUDE FILTER OUTLAW EXCOMMUNICATE UNLOAD UNCLASP CLEAVE DISROBE DIFFER DIVEST DETACH SUNDER DIVERGE DIVIDE LASH INOCULATE CON-TEND HUNT INSULATE HIBERNATE HIDE SECLUDE TUCK SHACKLE SEAL SEGREGATE THWART ISOLATE SHEATHE LOCALIZE LATCH THREATEN IMMERSE HUMOR RESORT RISK FASTEN PROHIBIT PRE-VENT EDUCATE RESIST FORBID FORBEAR FOIL WARD WARN SPARE SWADDLE SURROUND SHELTER ENCLOSE ENCOMPASS HARBOR COL-LUDE CONNIVE ENTREAT ENFORCE DOMINATE DISALLOW DICTATE

COMPEL TIRE SWERVE SWOON GUARANTEE WALL SAFEGUARD MUF-
FLE BOLT LEAP TURN TUG CLUTCH EXEMPT RETARD CLAIM CHER-
ISH FOSTER VALUE INSURE BETRAY INTERVENE CACHE JUSTIFY
CONDEMN CAUTION MEDICATE DISTRACT CURSE ENTRAP CAGE
CATCH CONSERVE PREPARE CAMOUFLAGE

35—FAILED PROTECT

SURRENDER STAKE OVERWHELM UNARM OVERTHROW GAMBLE
COMPLY ALLOW DISBURSE PAIN AGGRAVATE CAPTURE DEGRADE
DEJECT TERMINATE FINISH IRRADICATE LIQUIDATE TOPPLE DOOM
DISPOSE DEVASTATE DESTROY DESPATCH CRUSH DEMOLISH DELETE
EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE OBLITER-
ATE SLAY SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE
EFFACE DISINTEGRATE RUIN ENGULF EXPIRE EXPURGATE EXTIN-
GUISH DEPRECIATE FAIL LAPSE ELAPSE WILT WITHER FLAME ERODE
EXPEND EXPLODE DEODORIZE CRUMBLE CRUMPLE ESTRANGE
ADJOURN SWALLOW EMBOWEL DEVOUR CONSUME EAT SHAKE
IMPLORE SWILL SWIG GUZZLE GOBBLE GNAW TIPPLE QUAFF SUP
DRINK CRUNCH NIBBLE TERMINATE IMPREGNATE SEIZE TROUBLE
TROUNCE KIDNAP REQUISITION TORTURE TORMENT QUASH DAM-
AGE TERRORIZE TERRIFY GASH COMMANDEER RAM RAPE RANSACK
PARALYZE DEVASTATE PAUPERIZE RIP RIFLE RAZE PERSECUTE
PLAGUE PESTER REND PLUNDER PROSECUTE JOLT DROP OPPRESS
WRECK ROUGH WRINKLE OVERPOWER OVERWHELM WORRY WOUND
SINK REPRESS TYRANNIZE UNSETTLE SLASH SURRENDER SMASH
SMEAR UNDERMINE SOIL VEX VICTIMIZE VANQUISH VIOLATE STAIN
VITIATE SPOIL PENETRATE SQUASH SQUELCH STARTLE STORM
STRAFE STRAIN ENSLAVE SUBJUGATE SULLY BATTER BASH BEFOUL
BEDEVIL BESET BESMEAR BESMIRCH BESPATTER SHELL BOMBARD
BREAK EXTORT BOARD DEBASE EXCRUCIATE CORRUPT DEBAUCH
EXPOSE DEFACE FRACTURE PRICK CAPSIZE PROSTRATE CONQUER
DISTURB MUTILATE MOB MAR MASH CRUSH MASSACRE BRUISE
BRUTIFY SNARL BUMP BULLY BRUTALIZE MOLEST TRESPASS POACH
MAIM DISABLE MANGLE SCORCH ALARM FRIGHTEN SCARE INCA-
PACITATE SCALD SAVAGE BOTHER IMPOVERISH IMPOSE INVADE VIVI-
SECT EXPLOIT DEMORALIZE CRIPPLE STEAL SNATCH RUSTLE SACK
DISMAY DERANGE DESPOIL DRENCH DISHONOR DISGRACE DENT
DENOUNCE INCRIMINATE IMBRUE OSSIFY PIN IMPAWN BECALM
STRAY STRAGGLE DISPERSE SHOWER SPATTER ROUT STAMPEDE
BURST BESTREW STREW HAZE SHOCK SHRED LOOT INSULT HANG
HORRIFY HACK HIT HARASS HARRY HOUND INCRIMINATE SCAR
IMPLICATE AFFLICT IMPAIR IMPERIL AGITATE ACCUSE ABUSE
DIVIDE CLEAVE DIFFER DIVEST DETACH SUNDER SCORE INFILTRATE
INFEST SHATTER LYNCH LICK INJURE INFRINGE INFLICT INVEST
INJECT PENETRATE DECLINE DEAFEN REMONSTRATE PROTEST HUNT
RECEDE SEIZE COLLIDE THREATEN THRASH IMMERSE RISK JUMBLE
BOTCH REFRAIN FORBEAR ENFEEBLE CURTAIL AVENGE SLOBBER
SORROW ANNOY SHUDDER BETRAY CONNIVE ENVELOP PERISH
EMBITTER ABANDON FLINCH CRINGE DISTRESS DESPOND DESPAIR
SUCCUMB ROT PUTREFY DREAD PRY EXHUME AGONIZE PALPITATE

FAINT AGGRIEVE PANIC EMBROIL TRAMP ADVANCE LEAP TREASURE EVICT RESCIND RENOUNCE REPUDIATE RELINQUISH FORSAKE FORSWEAR ABANDON RETREAT SUFFER PALE WAIL END OUTRAGE FRET DISABLE SACRIFICE WORRY UPSET PERTURB CATCH ENTRAP CAGE DEPRIVE DISROBE FAILED PROTECT

36—WASTE

SCRAP WASTE SPEND SQUANDER ATTEMPT BURY REPLETE SURFEIT MEDIATE DETAIL ENUMERATE EXPAND MAGNIFY ENLARGE EMPHASIZE DRILL TAME EMEND ALTER DELEGATE DEPUTE SHUT RECALL NEGOTIATE REVIEW PRACTICE REHEARSE RETRACE ENGULF FORGET BREAK STULTIFY STRIKE SQUELCH SQUASH SPOIL VITIATE SPILL SURRENDER IMMOBILIZE EMASCULATE ABORT CONTRACEPT NEUTER SPAY POISON SINK WRECK DROP REND RAVAGE RAZE IMPRISON EXECUTE DEVASTATE DAMAGE TRIFLE DUEL CASTRATE GUT SACK CRIPPLE FLOOD INUNDATE IMPOUND INCAPACITATE SCORCH INCINERATE MANGLE DISABLE MAIM BURN EXILE MASSACRE CRUSH MASH MAROON MAR BUTCHER MUTILATE DEFACE DEBASE IGNITE RUSTICATE LOAF REPOSE QUIESCE SIT SPRAWL RELAX RECLINE BASK IMPAWN DESIST BECALM ABIDE BETROTH WED MARRY BESTREW STREW SPATTER SHOWER STRAY STRAGGLE DISPERSE SPREAD HACK IMMOLATE ZONE DIVEST SEPARATE EXCLUDE EXCOMMUNICATE OUTLAW SUNDER SHATTER LOATHE LAME INJURE DECLINE SHUN SECLUDE SHIRK SEGREGATE GARBLE RISK SLOP BOTCH PROHIBIT EDUCATE CONSERVE PAWN DISCARD FORGE FORBID REPRESS BAN PERISH PUTREFY VOID ROT NAUSEATE VOMIT RETCH SUCCUMB REJECT SPOIL DEMUR MIRE FOUL DENY ENTRAP ESCHEW DEPRIVE CATCH PROSTITUTE DISABLE CAGE LOSE DAWDLE LOUNGE SEVER ABANDON SKIP UNDERVALUE UNDERESTIMATE UNDERRATE TRAMP TOY CLUTCH FORGET DISGORGE PROTRACT DISCARD LOAF IDLE FRITTER EXPAND MISAPPLY MISUSE DESTROY DEVASTATE OVERLOOK IGNORE WISH

37—FAILED WASTE

GLUT GORGE LAVISH FAILED WASTE SHARE SALVAGE BESPEAK CONTRIBUTE AVAIL LEND REDEEM REFORM REFIT REHABILITATE REJUVENATE REPAIR RESCUE RESUSCITATE OFFER RETRIEVE STAUNCH SUCKLE HOLD UTILIZE ACCOUNT TAG RATION ALLOCATE ALLOT AWARD ASSIGN APPOINT AIM TOW HANDLE ORGANIZE SUPERINTEND ADMINISTER SUPERVISE MANAGE PRESIDE TEST UNTANGLE CORRECT ADJUST REGULATE DISCIPLINE EDIT HALT STOP RENOVATE RECONSTRUCT REINSTATE RENEW REPRIEVE CONTINUE PERSEVERE MAINTAIN PERPETUATE PERSIST FIX REPAIR DARN VALET PROLONG RECOVER REVIEW RECAPITULATE REITERATE TRANSCRIBE REPEAT RECORD REDUPLICATE RECOUNT RELAY TRANSMIT DUPLICATE COPY PRINT QUOTE RECEIVE RELATE EMULATE IMITATE PORTRAY REPRINT DEPICT REMIND REPRODUCE MULTIPLY REPLACE RESTORE REPLENISH REMEMBER WREST PLUNDER GRASP RIFLE GRAB FORAGE RANSACK QUARTER RAID BURGLE COMMANDEER REQUISITION

SEIZE TRAP DESPOIL RUSTLE SNATCH EXPLOIT SMUGGLE SCALP
POACH IMPRESS PRESS EXTORT EXTRACT SCRAPE INFRINGE TUCK
GARBLE HUMOUR FASTEN PREVENT EDUCATE COVET WANT
RESERVE SPARE WEAN LAST ADAPT EXIST ENCUMBER ENGORGE
ABSTAIN DETEST EXCEED BLOAT

38—ABANDON

FLUSH EXORCIZE VACATE SCATTER DISCONTINUE RUN SKIP EMI-
GRATE RETREAT CEASE RELAPSE SCRAM SEVER SHED RUSH BETAKE
EVICT RENOUNCE RESCIND REPUDIATE RETIRE RELINQUISH FOR-
SAKE FORSWEAR RESIGN ABANDON REFORM EDIT DIVERT COMPLY
EMEND ALTER DISBURSE ABATE DEPUTE DELEGATE SHUT RECALL
NEGOTIATE MEDIATE STOP HALT BREAK SLACK STRAGGLE QUIT
DODGE FALTER DROP BANISH OSTRACIZE DESERT SURRENDER
MAROON EXILE LOAF DISSIPATE DERAIL RUSTICATE DESIST IMPAWN
BELAY PARK SPRAWL RELAX BASK RECLINE QUIESCE REPOSE DIS-
PERSE STAMPEDE STRAY SUNDER ROUT DIVERGE UNLOAD UNCLASP
OUTLAW FILTER EXCOMMUNICATE DETACH EXCLUDE SEPARATE
DIVEST EVADE EXTRICATE GO REBOUND RECOIL CONCEDE DECLINE
QUAIL RECEDE SHUN SECLUDE SHIRK THRALL JUMBLE BOTCH
AMPUTATE LOSE RESERVE FORGO RETRACT BOLT IMMIGRATE
SHRUG SHOVE LEAP TURN SHIFT FORGET PERISH REJECT AVOID TIRE
UNFIT ROT SUCCUMB SWOON PUTREFY CAPITULATE ABDICATE
RESIGN RETIRE DECAMP ESCAPE APOSTATIZE EVACUATE QUIT RUN
RETREAT FLY FLEE DESERT SURRENDER MIGRATE DEMUR CURTAIL
DISCARD ESCHEW END SUSPEND DISALLOW DUMP DISSUADE
DEPRIVE ENJOIN SHEER

39—FAILED TO ABANDON

FAILED TO ABANDON DEVELOP SUPPORT SUCCOUR STRENGTHEN
VINDICATE SPONSOR SPELL SOLACE UNDERTAKE REVIVIFY
RETRIEVE REVIVE FURTHER RESCUE REPAIR RELY RELIEVE REIN-
FORCE REHABILITATE RE-ENFORCE REFIT RAISE LEAD CO-OPERATE
CONTRIBUTE EXTEND CONSOLE STOW SUPPLY ENCOURAGE
BEFRIEND SUSTAIN HELP SALVAGE ASSIST SERVE HOLD HALT STOP
TACKLE MEDIATE NEGOTIATE CHALLENGE INTRUDE RECALL RENO-
VATE RECONSTRUCT REINSTATE RENEW REPRIEVE CONTINUE PERSE-
VERE MAINTAIN PERPETUATE PERSIST FIX DARN VALET PROLONG
RECOVER LIVE SURVIVE MATURE RECUPERATE PILLORY REPLENISH
REMEMBER PRACTISE RETRACE REHEARSE REFER RELAY TRANSMIT
REPLACE RESTORE REVIEW RECOUNT DUPLICATE COPY PRINT
QUOTE RELATE PORTRAY REPRINT DEPICT REMIND REPRODUCE
MULTIPLY RECAPITULATE REITERATE REPEAT RECORD TRANSCRIBE
REDUPLICATE INFILTRATE STEAL ENSNARE FETTER TRAP SEIZE
MANACLE CHAIN TRUSS KIDNAP REQUISITION COMMANDEER
BESIEGE TORMENT TRICE GOAD GRAB GRASP RAVAGE PERSECUTE
PLAGUE PESTER PLUNDER FIX WRENCH WREST WAYLAY WORRY
STICK BIND TIE VEX SWEAT ASSAIL ATTACK BELABOR BESET BOM-
BARD MOB MAUL SAVAGE IMPOUND DESPOIL DRAG CHARGE ABIDE

DWELL SOJOURN OSSIFY BASK NESTLE SIT POSE PERCH IMPAWN PIN FREEZE SECURE STICK LOCATE RESIDE DESERT DECAMP ENTWINE CLING REUNITE REJOIN BETROTH WED MARRY HANG HECKLE HEW HOUND HARRY INDENT STRADDLE INFILTRATE INFEST INDISPOSE TRESPASS INFRINGE INHABIT CONTEND COAX DISSENT HARP GROPE REMONSTRATE PROTEST BICKER CONTRADICT HAUNT TUCK SHACKLE TIE SEIZE SIEGE RECOMMIT LATCH HUMOUR BOGGLE FAS-TEN PREVENT FETTER SECRETE RESIST SNARE ARREST DEBATE SUR-ROUND STRIVE FIDGET FAMILIARIZE PROVE EXHUME DESPAIR DESPOND WAIT DELAY LANGUISH ENFORCE CACHE SUBMIT MIRE CAGE ENTRAP REMAIN PARK CLAIM TUG CLUTCH BOLT BIND BESIEGE ACCUSTOM ENCUMBER EKE ENDURE PREVAIL DEVOLVE INSURE STRUGGLE WITHSTAND BOUND

40—NO MOTION

SET HOLD SHUT STOP HALT FOSSILIZE PIN QUIESCE ABIDE OSSIFY FREEZE RELAX RUSTICATE BECALM LOAF DESIST PICNIC SOJOURN IMPAWN STICK REPOSE NESTLE POSE POISE SQUAT SIT SPRAWL RECLINE BASK PERCH RESIDE DWELL BATTEN CAMP PARK LOCATE BELAY SITE SECURE FIX PILLORY BECALM MAROON IMPALE CRU-CIFY CRIPPLE IMPOUND SPREAD-EGLE STUN TIE BRAND IMMOBI-LIZE STICK NAIL STALL FLOOR IMPRISON PARALYSE TRICE BESIEGE SIEGE TRUSS TRAP SEIZE MANACLE CHAIN FETTER PLACE PLANT INCARCERATE ANTICIPATE KNIT ENTWINE HANG IMMURE IMPALE ZONE INHUME SHACKLE GARBLE BOGGLE HESITATE PAWN ARREST SWADDLE SUSPEND STILL SETTLE DISABLE ABIDE HITCH DISSUADE CATCH ENTRAP ENERVATE CHECK MIRE SUBMIT SUBSIDE BOLT CUM-BER WITHSTAND NO MOTION

41—ENDURE

DRUDGE EXIST PREVAIL ENDURE EKE ENCUMBER ACCUSTOM ADAPT LAST INSURE INURE TOLERATE WITHSTAND UNDERGO STRUGGLE STRIVE SUBSIST SUFFER BEAR BROOK TRAVAIL SUSTAIN UPHOLD REVIVE RESUSCITATE REFIT REPAIR REJUVENATE REGENERATE FACE CONFRONT DRILL SITUATE REIGN CONTINUE PERSEVERE MAINTAIN PERPETUATE PERSIST PROLONG SURVIVE MATURE GROW RECUR TOIL LABOUR COPY PRINT QUOTE RELATE PORTRAY REPRINT DEPICT REMIND REPRODUCE MULTIPLY REPLACE RESTORE REPLENISH REMEMBER PRACTISE RETRACE REHEARSE REFER RELAY TRANSMIT ENACT SKETCH SUBSTANTIATE CHARACTERIZE ITERATE TESTIFY RECOGNIZE IMITATE EMULATE RECAPITULATE REITERATE REPEAT RECORD TRANSCRIBE REDUPLICATE REVIEW RECOUNT DUPLICATE DETERMINE OSSIFY PARK CAMP SOJOURN DWELL PICNIC ABIDE RESIDE LOCATE SITE STICK SECURE FREEZE BELAY BATTEN PIN BECALM IMPAWN REUNITE REJOIN KNIT SPLICE ATTACH CONSORT CONNECT LINK PERVADE PERMEATE JOIN COMBINE WED MARRY CLING ENTWINE YOKE ACCOMPANY CLEAVE STRADDLE SHAKE INHABIT BICKER CONTEND IMMERSE HUMOUR RESORT RISK WISH STOP BOTCH EDUCATE RESIST FORBEAR STAGNATE ABSTAIN TRANS-PORT TRAMP TRUDGE ADVANCE SHRUG IMMORTALIZE PROTRACT

CONFRONT FIDGET FRET FAMILIARIZE DESPOND ENTRAP CURTAIL COERCE COMPEL EXERT

42—FAILED ENDURE

RETCH AVOID SUCCUMB NAUSEATE PANT PERISH PUFF DRAIN CAPITULATE HATE SAG CRY VOMIT SWOON ROT FALTER TIRE PUTREFY UNFIT WINCE SQUIRM WRITHE WAVER WRIGGLE WOBBLE SUBMIT STAGGER SUBSIDE BLANCH SWERVE PALE SHIVER WHIMPER WEAR RESPOND APPEAL DISCIPLINE PUNISH RULE RECALL CORRECT STOP HUSH EMEND EDIT ALTER REMAND SHUT HOLD SUBDUE UNTANGLE HALT BREAK SHOUT PLEA FEEL THROB PULSATE SMART SLIP STINK SLOUCH SLAVE REACT SLUMP SWELTER TINGLE DRIP SLACK SHIFT ESTINGUISH TERMINATE FINISH IRRADICATE LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH CRUSH DEMOLISH DELETE EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE RUIN ENGULF EXPIRE EXPURGATE DEPRECIATE FAIL LAPSE ELAPSE VIVISECT WILT WITHER FLAME ERODE EXPEND EXPLODE DEODORIZE CRUMBLE CRUMPLE ESTRANGE ADJOURN SWALLOW EMBOWEL DEVOUR CONSUME EAT SWILL SWIG GUZZLE GOBBLE GNAW TOPPLE QUAFF SUP DRINK DODGE YIELD SICKEN REVOLT REBEL WRECK DESERT MUTINY SURRENDER CAPITULATE BREAK DISABLE INCAPACITATE DISMAY DEPOSE FOLD SQUEAL FALTER FLAG QUIT ROUT STAMPEDE STRAY STREW STRAGGLE BURST DISPERSE BITCH HORRIFY HARASS HURT IMPAIR AGITATE DIVIDE DIVERGE UNLOAD UNCLASP SUNDER OUTLAW ZONE CLEAVE EXCOMMUNICATE SPATTER CRUNCH DISROBE DETACH EXCLUDE SEPARATE DIVEST DIFFER INDISPOSE EXTRICATE GO EMERGE REBOUND EVADE SHATTER LOATHE INJURE SCRATCH HAUNT HUNT DEBATE DECLINE DEAFEN BICKER CONCEDE PROTEST QUARREL REMONSTRATE HARP DISSENT CONTRADICT QUAIL RECEDE EVADE EXTRACT HIBERNATE HIDE SHUN SECLUDE SHIRK RISK SEGREGATE THREATEN WISH SLOP BOGGLE PROHIBIT PREVENT PIECE LOSE AMPUTATE DISCARD PETITION WARD RETRACT YELL AGONIZE PALPITATE MOAN MOURN DISGUST DISLIKE GROAN POUT GRUMBLE FAINT DREAD NAG YELP YAP MADDEN CRY ENTREAT DESPAIR DETEST EMBITTER BOLT SHRUG SHOVE SHEER LEAP SHAMBLE TURN PANT FORGET YIELD GASP SQUEAL SHRINK DUCK SHRIVEL QUIVER TREMBLE FALTER FADE WANE SUPERANNUATE REJECT ABANDON CEASE FORSWEAR RESIGN RETIRE RETREAT VACATE FORSAKE SCATTER DISCONTINUE SKIP RELAPSE SCRAM SHED BETAKE ABHOR MOPE END CULMINATE OUTCRY WAIL WEEP OUTRAGE WHOOP SLOBBER ABOMINATE ANGER ANNOY INFURIATE BETRAY PANIC GRIEVE DISTRESS SHUDDER SHATTER COLLAPSE FLINCH CRINGE PERSPIRE SURRENDER DECOMPOSE SIGH FADE FAG REGRET MEDICATE DISTRACT DISHEARTEN DISCOURAGE ENFEEBLE SAP EMBARRASS MORTIFY ENTRAP ENERVATE SCREAM SHRIEK HOWL SOB WHINE RUN DEPRIVE SNIVEL SQUAWK BAWL DISMAY BREAK RECOIL FAILED ENDURE

PROVE FAMILIARIZE EXHUME PRY WANT TO KNOW INTERVIEW CON-
SULT TEST CIVILIZE EXPLAIN VOUCH VALIDATE VERIFY RELIEVE
RECOMMEND REASSURE ENLIGHTEN ADVISE ASSURE INSTRUCT
TIME PROVOKE RECONNOITRE SCOUT PICKET PATROL INFILTRATE
QUERY QUIZ EXTORT EXTRACT SQUEEZE PRY QUIZ INVESTIGATE
WRING GRILL QUESTION RIFLE SPY INTERROGATE EXPLORE SEARCH
PROBE PURSUE TRACK TRAIL TRACE SCOUT DETACH SEPARATE
SORT DISROBE REFRACT FILTER SPECIALIZE APPROACH SCOOP
DREDGE DARE SNOOP DISCOVER BETRAY

44—DESIRE

DESIRE ENTREAT REQUEST PARTAKE DELIGHT OBLIGE FULFIL SUF-
FICE SURFEIT REPLETE ENDEAR PLEASE BESPEAK ELECT PREDIS-
POSE APPROVE STIPULATE PRESCRIBE DIRECT REQUIRE TINGLE
THROB PULSATE WILL INCLINE CAPTIVATE EXCITE ROUSE AROUSE
ATTRACT WOO TANTALIZE FASCINATE FLIRT TEMPT INSPIRE FRAT-
ERNIZE CONSORT PERVADE EMBRACE PERMEATE JOIN COMBINE WED
MARRY CLING ENTWINE LINK CONNECT BETROTH CONJUGATE
TOUCH CRAVE CLEAVE DISROBE COAX RISK EXACT PETITION WANT
APPROACH IMMIGRATE LEAP PANT HANKER YEARN LUST ITCH
ENJOY LOVE LIKE SELECT SIGH MADDEN ENVY

45—AGREE

ENDORSE SUPERSCRIBE CLAIM PREDISPOSE UNRUFFLE VOTE ALLOW
DEPUTE DELEGATE VEST APPROVE ELECT HIRE RENT AGREE RATIFY
SANCTION WARRANT PROMISE AFFIRM ATTEST ASSENT UNDER-
STAND ACKNOWLEDGE CONTRACT CONSENT CONCILIATE SUPPORT
SUBSCRIBE SPONSOR VERIFY VALIDATE FURTHER RECONCILE CON-
TRIBUTE CO-OPERATE ENCOURAGE PLEASE PERMIT HARMONIZE
SHARE COMPLY PREDISPOSE NEGOTIATE MEDIATE MODERATE
ARRANGE HABITUATE ALLOW APPROVE ORIENTATE ORDER ASSORT
ADJUST REGULATE OBSERVE REACT COPY DUPLICATE REPRODUCE
REMEMBER SUBSTANTIATE TESTIFY EMULATE COMPREHEND SLAVE
INCLINE BETROTH FRATERNIZE CONSORT EMBRACE PERMEATE JOIN
COMBINE WED MARRY CLING ENTWINE LINK CONNECT MEET
SPLICE ACCOMPANY PERTAIN KNIT REJOIN REUNITE SPREAD DIF-
FUSE HATCH CLEAVE CONCEDE SEAL THRALL HUMOUR EDUCATE
PREPAY ESTEEM RESPECT COMMEND COMPLIMENT CERTIFY APPRE-
CIATE ACCREDIT PRAISE PLEDGE APPLAUD VOW AGREE-DISAGREE
TOLERATE COLLUDE PROVE FAMILIARIZE DESIRE ENTREAT CONCUR
LICENSE FRANCHISE APPROVE OKAY CONSENT PROMISE SWEAR
AGREE ACQUIESCE SHIFT SYMPATHIZE ACCEDE

46—ENFORCE

DISALLOW CONVINCE EXERT DOMINATE COMPEL ENFORCE COERCE
DECLAIM DECREE DECLARE ASSERT EXPOUND UPHOLD REINFORCE
RE-ENFORCE STRENGTHEN INTRUDE PERSEVERE STOP CHALLENGE

HALT SHUT HOLD SUBDUE TACKLE STIPULATE TAME DISCIPLINE
PRESCRIBE REMAND CORRECT SUMMON HOIST ADJUST SHAPE
MANIPULATE RULE COMMAND MASTER ORDER DIRECT REGULATE
LOAD PUT PUSH HEAVE HAUL REQUIRE SEND EMPOWER DRILL
START EMPHASIZE ENLARGE MAGNIFY EXPAND SET TOIL MAINTAIN
PERPETUATE PERSIST PROLONG LABOUR LAY TRANSFIX GRUB
BREATHE RESPIRE INHALE NOURISH NURTURE WIN REMIND SUC-
CEED SURMOUNT RECOVER FIX RECONSTRUCT REPEAT REPLACE
REITERATE RECAPITULATE REVIEW RECOUNT REDUPLICATE RECORD
MULTIPLY PRACTISE REHEARSE RETRACE SUBSTANTIATE TESTIFY
REMEMBER SCREEN WILL STIMULATE LIQUIDATE TOPPLE DOOM DIS-
POSE DEVASTATE DESTROY DESPATCH FINISH DEMOLISH CRUSH EXE-
CUTE PURGE ERASE ERADICATE OBLITERATE SLAY SLAUGHTER
ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE
RUIN ENGULF VIVISECT FLAME EXPLODE CRUMPLE CRUMBLE SWAL-
LOW EMBOWEL CONSUME DEVOUR EAT GOBBLE CRUNCH TIE
INVOLVE BESTRIDE ORDAIN URGE SQUEEZE PENALIZE CONTRACEPT
FETTER TROUNCE RECK PROSECUTE COERCE FORCE OPPRESS OVER-
POWER OVERWHELM TYRANNIZE BIND VANQUISH SUBJUGATE BELA-
BOUR ADMONISH IMPOSE TAX COMMIT CHARGE IMPLANT COAX
SENTENCE CONVICT IMPRESS PRESS PUNISH CONQUER IMPAWN
STICK SECURE FREEZE QUIESCE RUSTICATE DESIST BELAY PIN BAT-
TEN BECALM COMBINE WED MARRY CLING ENTWINE LINK SPLICE
KNIT ATTACH YOKE BETROTH JOIN EMBRACE RANGE RADIATE
INTERSPERSE ROUT SHOWER SPATTER SPREAD STAMPEDE STREW
BURST HAMMER SHOCK HANG HIT HARASS HURT HARRY HOUND
INDENT INDICT INCRIMINATE AFFLICT DIVEST DIVERGE DECOCT
SUNDER OUTLAW ZONE FILTER REFRACT CLEAVE DIVIDE EXCOMMU-
NICATE DISROBE DETACH EXCLUDE SEPARATE DIFFER INDISPOSE
INFILTRATE INFEST SHAKE SENTENCE LASH LICK SCUFFLE
INFRINGE INFLICT TRAMPLE INOCULATE INJECT INSERT INVEST
INSTALL PENETRATE CONTEND CONTRADICT DECLINE DEAFEN
BICKER PROTEST QUARREL REMONSTRATE HARP YANK DISMISS
SHACKLE RECOMMIT LATCH COLLIDE THREATEN THRASH IMMERSE
FASTEN EXCEED EDUCATE EXACT CONSERVE WARM WEDGE FIGHT
NAG PROVE DICTATE DEMAND HURRY SCALE ADVANCE LIFT SHOVE
LEAP TUG POWER CONSTRAIN PROTRACT RETARD INSTILL PREDOM-
INATE STRESS PREVAIL ENCUMBER INSURE CORRECT CONDEMN
MEDICATE CRITICIZE DENY SUBJECT CAGE ENTRAP CATCH OBTRUDE
DRIVE

47—DISAGREE

CHALLENGE CORRECT HALT STOP HUSH EDIT ALTER DISABUSE
ESTRANGE TINGLE THROB PULSATE SMART SLUMP SWELTER DRIP
SLOUCH SLIP STINK REACT PROVOKE SNIPE MUTINY REVOLT
DENOUNCE DISAFFECT ATTACK ASSAIL VIOLATE OSTRACIZE QUAR-
REL WRANGLE OFFEND NETTLE FOMENT EMEND DISPUTE REBEL
PROSECUTE PECK IRK INTERDICT ARGUE STRAGGLE STRAY INTER-
SPERSE SHREAD INSULT BITCH HECKLE HIT ABUSE DIVIDE DIFFER
SEPARATE EXCLUDE DISAGREE CLEAVE ZONE OUTLAW SUNDER

DIVERGE DIVEST SCORE LOATHE TUT SEAR SCUFFLE HARP REMON-
STRATE QUARREL PROTEST BICKER DECLINE DEBATE DISSENT CON-
TRADICT CONTEND QUAIL RECEDE DISMISS HINDER SHIRK THWART
COLLIDE THREATEN GARBLE BOGGLE BOTCH PROHIBIT PREVENT
EXCEED HESITATE DISCARD RESIST REPRESS DISAGREE-AGREE SULK
OUTCRY OUTRAGE ABHOR EXCOMMUNICATE ABOMINATE ANGER
SCORN INFURIATE BETRAY QUIBBLE CONNIVE REVOLT TRADUCE
RECANT RAGE RANKLE POUT GRUMBLE FIGHT NAG REJECT ENVY
DISLIKE DISPLEASE FLOUT DISOBEY CROSS UPBRAID CENSURE CON-
DEMN DEPLORE DISSUADE PROVOKE SQUABBLE BANDY OBSTRUCT
FLOUT REFUTE REFUSE REBUKE RANT RAVE INVALIDATE SCOFF
HAGGLE DENY DISAPPROVE CHIDE COMPLAIN CENSURE CARP REP-
REHEND REPROACH DEMUR OBJURGATE CRITICIZE DISGUST SHOVE
TUG SHIFT DISPARAGE

48—INHIBIT

INHIBIT DEDUCT DEBIT CHECK CAUTION DEMUR CURTAIL DENY
ENFEEBLE CAGE ESCHEW ENTRAP ENJOIN ENERVATE CATCH
DEPRIVE DISSUADE DISTRAIN ILLEGITIMATE DISABLE EXHORT CIVI-
LIZE PALLIATE MITIGATE ALLAY ALLEVIATE STOP CHALLENGE HALT
HOLD SHUT SUBDUE DISABUSE TACKLE EDIT EMEND ALTER STIPU-
LATE TAME DISCIPLINE PRESCRIBE ABATE ANNUL WILL DEPRIVE
ERADICATE LIQUIDATE DISPOSE DEVASTATE DESTROY DESPATCH
TERMINATE FINISH DELETE DEMOLISH CRUSH EXTIRPATE EXPUNGE
EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY SLAUGHTER
ANNIHILATE ABOLISH ELIMINATE EFFUSE DISINTEGRATE EXPIRE
EXPURGATE EXTINGUISH DEPRECIATE FAIL LAPSE WITHER WILT
ELAPSE ERODE DEODORIZE CRUMPLE EXPEND CRUMBLE ESTRANGE
SWALLOW EMBOWEL CONSUME DEVOUR GNAW GOBBLE ADJOURN
DRINK CRUNCH INCARCERATE IMMOBILIZE HANDCUFF CHAIN MAN-
ACLE TRUSS QUENCH QUELL QUASH TRICE THROTTLE TERRORIZE
TERRIFY PARALYSE PENALIZE PERSECUTE OVERPOWER OVERWHELM
REPRESS BIND TIE SQUASH SQUELCH STIFLE STUN STULTIFY SUBJU-
GATE BENUMB ADMONISH MAIM DISABLE FRIGHTEN SCARE INCA-
PACITATE DEMORALIZE CRIPPLE CHOP DEPRESS PUNISH MASH
CRUSH IMPRESS STUNT IMPRISON STICK SECURE FREEZE OSSIFY
LOAF QUIESCE RUSTICATE REPOSE DESIST BELAY BATTEN PIN
BECALM IMPAWN JOIN EMBRACE BETROTH CONNECT COMBINE WED
ENTWINE MARRY CLING LINK YOKE ROUT INTERSPERSE SHOWER
SPATTER STAMPEDE BURST DISPERSE DIFFUSE HANG HIT HARASS
IMMURE DIVEST SUNDER OUTLAW ZONE CLEAVE EXCOMMUNICATE
DETACH EXCLUDE SEPARATE DIFFER DIVIDE LAME TRAP SCUFFLE
TRAMPLE INHUME INOCULATE CONTEND CONTRADICT DISSENT
HAUNT LISP HUNT DEBATE DECLINE DEAFEN BICKER PROTEST
QUARREL REMONSTRATE HARP CONSERVE QUAIL RECEDE DISMISS
INSULATE LIMIT HINDER INTERCEPT SECLUDE SHACKLE SEAL SEG-
REGATE TIE THWART SEIZE ISOLATE LOCALIZE LATCH THREATEN
THRASH GARBLE IMMERSE JUMBLE SLOP BOGGLE BOTCH PROHIBIT
PREVENT REFRAIN GAG HESITATE EDUCATE AMPUTATE FETTER DIS-
CARD FRUSTRATE RESIST RESERVE FORBID FORBEAR REPRESS FOIL

WARD WARN RESTRICT SNARE WEDGE WEAN BAN ARREST SWAD-
DLE SURROUND BOLT ABSTAIN BIND BESIEGE BOUND STILL MUFFLE
REJECT MILITATE REDUCE SHRUG LEAP CLUTCH CONCEAL CON-
STRICT CURB ENCHAIN PRECLUDE PINION FORGET RETARD COLLUDE
BETRAY CONNIVE PLOT CONSPIRE RECANT FIGHT REPENT NAG DIS-
LIKE EMBITTER REGRET TIRE DETER DISALLOW UPBRAID COMPLAIN
CONDEMN CENSURE CHEW CARP BLAME REPROACH BOTHER MIRE
MEDICATE DISAPPROVE DISTRACT COMPRESS DISHEARTEN DISCOUR-
AGE CURSE CRITICIZE CASTRATE REVOKE EMBARRASS MORTIFY
SHAME BEWARE FOREWARN REFUSE CURB CLUTCH HUSH IMPEDE
SUPPRESS CONTROVERT

49—ENTER

INOCULATE INVEST PENETRATE ADMIT INSTALL MATRICULATE
INVITE SIP REENTER INHABIT INHUME INTRUST INSERT INJECT
ENTER X-RAY IMPORT INTRUDE IMPREGNATE INFUSE IMPACT PROBE
TRESPASS PIERCE PUNCTURE PRICK BOARD INFILTRATE INVADE
INUNDATE BREAK INRUSH STORM STAB PENETRATE SLASH SLIT
FORCE RAPE RAM RAID JAB IMPAWN CAMP PARK PERMEATE PER-
VADE EMBRACE MARRY WED BETROTH TRANSFIX TRESPASS LANCE
SHEATHE IMMERSE EDUCATE INSINUATE IMMIGRATE ADVANCE
INSTIL INVADE PRY

50—DUPLICATE

DUPLICATE REPLACE RECEIVE RECIPROCATE RESTORE REPLENISH
EMULATE TRANSMIT REITERATE REMIND REMEMBER REPEAT REC-
OGNIZE RECORD RECAPITULATE DEPICT RETRACE REVIEW COMPRE-
HEND REFER REHEARSE PRACTISE REDUPLICATE REPRODUCE
MULTIPLY RELAY ITERATE REPRINT RELATE UNDERSTUDY QUOTE
COPY SKETCH CHARACTERIZE IMITATE MIME PORTRAY TESTIFY
SUBSTANTIATE RECOUNT ENACT PRINT DEMONSTRATE PARAPHRASE
UNDERSTAND VALIDATE VERIFY REVIVIFY RETOUCH REPAIR REJU-
VENATE REHABILITATE REGENERATE REFIT RECUR DISGUISE BEGET
INBREED PROCREATE BREED GERMINATE PROPAGATE TRACE IMI-
TATE FORGE COUNTERFEIT IMPERSONATE HIT INFRINGE RE-ENTER
EMBODY DRAW COUNTERFEIT ENGRAVE ETCH APPROXIMATE EDU-
CATE FAMILIARIZE VISUALIZE DEFINE TYPIFY RECOLLECT EXEM-
PLIFY PERSONIFY PLAY IMPERSONATE PAINT RECOMMIT TRANSLATE
CORRESPOND SPELL TRANSCRIBE

51—WITHDRAW

EXTRACT EXTRADITE EVADE EXTRICATE GO DISMISS EMERGE YANK
REBOUND RECEDE RECOIL WITHDRAW FETCH RECALL ABATE SUM-
MON SCRATCH ADJOURN JERK WRING WRENCH DESERT YANK
DECAMP DRAW SNATCH EVISCERATE DISEMBOWEL DRAG EXTRACT
REPOSE RELAX RUSTICATE QUIESCE SIT PARK PERCH IMPAWN CAMP
RESIST STRAGGLE STRAY ROUT STAMPEDE DIVEST DISROBE DETACH
EXCOMMUNICATE EXCLUDE FILTER ZONE OUTLAW SEPARATE SUNDER

UNCLASP DIVERGE DIFFER SCRATCH CONCEDE DECLINE DISSENT
QUAIL MIGRATE DEMUR DISHEARTEN DISCOURAGE DENY EMBARRASS
MORTIFY ESCHEW ENJOIN TUG DEPRIVE DISSUADE VANISH RETREAT
INSULATE HIBERNATE DISCARD SHRUG FAINT EXHUME SUBSIDE
WITHDRAW REGRET RESORT BOGGLE HESITATE EXACT LOSE AMPU-
TATE HIDE RETRACT REFRAIN SHIRK SECLUDE

52—SUBSTITUTE

BARTER COMPENSATE COST COUNTERFEIT DRAMATIZE EMBODY
EXEMPLIFY IMPERSONATE IMPROVISE INCARNATE INTERPRET MEAN
PERSONATE PERSONIFY PLAY PRETEND PUN PURPORT REBATE REP-
RESENT RECOMPENSE SIMULATE SUBLIMATE SPELL SUBSTITUTE
SUPERSEDE SUPERVENE TRANSLATE BETOKEN VOTE RELIEVE
DEPUTE ELECT VEST EMPOWER DELEGATE RECORD RECOUNT
REMIND REPLACE ENACT SKETCH CHARACTERIZE IMITATE MIME
UNDERSTUDY TRANSCRIBE PRINT RELATE PORTRAY REPRINT DEPICT
MIMIC EMULATE MASQUERADE ACT DISGUISE DUB SWITCH ADUL-
TERATE PRETEND COUNTERFEIT IMPERSONATE FORGE IMPAWN
INSERT GARBLE BOTCH DECOY EDUCATE LIE DILUTE EXCHANGE
VARY INDEMNIFY SWAP SHIFT IMAGINE FIB

53—COLLECT

COHERE CONVENE FUSE FORAGE FEDERALIZE GLOMERATE PACK
RECRUIT RALLY GLEAN GATHER SUMMARIZE LUMP ABSORB
ACCRUE ACCUMULATE INTEGRATE TROOP INCLUDE UNITE INCORPO-
RATE UNIFY VISIT STACK AMALGAMATE AGGLOMERATE AGGLUTI-
NATE ADOPT AGGREGATE MINGLE PARCEL MOBILIZE MONOPOLIZE
PILE ENLIST COLLECT COMPILE CONGREGATE CONSCRIPT CONVOKE
CRAM CONCRETE COAGULATE HUDDLE RETICULATE NATURALIZE
PELLET POUCH COLLECT SALVAGE CONSIST COMPRISE COMPREHEND
CANVASS RAID RUSTLE SWAG SACK HERD CORRAL IMPRESS PRESS
SITE IMPAWN CAMP LOCATE COMBINE CONJUGATE MEET LOOT SORT
CLEAVE MOB ZONE INVEST INTRUST ADMIT HUNT LOCALIZE RUM-
MAGE JUMBLE EDUCATE EXACT SURROUND PAWN PREPAY CONNIVE
CONCENTRATE COLLUDE CONTAIN CATCH ENTRAP CAGE

54—INVERTED HELP

BOTHER MIRE FOUL MEDICATE BEGRUDGE FUMBLE PUBLISH DIS-
CUSS SUGGEST ALLUDE SPEAK STOP CHALLENGE HALT HOLD SHUT
TAME SUBDUE DISABUSE HOIST TACKLE PEN IDENTIFY SUMMON
CENSOR EDIT EMEND ALTER ADJUST SHAPE MANIPULATE TEST
REVEAL CONTRIVE INSTIGATE EAT DRIP TINGLE THROB PULSATE
SLUMP SMART SLOUCH SLIP SWELTER STINK SLAVE REACT GOLD-
BRICK REMIND REPLACE SKETCH CHARACTERIZE IMITATE MIME
PORTRAY DEPICT COPY QUOTE RECOGNIZE REFER REMEMBER TES-
TIFY RECORD SUBSTANTIATE PAIN INVOLVE INVENT CONCOCT
ANNUL SLAY ABOLISH ANNIHILATE SLAUGHTER OBLITERATE ERAD-
ICATE SUP ERASE PURGE EXECUTE EXPUNGE EXTIRPATE DELETE

172

CRUSH DEMOLISH DESPATCH DESTROY DEVASTATE DISPOSE FINISH
TERMINATE ERADICATE LIQUIDATE TOPPLE DOOM SWALLOW GUZ-
ZLE SWIG SWILL GOBBLE GNAW TIPPLE QUAFF WILT EMBOWEL
DRINK DEVOUR CRUNCH CONSUME NIBBLE ADJOURN ESTRANGE
CRUMPLE CRUMBLE DEODORIZE EXPLODE EXPEND ERODE FLAME
WITHER VIVISECT ELAPSE LAPSE FAIL DEPRECIATE EXTINGUISH
EXPURGATE EXPIRE ENGULF RUIN DISINTEGRATE EFFACE ELIMI-
NATE IMPREGNATE INFORM MAR MUTILATE MOLEST PROSTRATE
DISTURB EXCRUCIATE DEBASE DEFACE CONVICT IMPLANT DEGRADE
DEJECT DENOUNCE DEPRESS DISGRACE DISHONOR DESPOIL
DERANGE DISMAY CRIMINATE DEMORALIZE CONFOUND IMPOVERISH
INCAPACITATE DISABLE MANGLE MAIM AGGRAVATE BESET ATTACK
BEDEVIL STALK SQUASH SQUELCH SPOIL VITIATE VICTIMIZE VEX
UNSETTLE UNNERVE INVERTED HELP WORRY OPPRESS OFFEND NET-
TLE PROSECUTE PLUNDER REVENGE PLAGUE PESTER PERSECUTE
RAVAGE PARALYSE TORTURE TORMENT DAMAGE TROUBLE TRIP
PARK LOCATE SIT SPRAWL BECALM SECURE STICK FREEZE LOAF
QUIESCE PIN RUSTICATE REPOSE RELAX DESIST IMPAWN ENTWINE
YOKE CONSORT FRATERNIZE CLING HAZE SHOCK SHRED LOOT
INSULT ROUT RANGE SHOWER STAMPEDE STRAY STREW BESTREW
STRAGGLE BURST DISPERSE HECKLE HIT HARASS HURT HARRY
HOUND IMPLICATE AFFLICT IMPAIR IMPERIL AGITATE DIVIDE DIF-
FER DIVERGE UNLOAD STRADDLE SUNDER SEPARATE OUTLAW ZONE
CLEAVE EXCLUDE EXCOMMUNICATE DETACH DIVEST ABUSE ACCUSE
INFILTRATE LOATHE TRESPASS SHAKE LAME TRAP INJURE INFRINGE
INFLICT INVEST INSERT INOCULATE INJECT INHUME ADMIT PENE-
TRATE HAUNT HUNT DEBATE DECLINE BICKER GROPE HARP REMON-
STRATE QUARREL PROTEST CONCEDE CONTRADICT CONTEND
DISSENT QUAIL RECEDE EVADE EXTRACT HINDER INTERCEPT SHIRK
THWART COLLIDE GARBLE THREATEN IMMERSE RESORT RISK JUM-
BLE WISH SLOP STUMBLE BOGGLE REFRAIN BOTCH EXCEED TRY
HESITATE EDUCATE FRUSTRATE COVET WANT DISCARD AMPUTATE
LOSE FOIL SNARE BAN SWADDLE BESIEGE AMBLE HURRY SHRUG
SHOVE TOY SYMPATHIZE RETARD REJECT ENCUMBER SUFFER BEAR
END CONCLUDE SORROW ANNOY SENTIMENTALIZE CONNIVE BETRAY
REVOLT RECANT PLOT CONSPIRE GRIEVE DENY CRITICIZE AGGRIEVE
PRY EXHUME DISLIKE DISTRESS DISPLEASE DESPAIR DETEST EMBIT-
TER AMUSE CAPITULATE PERISH HATE PUTREFY AVOID TIRE ROT
NAUSEATE VOMIT RETCH SUBMIT SUBSIDE SUCCUMB SWOON
ENFORCE DISALLOW COMPEL COERCE EMBROIL AVENGE REPREHEND
REPROACH FULMINATE BLAME UPBRAID CARP CENSURE CHEW CON-
DEMN COMPLAIN CHIDE INVERT COMMISERATE DEDUCT CAUTION
CHECK CRITICIZE CURSE DISCOURAGE DISHEARTEN DISAPPROVE DIS-
TRACT MEDDLE MISLEAD ENFEEBLE TRADUCE ENTRAP DISPARAGE
DISABLE OPPOSE DISSENT CATCH DEPRIVE ENERVATE FRET CON-
SPIRE IMPUGN IMPUTE GLOAT RANKLE PROTRACT BETRAY CONNIVE
MAKE CONNIVE PLOT REVOLT COLLUDE CONSPIRE ENSNARE COZEN
DECEIVE DEFRAUD DELUDE DEPOSE DEPRAVE INCRIMINATE CRIPPLE
CHEAT TRICK IMPOSE SWINDLE STAB VIOLATE VICTIMIZE UNDER-
CUT UNDERMINE WAYLAY FOMENT IRK DAMAGE DUPE HARASS
SHOCK SPATTER HORRIFY HIT HATCH HURT ACCUSE GARBLE FOIL

173

REJECT RETARD TURN DISCLOSE FORSWEAR FAIL HATE EMBITTER
DISPLEASE PROVE BOTHER DENY CAGE DARE SHAME MORTIFY
ENTRAP CATCH DEPRIVE SPY SCHEME DUPE PROSTITUTE PLANT
KNIFE STOOL TALK SING TURN LEAK

55—INVERTED CONTROL

MISLEAD MISFIT MISBEHAVE MEDDLE SUPPRESS SUBJECT FLURRY
SENSUALIZE SEDUCE TANGLE BEWITCH HYPNOTIZE CONFUSE CADGE
ERR ELUDE ENCROACH ENDANGER ENDEAVOUR EMBROIL MUDDLE
MORALIZE MISTREAT MISTAKE MISS MISPLACE RIOT CORRUPT CON-
VULSE DECOY CONTROVERT DISORDER DISOBEY DISHEVEL CROSS
DISCONCERT DISCOMPOSE DISBAND DISARRAY DISARRANGE DISAP-
POINT MISDEMEAN PROMISE PERSUADE THROW CONFRONT EXHORT
APPEAL RESPOND TRAIN TEACH FACE DRIVE SHOUT ASSASSINATE
COERCE FLAY FLAGELLATE SPANK GAG THRASH BEAT ENSLAVE
SPREADEAGLE SWITCH MURDER KILL IMPALE IMPLANT PUNISH CAP-
SIZE CONVICT CANE WALLOP WRING WRENCH WHIP WHACK DOCK
PILLORY SMACK SLAP POISON SPAY NEUTER EMASCULATE DOPE
DRUG COLLIDE BURN GAS BULLY BRUTALIZE ELECTROCUTE KEEL-
HAUL BRAND SCOURGE INCARCERATE TAX COMMIT CROP CRUCIFY
CASTRATE HANDCUFF FETTER MANACLE TRICE SEIZE TRUSS CHAIN
TORMENT TORTURE EXECUTE SLUG PASTE FLOG RACK PRECIPITATE
STINK SWELTER SMART SLUMP PULSATE THROB TINGLE DRIP REACT
SLAVE SLOUCH SLIP WILL STRAGGLE INNOVATE TERMINATE FINISH
ERADICATE LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY
DESPATCH CRUSH DEMOLISH DELETE EXTIRPATE EXPUNGE EXECUTE
PURGE ERASE ERADICATE OBLITERATE SLAY SLAUGHTER ANNIHI-
LATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE RUIN
ENGULF EXPIRE EXPURGATE EXTINGUISH DEPRECIATE FAIL LAPSE
ELAPSE VIVISECT WILT WITHER FLAME ERODE EXPEND EXPLODE
DEODORIZE CRUMBLE CRUMPLE ESTRANGE ADJOURN EAT NIBBLE
CONSUME CRUNCH DEVOUR DRINK EMBOWEL SUP QUAFF TIPPLE
GNAW GOBBLE SWALLOW SWILL SWIG GUZZLE BULLY MUTINY
IMPRESS VITIATE VIOLATE FORCE COERCE REBEL REVOLT STRIKE
TRIP TROUBLE JERK DAMAGE IRK TRIFLE TORMENT RAM GOAD
GRAB PENALIZE PESTER PLAGUE WRECK WORRY OVERWHELM DOPE
DRUG VEX SPRAIN STRAIN SWAMP SUBJUGATE BEDEVIL BELABOR
BESET PRICK DISABLE INCAPACITATE SAVAGE IMPOSE TRICK CON-
FOUND EXPLOIT DEMORALIZE TAX SACK TRANSGRESS DERAIL
DERANGE DISAFFECT DEPOSE DEMENT IMPLANT DEBAUCH EXTORT
DISTURB CAPSIZE PRESS POACH MOB BUMP MAUL IMPAWN DESIST
RELAX REPOSE RUSTICATE LAZE QUIESCE LOAF ABIDE OSSIFY
FREEZE STICK SECURE BECALM NESTLE RECLINE SPRAWL PICNIC
BASK SIT HAZE SHOCK SHREAD LOOT STAMPEDE STRAY STREW
BESTREW STRAGGLE BURST DISPERSE HANG HECKLE HACK HASH
HARASS IMMURE HURT HARRY HOUND INDICT INDENT INCRIMI-
NATE AFFLICT IMPALE IMPERIL AGITATE IMPEACH DIVEST DETACH
EXCOMMUNICATE EXCLUDE CLEAVE ZONE OUTLAW UNLOAD DIVIDE
DIFFER IMPEACH ABUSE INFILTRATE EXTRACT EXTRADITE EXTRI-
CATE GO DISMISS YANK REBOUND RECOIL SHATTER SHAKE LYNCH

LASH LAME SENTENCE LICK INJURE SCUFFLE INFLICT INSTALL PEN-ETRATE INHUME INJECT INSERT DISSENT QUAIL RECEDE EVADE EXTRACT HINDER SHACKLE THWART TIE COLLIDE GARBLE THREATEN THRASH RUMMAGE RESORT RISK JUMBLE WISH SLOP STUMBLE BOGGLE BOTCH REFRAIN EXCEED TRY HESITATE EDUCATE FETTER PETITION EXACT RESIST REPRESS SNARE COM-PLAIN CHEW CONDEMN VACILLATE COMMISERATE INVERT TAMPER RESENT AVENGE REPREHEND UPBRAID REPROACH BLAME CENSURE CAUTION CHECK BEGRUDGE BOTHER MIRE FUMBLE FOUL CURTAIL MORTIFY CRITICIZE DISCOURAGE DENY DISHEARTEN DISAPPROVE DISTRACT ENFEEBLE REBEL MUTINY REVOLT DISSUADE DISABLE EMBARRASS SURRENDER CACHE MISUSE SAG CRY DRAIN MISAPPLY BESIEGE ARREST SWADDLE BIND ABSTAIN TRANSPORT TRUDGE SHOVE SHAMBLE TOY TURN TUG TUSSLE LIMP CUMBER EMANCI-PATE LOOSE DISTRACT PROTRACT RETARD REJECT EMIGRATE EVICT TOLERATE WITHSTAND UNDERGO SUFFER BEAR BROOK END CON-CLUDE ATTAIN SULK SLOBBER ABHOR ABOMINATE INFURIATE CON-NIVE BETRAY IMPUTE CONSPIRE REVOLT TRADUCE IMPUGN IMPUTE PLOT QUIBBLE FIGHT NAG PRY EXHUME PROVE DISTRESS ENTREAT DESIRE DESPAIR ENFORCE DICTATE DISALLOW CRIPPLE DOMINATE DEMAND CONVINCE COMPEL COERCE STAGGER RETCH WOBBLE WIG-GLE WAVER SQUIRM VOMIT WINCE NAUSEATE ROT FALTER TIRE PUTREFY PANT PUFF SHAME ENTRAP ENJOIN INTERFERE WHEEDLE INVEIGLE FLOUT DEPRIVE OBSTRUCT PERTURB DISTORT CAGE PUN-ISH CHASTISE CONSPIRE CONNIVE DISCOLOR CHANGE HAPPEN OCCUR TRANSPIRE BEFALL BETIDE COMPRESS DISCOLOR DIVERSIFY DREDGE PAINT ETIOLATE PEPPER SLOT PREFIX ENGRAVE PRUNE PUCKER PRETTIFY PUDDLE PUNCTUATE PURIFY CALCIFY PURL CARVE ETCH CAUTERIZE BISECT BLOAT BOB SYMMETRIZE MACER-ATE BRAID BRAISE EVAPORATE DISSOLVE EVOLVE CHANGE CHIP CLARIFY CLASSIFY CLEANSE EXCHANGE COMPOUND COCK CLIP CONDENSE CONTORT CRITICIZE CONVERT CORRUGATE DEFORM CRE-MATE CRINKLE CURVE DESICCATE DISTEND DEVIATE DIGRESS DRAPE DILUTE INTERCHANGE TRANSPOSE ZIGZAG WASH WRAP UNDULATE WIPE WHITTLE OSCILLATE WIDEN WHET WET WEED WEAVE WELD SIZE SMELT SOAK VACILLATE VARIEGATE SNIP VARY VARNISH SOLIDIFY SOPHISTICATE VIBRATE VOLATILIZE SPRINKLE VITRIFY SPRAY VULCANIZE SQUIRT STAMP FOUL STERILIZE STEAM STIPPLE STREAK STRETCH STITCH TUNE STROP SUPPLE AMEND SUR-FACE AMAZE SWELL SWAP SWEETEN SWEEP APPROXIMATE BAKE ARTICULATE BESPRINKLE BEAUTIFY BEND SURPRISE BROIL BREW MASTICATE MEANDER MIGRATE MINCE PERCOLATE PERFECT PERFO-RATE PARCH MODERNIZE MODIFY MODULATE MOISTEN PAVE PEEL PETRIFY PICKLE PIT ELABORATE EMBOSS PLUCK POLISH EMBELLISH SCOOP SATURATE HOLLOW RUMPLE TACK TRANSFUSE SEW SERRATE SHEAR UPHOLSTER TAMPER TAINT TEMPER TOUSLE SIMMER IMBUE TRANSFER SIFT INTERVENE SIEVE EMBITTER IMPROVE TRANSUDE TRANSVERSE LIQUEFY LENGTHEN TRANSMUTE TATTER SCRUB TRANSFORM TRANSPLANT TEAR TAPER TARNISH ADULTERATE TRANSFIGURE SEAM TRIM SCREW SCOUR LEVEL SLACK SKEWER KINDLE INVERT INTENSIFY DECANT DECOMPOSE DECREASE TWIST

TINGE TIP TIGHTEN TINT LUBRICATE VARNISH RAREFY GLAZE GRAFT GRANULATE READJUST REAP GRATE GRAVE GRIND FABRICATE REFRIGERATE FADE FAG FERMENT FERTILIZE FLUCTUATE FORGE FRIZZLE RINSE RUFFLE THAW COMPLICATE SIMPLIFY PARAPHRASE EXTEND ENHANCE PREPARE EDIFY PERFUME REFORM REFIT RE-ENFORCE REHABILITATE REINFORCE REJUVENATE REPAIR RETOUCH CURE STRENGTHEN ENLIVEN DEVELOP DIVERT CIVILIZE BURNISH DEMAGNETIZE DILATE ELONGATE EMPHASIZE EXPAND ENLARGE MIX SPACE AMPLIFY MAGNIFY EDIT EMEND CORRECT SHAPE ADJUST ALTER SPARK SWITCH SICKEN DAMAGE GASH RASP PARALYSE PAUPERIZE RIP RAZE GRILL REND POUND WRY WRINKLE WARP SIZZLE SLIT UNSETTLE SLASH SLICE NEUTER SMASH SMOKE SOIL SPLIT STAIN SPOIL SQUASH SQUELCH STARTLE STUN STULTIFY STUPEFY SULLY BEFOUL BENUMB BESMEAR BESMIRCH BESPATTER BOIL BREAK MAIM MANGLE INCISE INCINERATE SCORCH SCALD SMUDGE AXE CHOP DRENCH DISMEMBER DISSECT DEPRESS CUT DEPRAVE DEPOSE CROP DEMEAN DEJECT DEGRADE DEFLATE DEFACE DOUSE PULVERIZE PUNCTURE FRACTURE PIERCE BURN BRUTIFY BRUISE MANGLE CRIPPLE DISLOCATE DENT MUTILATE MASH MAR YOKE IDENTIFY CONSORT COMBINE EMBRACE LINK CONNECT JOIN SPLICE KNIT ATTACH INTERSECT APPEND REUNITE REJOIN ENTWINE CLING SHRED SPATTER HEW IMPAIR AGITATE DECOCT REFRACT FILTER GARBLE JUMBLE EDUCATE AMPUTATE DISCARD DISSUADE DEDUCT SHIFT SCRAPE CHEW TURN IMMIGRATE ADVANCE SHIFT PROTRACT RETARD SHED SCATTER ADAPT INURE PUTREFY SHRED ROT PREPARE VACATE SUBVERT INVERTED CONTROL

56—INVERTED COMMUNICATION

DISGUISE DUPE CAMOUFLAGE DOGMATIZE DERIDE DRIVEL DISSEMBLE DEPRECATE DEPLORE EXECRATE EXCORIATE EXAGGERATE COZEN CAVIL DISTORT CANT CALUMNIATE HUFF MURMUR DRONE CLAMOUR CAJOLE CACKLE PREJUDICE PRATTLE PRATE MUMBLE PERTURB MOCK MISSPELL MISREPRESENT MISNOMER MISAPPREHEND BUZZ MEW MALIGN BRAY BOYCOTT ALLEGE BOOM BLEAT STIGMATIZE BLARE BEWILDER BEWAIL BEMOAN BELLOW BELIE BEGUILE BEDAZZLE BAWL BANTER BANDY BAMBOOZLE BAFFLE BACKBITE BABBLE VILIFY GRUNT SUBVERT STUTTER STARE STAMMER SQUINT OBVIATE OFFSET OBSCURE OBSTRUCT SPURN SPUTTER SQUAWK SPY SQUEAK SQUABBLE SPOUT SPLUTTER SOUR SPAR SOB SOLICIT SNUFFLE SNIGGLE SNUB SNIVEL VAGUE SNOOP SNORT SNEAK SNEER SNICKER SNIGGER SMUT SNAP SMUGGLE SMIRCH SNARL SLUR SMIRK SLANDER SIMPER RETORT WHIMPER UNBELIEVE WHEEZE SWEAR WHEEDLE WHINE WHISPER OBTRUDE OVERHEAR ROAR RIDICULE RIB FOOL FLOUT FIB SIBILATE FEIGN FALSIFY REHASH REFUTE REFUSE PROFANE RECRIMINATE POLLUTE REBUKE REBUFF PERJURE RAVE RATTLE RANT RAG GIBE GAPE GABBLE TITTER TWITTER QUIP HOWL DEFILE DEFAME DECRY DAMN JEER INVESTIGATE JIB INVEIGH KID JIBE INVALIDATE INVEIGLE TITTLE SHRIEK INTERRUPT INTERPOSE INTERFERE LEER INSINUATE LIE SHADE SHAM SERMONIZE SEEM SCRAWL SCOWL SCRIBBLE ARGUE

TATTLE HOOT HISS SCREECH SCREAM INFER SCORE SCOFF SCOLD
SATIRIZE IMPEDE HINT HAGGLE TAUNT INVERTED COMMUNICATION
PERSUADE EXHORT REPAY ALLUDE DISPUTE SUGGEST LECTURE
TEACH PREACH SPEAK INTRUDE STOP CHALLENGE HALT HOLD
SHUT SET SUBDUE DISABUSE GAG POISON SHOOT BOMBARD BOMB
SHELL MOTIVATE INSTIGATE CONTRIVE INVOKE TINGLE THROB
SPARKLE SWISH PATTER PULSATE STINK REACT SMART SLUMP
SWELTER JINGLE GLISTEN REVERBERATE RING RIPPLE PEAL CLINK
CLANG CLACK DRIP GOSSIP FIB PREVARICATE STIMULATE STIR PRO-
VOKE FORGET DEAFEN BLIND INVOLVE GAG ENGULF RUIN DISINTE-
GRATE EFFACE ELIMINATE ANNUL ABOLISH ANNIHILATE
SLAUGHTER SLAY OBLITERATE ERADICATE ERASE PURGE EXECUTE
EXPUNGE EXTIRPATE DELETE DEMOLISH CRUSH DESPATCH DESTROY
DEVASTATE DISPOSE TERMINATE FINISH ERADICATE LIQUIDATE TOP-
PLE DOOM GUZZLE SWIG SWILL SWALLOW GOBBLE GNAW TIPPLE
QUAFF SUP EMBOWEL DRINK DEVOUR CRUNCH CONSUME NIBBLE
EAT ADJOURN ESTRANGE CRUMPLE CRUMBLE DEODORIZE EXPLODE
EXPEND ERODE FLAME WITHER WILT VIVISECT ELAPSE LAPSE FAIL
DEPRECIATE EXTINGUISH EXPURGATE EXPIRE SMEAR INVENT DUB
ELECTRIFY CONCOCT GRIPE SNIPE ROUSE AROUSE TEASE TEMPT
FLIRT WOO EXCITE ENKINDLE ALLURE SCINTILLATE TRANCE
IMPRESS ATTRACT TANTALIZE TOUT CAPTIVATE FASCINATE QUAR-
REL SMUGGLE PRETEND DUPE FORGE COUNTERFEIT IMPERSONATE
COZEN IMPAWN DESIST RELAX REPOSE RUSTICATE QUIESCE LOAF
OSSIFY IMPOSE TRICK CONFOUND CHEAT DENOUNCE DELUDE
IMPLANT DEFRAUD EXPOSE DAZE DECEIVE EXILE MAROON BOM-
BARD AGGRAVATE ADMONISH ATTACK STUPEFY STULTIFY STARTLE
QUARREL OSTRACIZE WRANGLE PLAGUE GOAD GRILL PESTER
INTERDICT INTERROGATE INTIMATE HAZE SHOCK INSULT BITCH
INTERSPERSE SPATTER STAMPEDE STRAY STREW BESTREW STRAG-
GLE DISPERSE HORRIFY HECKLE HIT HARASS IMMURE HATCH HURT
HOUND INCRIMINATE IMPLICATE DIVIDE STRADDLE UNLOAD SUN-
DER SEPARATE OUTLAW ZONE FILTER EXCLUDE EXCOMMUNICATE
IMPEACH ACCOST ABUSE ACCUSE SCORE INFILTRATE INDISPOSE
LOATHE TRESPASS TUT SENTENCE INJURE INFLICT CONTRADICT
CONCEDE COAX PROTEST QUARREL REMONSTRATE HARP BICKER
DEAFEN DECLINE DEBATE LISP HAUNT HUNT QUAIL EVADE
EXTRACT INSULATE LIMIT HIBERNATE HIDE SHUN SECLUDE SEAL
SEGREGATE THWART ISOLATE SHEATHE LATCH GARBLE THREATEN
HUMOR RUMMAGE RESORT RISK JUMBLE WISH SLOP STUMBLE BOG-
GLE PREVENT BOTCH REFRAIN GAG EXCEED HESITATE EDUCATE
SECRETE RESERVE FORGO WARN FORBID WARD RETRACT RESTRICT
BAN STILL MUFFLE SHRUG SHOVE SHEER ABSTAIN SHAMBLE TOY
TURN SHIFT CONCEAL CLAM MUZZLE FORGET BLAB PEACH
DIVULGE PROTECT PET SNARE GLOZE DISDAIN DISPARAGE DERO-
GATE DISCREDIT DETRACT REJECT CROW POSTURE BRAG BOAST
SULK OUTCRY WAIL OUTRAGE SLOBBER ABOMINATE ABHOR ANGER
ANNOY SCORN INFURIATE SENTIMENTALIZE CONNIVE COLLUDE
BETRAY IMPUGN IMPUTE CONSPIRE PLOT RECANT SIGH QUIBBLE
IMPLORE RAGE GLOAT GROWL POUT GRUMBLE FIGHT NAG YELP YAP
YELL MOAN PRY EXHUME DISGUST ENTREAT DESPAIR EMBITTER

177

CONVINCE DEMAND DICTATE DISALLOW SWERVE SUCCUMB RETCH WAVER WRITHE SQUIRM VOMIT WINCE NAUSEATE FALTER TIRE HATE PANT PUFF CAPITULATE CRY IGNORE CACHE PUZZLE CURSE CONSPIRE CONNIVE DISSUADE PROVOKE DEPRIVE INTERVENE INTERSECT INFORM SLANT HUSH IMPLICATE SURPRISE DEMUR OBJURGATE AMAZE INCULPATE COMMISERATE FABRICATE TWIST INVERT MORTIFY ESCHEW SHAME DISHEARTEN DISAPPROVE DISTRACT FOUL BOTHER MEDICATE MISCONCEIVE CHIDE COMPLAIN CONDEMN CHEW CENSURE CARP BLAME UPBRAID FULMINATE REPROACH REPREHEND AVENGE ASCRIBE RESENT IMPLY EMBARRASS DECOY EMBROIL MORALIZE MISLEAD DIGRESS CRITICIZE CURSE DISCOURAGE DENY PRAY KID LIE PREVARICATE PRETEND CRITICIZE SUSPECT RANKLE WORSHIP WHOOP INTEND TO NOT COMMUNICATE

57—DISPERSE

STREW STRAGGLE DISPERSE SPREAD SHOWER RADIATE RANGE BURST SPATTER STAMPEDE BESTREW ROUT INTERSPERSE DIFFUSE DISPERSE DISTRIBUTE DISPENSE DEPLOY SOW PROPAGATE DISSIPATE PULVERIZE SCARE UNSETTLE STRAFE CHARGE DISMEMBER DEMENT UNNERVE LITTER HOUND SCATTER AGITATE SHATTER QUAIL EVADE RUMMAGE JUMBLE BOGGLE BOTCH DISCARD OUTBREAK SCATTER EMBARRASS SHUDDER PANIC SWERVE SQUANDER EXPORT DISPEL VOLATILIZE SPRINKLE DISBAND FLURRY DISTRACT DISTRIBUTE STRAY

58—INVERTED INTEREST

INDULGE INCITE INCULCATE SCANDALIZE ASTOUND INDUCE LIKE LUST INFLAME INFATUATE WALLOW GIGGLE THRILL TITILLATE TITIVATE QUIRK PEEP MYSTIFY ENCHANT PROSTITUTE IMBIBE INEBRIATE INVERTED INTEREST BENUMB BELABOR MASH MAR MANGLE MAIM BESPATTER BESMIRCH PERFUME BESMEAR BESLOBBER BESLAVER BESET BIND CAMP SOJOURN ABIDE RESIDE DWELL LOCATE IMPAWN REPOSE NESTLE LOAD DISABLE TRUSS TOY PLAY WED BETROTH MARRY PERVADE PERMEATE TOUCH ACCOMPANY REUNITE ATTACH KNIT SPLICE JOIN CONNECT LINK EMBRACE COMBINE CONSORT YOKE ENTWINE CLING MURMUR TWEAK CRAVE PRICK PRESS FRACTURE MOLEST PENETRATE PIERCE MUTILATE PINCH BUTCHER BUTT MOB BRAND BURN BUMP MAUL BRUTIFY AWAKEN AROUSE SATISFY GRATIFY STIMULATE EXCITE BRUISE HABITUATE ENUMERATE DETAIL OPERATE TEST DISCIPLINE MANIPULATE PRESCRIBE PREDISPOSE COMPLY REMAND SUMMON STOP ELONGATE DILATE ENLARGE EXPAND EMPHASIZE CORRECT EMEND EDIT MAGNIFY AMPLIFY ALTER ADJUST SHAPE RIFLE RANSACK SPY INFILTRATE PRY GRILL PERSECUTE PERSEVERE MAINTAIN PERPETUATE PERSIST PROLONG RESPIRE NURTURE NOURISH RECONSTRUCT RENOVATE REINSTATE MATURE FIX MARTYR SURVIVE BULLY PREDESTINATE DROOL SLAVER VIOLATE REACT STINK SLUMP SMART SLAVE SWELTER SLIP SLOUCH PULSATE PATTER SWISH SPARKLE THROB TINGLE DRIP CLACK CLANG CLINK PEAL RIPPLE RING

REVERBERATE GLISTEN REPRODUCE RETRACE QUOTE COPY REMIND
SKETCH CHARACTERIZE IMITATE MIME PORTRAY DEPICT REPLACE
RECOGNIZE REMEMBER TESTIFY SUBSTANTIATE RECORD RECOUNT
ENACT PRINT EMULATE RESTORE DUPLICATE RECIPROCATE RECEIVE
REPLENISH TRANSMIT PRACTICE REHEARSE MULTIPLY REITERATE
REPEAT RECAPITULATE REVIEW REDUPLICATE BANG SCREW RUIN
STIMULATE STIR PROVOKE MAKE GUZZLE SWIG SWILL SWALLOW
GOBBLE GNAW QUAFF SUP EMBOWEL FRATERNIZE DRINK DEVOUR
CRUNCH CONSUME NIBBLE EAT ADJOURN ESTRANGE CRUMPLE
CRUMBLE DEODORIZE EXPLODE EXPEND ERODE FLAME WITHER
WILT VIVISECT ELAPSE LAY INHALE GROW CONJURE JINGLE TIPPLE
LAPSE FAIL DEPRECIATE EXTINGUISH EXPURGATE EXPIRE ENGULF
RUIN DISINTEGRATE EFFACE ELIMINATE ANNUL ABOLISH ANNIHI-
LATE SLAUGHTER SLAY OBLITERATE ERADICATE ERASE PURGE EXE-
CUTE EXPUNGE EXTIRPATE DELETE DEMOLISH CRUSH DESPATCH
DESTROY DEVASTATE DISPOSE DOOM TOPPLE LIQUIDATE ERADICATE
FINISH TERMINATE ENSNARE DISPLAY ENGROSS ENKINDLE CAPTI-
VATE EXCITE FASCINATE FLIRT ROUSE AROUSE ATTRACT IMPRESS
TRANCE SCINTILLATE ALLURE GOGGLE MARVEL ELECTRIFY TANTA-
LIZE WOO TEASE TEMPT INTOXICATE SMUGGLE DEPRAVE FETTER
FORCE WINE BED SLEEP LIE UNDRESS DRESS DIVERT CULTIVATE
DELIGHT COMFORT EXHILIRATE ENLIVEN SUCKLE WILE SOOTHE
SOLACE OBLIGE RELIEVE REJUVENATE INNERVATE SATISFY PER-
FUME PERMIT PLEASE ENCOURAGE ENDEAR ENHANCE BESTOW SUR-
FEIT CONSOLE BEDEVIL ATTACK BEAT BEFOUL BATTER ASSAULT
BASH ASSAIL SWEAT SULLY SUFFOCATE SUBJUGATE STUPEFY STUN
STRAIN STRANGLE STRIKE STIFLE STALK SPOIL STAIN VIOLATE
SPRAWL LOLL VICTIMIZE SOCK SOIL UNDERMINE HANDCUFF MANA-
CLE FETTER CHAIN SMEAR GRASP COERCE POUND POKE REVENGE
GRILL PLAGUE PESTER PERSECUTE RIP GRAB GOAD PARALYZE RACK
GAS TORMENT END TOLERATE IDOLIZE PET FORGET PHILANDER
CLOY PINION CLUTCH CRAVE HANKER PANT MASTURBATE JOLT
RETALIATE FORCE FLAY FLAGELLATE SLASH SLICE SLAP SLIT TYR-
ANNIZE EXHAUST WHACK WHIP WOUND OVERWHELM OVERPOWER
WARP WRENCH WRING TWIST WRY ROUGH WALLOP OPPRESS
OFFEND NIP NICK SMACK SMITE SLAM NEUTER EMASCULATE SPAY
SMOTHER DROWN DOPE DRUG SMASH NIBBLE SNIFF STROKE RUB
APPEAL ATTRACT ENTICE FRIG COHABIT FUCK FORNICATE COPU-
LATE LAY MAKE JAZZ DRUG JERK PLAY TEASE TWITCH DESPAIR
DELIVER COME TRIFLE TRICE JAB SICKEN INTIMATE INTERROGATE
TWIST BRUTALIZE HAMMER HAZE SHOCK INSULT SPATTER STAM-
PEDE STRAY BESTREW BURST DISPERSE HANG HORRIFY HECKLE HIT
HARASS IMMOLATE HURT HOUND HARRY SCAR AFFLICT IMPALE
AGITATE ZONE DISROBE EXCLUDE OUTLAW SEPARATE DOPE SUNDER
UNLOAD DIVERGE TOSS ROLL WRITHE DIFFER DIVIDE DIVEST LASH
ACCOST ABUSE INFILTRATE LOATHE TRESPASS LYNCH LAME LACER-
ATE LICK INJURE SCUFFLE SCRATCH INFLICT INJECT INHUME PENE-
TRATE ADMIT INVITE INOCULATE INSERT SIP HAUNT YANK
EXTRACT HIDE SHUN SECLUDE SHACKLE SEIZE THWART TIE COL-
LIDE GARBLE THREATEN THRASH THRALL IMMERSE RUMMAGE
RESORT RISK SLOP STUMBLE PROHIBIT REFRAIN GAG EXCEED TRY

FETTER FRUSTRATE SECRETE GO COVET EXACT CONSERVE LOSE
PETITION AMPUTATE DISCARD WANT FORBID REPRESS SPECIALIZE
SNARE TWEAK TONGUE ENJOY LOVE LIKE SUCKLE SQUEEZE TAR-
NISH TAINT SCREW KINDLE INVERT INTENSIFY HUMILIATE
DEGRADE REGRET NIP COMMISERATE LURK JUMBLE FONDLE NUZ-
ZLE SUCCUMB SWOON BURY EJACULATE COME STAY SLEEP PRO-
CURE COVER PAW CACHE DEFILE DALLY DISLIKE DISTRESS DESIRE
DISGUST SIGH GLOAT GROAN AGONIZE MADDEN PALPITATE MOAN
EAT EXHUME COLLUDE RECANT TRADUCE BETRAY SENTIMENTAL-
IZE CONSPIRE PLOT CONNIVE SHUDDER SUFFER CONCLUDE ACHIEVE
ATTAIN WAIL OUTRAGE WEEP SLOBBER CULMINATE ENDURE SHIVER
TRANSPORT SHAMBLE SUSPEND BIND TURN TUSSLE LIMP PROWL
DABBLE ENFEEBLE FONDLE ABUSE CORRUPT TUG EMBARRASS
SHAME MORTIFY ENTRAP ALLURE PINCH REVEL SQUIRT SOPHISTI-
CATE PUCKER CRITICIZE CONTORT BOTHER FOUL DEFORM DEVIATE
BEWITCH SEDUCE SENSUALIZE CATCH ENERVATE INSINUATE LEER
DEFILE TITTER POLLUTE TOY WHISPER DEPRIVE SMIRK SMIRCH COR-
RUPT SNIGGER SMUT SNEAK SOLICIT RAPE RAVISH PASSION PER-
VERT FOREBODE FOREWARN YEN OBSESS SUCK BESOT BEWARE BITE
BAN PROCURE BEGUILE CREEP STRIP INITIATE FEEL BARE PRY
PAINT KISS LICK TATTOO FLOG CASTRATE HYPNOTIZE WHIP SEDUCE
CARESS TICKLE DISABLE BIND TORTURE IMPLICATE IMPOSE SCALP
SAVAGE INCISE SCOURGE SKIN KNOCK SIN TRICK WRIGGLE KICK
SMUDGE DAZZLE SNATCH EMBROIL CRIPPLE DEMORALIZE CRIMI-
NATE EXPLOIT COMMIT SCRATCH CLAW CHOP TRANSGRESS CHEAT
DISSECT DISMEMBER DISGRACE DISHONOR DRAG DESPOIL DERANGE
DISEMBOWEL EVISCERATE DISLOCATE DEPRAVE CRUCIFY CROP
DEMENT DEMEAN DELUDE DEGRADE ERECT DEFACE DISSIPATE
EXPOSE DECEIVE CANE DEBAUCH DEBASE EXCRUCIATE EXTORT CAP-
TURE CONQUER CUT PUNISH PUNCTURE PUNCH DETRACT CLEAVE

59—THINK

CONSTITUTE COMPRISE CONSIST NEOLOGIZE SCHEME WONDER OUT-
LINE JUSTIFY NUMERATE THEORIZE GENERALIZE THINK PARTICU-
LARIZE RATIONALIZE PERCEIVE REALIZE CONCUR CONCERN
CONCENTRATE CONCEIVE COMPARE COGITATE DOUBT DISTINGUISH
DISPROVE DISQUALIFY CALCULATE PRESUPPOSE PRESUME PREPENSE
PREJUDGE PREFER PREDICT EDUCE PREDICATE PRECONCEIVE PHI-
LOSOPHIZE METHODIZE BETHINK BEMUSE BELIEVE ASSUME SYM-
BOLIZE SYSTEMATIZE ANALYSE SURMISE SUSPECT SUPPOSE
SPECULATE EXCOGITATE VISUALIZE SOLVE WEEN EQUATE AMOUNT
COMPUTE INFLECT DERIVE DENOTE DEFINE DEEM COUNT CONTEM-
PLATE CONSTRUE CONSIDER ASCERTAIN ASSESS TRANSCEND ASSO-
CIATE LIST DECIDE DEDUCE QUALIFY ITEMIZE QUANTIFY PLAN
RECKON PONDER RECOLLECT POSTULATE RECONSIDER PREDETER-
MINE REFLECT FORECAST RESOLVE RUMINATE TOT TYPIFY DISCERN
TABULATE TALLY IMAGINE PUZZLE THINK UNDERSTAND RECALL
REVISE SIMPLIFY IDENTIFY ASSORT STIPULATE DETAIL ENUMERATE
GRASP RECOGNIZE REMEMBER REMIND RECORD REVIEW RETRACE
RECAPITULATE MULTIPLY REPRODUCE DEPICT COMPREHEND REFER

FORGET ELIMINATE MANUFACTURE CONCOCT CONSTRUCT INVENT
ESTABLISH DEVISE EVOKE PROBE PURSUE EXPLORE DETERMINE
APPEND ADJOIN INTERSECT COMBINE LINK CONNECT PERMEATE
PERVADE CONJUGATE STULTIFY STUPEFY DAZE BENUMB DEMENT
DERANGE DIVIDE DIFFER EXCLUDE SORT SEPARATE EXTRACT WISH
BOGGLE EDUCATE MISCONCEIVE FUMBLE BOTHER REGRET CLAS-
SIFY CRITICIZE INFER INFORM RECALL WORRY REGARD GRADE
RATE RANK VALVE ADJUDGE ADJUDICATE PROVE DESPAIR MUSE
SUMMARIZE APPREHEND ESTIMATE TROW IDEALIZE CONCLUDE
CONFUSE INSPIRE ADDUCE

60—CREATE

GENERATE ISSUE MOTIVATE EMIT EMANATE ENGENDER PERPETRATE
INVOKE TRANSACT COMMENCE CONTRIVE PREDESTINATE CONJURE
INSTITUTE NOMINATE DESIGN ORIGINATE PRECIPITATE INSTIGATE
PROPAGATE BEGET POPULATE PROCREATE INBREED BREED IMPREG-
NATE GEMINATE DEVISE INCUBATE VIVIFY ORDAIN VITALIZE DECO-
RATE INVENT MANUFACTURE CONSTRUCT SPROUT INCREASE DUB
CONCOCT ESTABLISH ANIMATE GLOW ATTRIBUTE INNOVATE WAGE
CREATE WRITE PEN DISCOVER EXPRESS ENDOW RECREATE REGEN-
ERATE PLANT MATERIALIZE BUILD MAKE PRODUCE SOW SPAWN
CREATE STAY PLACE CLING JOIN EMBRACE LINK MEET LOCATE
FOMENT IMPROVISE IMAGINE ERECT NARRATE

61—OBSESSIVE CAN'T–HAVE

DISAVOW DISBELIEVE DISCLAIM DUMP DISOWN EMACIATE EMBEZ-
ZLE YEARN OPPOSE OWE SKIMP STARVE STEAL STINT STRIP SWIPE
SURCHARGE BEREAVE MISAPPROPRIATE MISTRUST MOULT ECONO-
MIZE PILFER PINE LACK REMOVE FAST RATION THIEVE THIRST RID
SCRIMP SCAMP SAP SACRIFICE HOG ABORT ROB RETRENCH REVOKE
OBSESSIVE CAN'T–HAVE DISBURDEN CURE RAID PRE-EMPT SEIZE
DEMOLISH CUT GUT TAX GORGE SLAVE STINK SLIP SWELTER
SLOUCH REPLACE REACT DUPLICATE REHEARSE PRACTICE REDUPLI-
CATE REPRODUCE MULTIPLY CROP DOCK DEPRIVE STEAL OBLITER-
ATE DEMAGNETIZE TERMINATE FINISH ERADICATE CRUSH
LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH
DEMOLISH DELETE EXTIRPATE EXPUNGE EXECUTE PURGE ERASE
ERADICATE OBLITERATE SLAY SLAUGHTER ANNIHILATE ABOLISH
ANNUL ELIMINATE EFFACE DISINTEGRATE CENSOR RUIN ENGULF
EXPIRE EXPURGATE EXTINGUISH DEPRECIATE BATTEN FAIL LAPSE
ELAPSE VIVISECT WILT WITHER FLAME ERODE EXPEND EXPLODE
DEODORIZE CRUMBLE CRUMPLE ESTRANGE ADJOURN EAT NIBBLE
CONSUME CRUNCH DEVOUR DRINK EMBOWEL SUP QUAFF TIPPLE
GNAW GOBBLE SWALLOW SWILL SWIG GUZZLE REQUISITION INTER-
DICT GUT KIDNAP ANNEX IMPOUND OSSIFY LOAF FREEZE QUIESCE
CLING ENTWINE YOKE CONSORT LINK JOIN ATTACH ACCOMPANY
CRAVE EMASCULATE NEUTER ALTER SPAY RIFLE RANSACK TAX
SACK IMPOVERISH SCALP FLAY SKIN SNATCH RUSTLE EXPLOIT
CHEAT DESPOIL CROP DECORTICATE DEFRAUD CAPTURE EXTORT

181

POACH PINCH BEHEAD SWINDLE SPOIL WRING WREST OSTRACIZE PLUNDER GRASP RAVAGE RAZE PAUPERIZE DECAPITATE BESIEGE SIEGE COMMANDEER SHRED LOOT SHOWER STREW BESTREW STRAGGLE DISPERSE IMMOLATE EXCOMMUNICATE EXCLUDE FILTER SEPARATE ZONE OUTLAW SUNDER STRADDLE UNLOAD DETACH DIVERGE DIFFER DIVIDE DIVEST PURLOIN DISMISS EVADE SHATTER INFRINGE REMONSTRATE BICKER GROPE DECLINE DEBATE HUNT HAUNT DISSENT CONTEND CONTRADICT CONCEDE PROTEST QUAR- REL HARP RECEDE RECOIL YANK EXTRACT DISMISS INSULATE LIMIT HINDER SHUN SEGREGATE THWART ISOLATE SEIZE LATCH COLLIDE GARBLE IMMERSE RUMMAGE RISK RESORT JUMBLE WISH SLOP STUMBLE BOGGLE BOTCH PROHIBIT PREVENT REFRAIN TRY HESI- TATE EDUCATE WANT DISCARD PAWN FRUSTRATE RESIST SECRETE AMPUTATE LOSE COVET CONSERVE FORGO FORBID WARN RESTRICT WEAN BAN ABSTAIN SHOVE SHEER LEAP SHAMBLE TUG SHIFT FOR- GET RETARD REDUCE DISDAIN CRIMP DEVEST REJECT FORSWEAR VACATE FORSAKE EKE REPUDIATE RENOUNCE RELINQUISH SHED ENCUMBER INURE WAIL WEEP SORROW ABHOR ABOMINATE RECANT SIGH GRIEVE FRET DREAD MOAN MOPE MOURN ENVY DISGUST DIS- LIKE DESPAIR SUCCUMB PUTREFY ROT NAUSEATE VOMIT ABDUCT DISARM SURRENDER SACRIFICE DEPOSIT AMASS POSSESS ACQUIRE RETAIN CAUTION CACHE BEGRUDGE ESCHEW CONDEMN SHEAR SOAK DEDUCT TAKE DEMUR CURTAIL PLUCK PRUNE BOB DISAP- PROVE DISHEARTEN DENY DISCOURAGE CLIP CRITICIZE FOUL BEGRUDGE MIRE DESICCATE ENFEEBLE ENCROACH CADGE CAGE DISCARD DISPOSE POACH PURLOIN IMPOVERISH RUSTLE ENTRAP ENJOIN ENERVATE HAGGLE CATCH DEPRIVE DISSUADE COZEN DIS- ABLE CASTRATE CHEAT DESIRE DESPOND ENFORCE RETCH

62—EFFECT

EFFECT REACT SLOUCH SLUMP SLIP PULSATE SMART TINGLE THROB SWELTER STINK SPARKLE GLISTEN PATTER SWISH CLACK CLANG CLINK PEAL JINGLE REVERBERATE RIPPLE RING DRIP SLAVE RESPOND THUMB CONSOLE SURFEIT REPLETE ENLIGHTEN ENHANCE ENERGIZE PREPARE ENCOURAGE EDIFY PERK PERFUME HABILITATE SALVE HEAL INNERVATE INSTRUCT LEAD REASSURE REFORM REFRESH REGENERATE REHABILITATE REJUVENATE RELIEVE REPAIR RESPITE RESCUE RESUSCITATE RETOUCH REVIVE SMOOTH SOLACE SOOTHE STRENGTHEN SUCCOR SURCEASE SUPPORT EXHILARATE ENLIVEN CHEER COMFORT DELIGHT CULTIVATE DEVELOP DIVERT DRESS DRIVE WINE CALM CIVILIZE BURNISH CURE INVIGORATE SMELL FEEL WILL ORDAIN IMPOVERISH SCALD INCAPACITATE SCORCH INCISE KNOCK KICK SMUDGE CRIPPLE DEMORALIZE CON- FOUND CHOP DRENCH DRAG DISAFFECT DERANGE DEPRESS DISMAY DISLOCATE CUT DEPRAVE DENT CROP DEMENT DEJECT DEGRADE DEFLATE DEFACE DAZE DEBAUCH DEBASE EXCRUCIATE EXTORT CAPTURE CONQUER DOUSE DISTURB PULVERIZE PUNISH PUNCTURE PUNCH PROSTRATE CAPSIZE PRICK PRESS PIERCE MUTILATE MOLEST BUTT BURN BUMP MASH BRUISE MAR MANGLE MAIM BREAK BOIL AGGRAVATE BESET BENUMB BELABOR BEDEVIL BEFOUL BEAT

BATTER BASH APPAL SWEAT SULLY SUFFOCATE SUBJUGATE SWAMP STRAIN STORM STRANGLE STIFLE STARTLE SQUEEZE SQUELCH STAIN SQUASH SPOIL SPRAIN SPLASH SPRAWL SPLIT SPILL VICTIMIZE VEX SOIL SMOKE UNDERCUT UNDERMINE SMEAR SMOTHER SLAM SINK SIZZLE TYRANNIZE WEARY ULCERATE UNNERVE WORRY WOUND WRY WRING WRINKLE OPPRESS JOSTLE JOLT FLOOR PLAGUE PESTER PERSECUTE GOAD RASP RAP TERRORIZE THUMP TICKLE QUELL QUENCH QUASH IRK DAMAGE JERK SICKEN TROUBLE HOUND HARRY HURT HARASS HIT HECKLE HORRIFY INSULT SHOCK HAZE HAMMER AFFLICT SCAR IMPAIR AGITATE ABUSE ACCUSE INDISPOSE SHATTER SHAKE LACERATE LAME INJURE QUAIL THREATEN MORTIFY COMMISERATE REGRET FOUL MEDICATE MIRE DISTRACT DISHEARTEN DISCOURAGE CURSE EMBARRASS SHAME BLANCH

63—NO EFFECT

VANISH MINIMIZE OMIT NO EFFECT PARDON EXCUSE PARRY CONTRACEPT VITIATE PETRIFY ABIDE FREEZE STICK SECURE BECALM IMPAWN DESIST QUIESCE OSSIFY STAVE DUCK EVADE INSULATE HIBERNATE SECLUDE THWART HUMOR PREVENT REFRAIN TRY CONSERVE WARD DENY ENFEEBLE WITHSTAND DESPAIR DESPOND SHRUG WAIVE REJECT FORSAKE RETREAT RETIRE FORSWEAR RESIGN DISSUADE

64—CAUSE

BUILD MAKE PRODUCE MATERIALIZE PLANT EFFECT AFFECT SOW ERECT SPAWN BEATIFY STIMULATE SPARK NECESSITATE PROVOKE INVOLVE WILL CAUSE PROJECT PURPOSE DISCOVER EXPEDITE INVIGORATE CIVILIZE DRIVE DIVERT DEVELOP CULTIVATE DELIGHT EXCEL ENLIVEN EXHILARATE ENABLE STRENGTHEN SPONSOR VERIFY VALIDATE UPHOLD UNDERTAKE REVISE FURTHER REPAIR REHABILITATE FACILITATE RE-ENFORCE RECTIFY RAISE LEAD INSTRUCT ASSIST HEAL SUSTAIN ASSURE ALLEVIATE PREPARE ENERGIZE SUPPLY REPLETE SURFEIT FILL FULFIL EXTEND CONTRIBUTE COOPERATE COMMAND PRESIDE RULE REIGN JUDGE JOCKEY JUGGLE USHER NAVIGATE PILOT OFFICIATE REGULATE DIRECT UNTANGLE ORDER ORIENTATE ORGANIZE OPERATE ADMINISTER SUPERINTEND SUPERVISE MANAGE MASTER CONSTITUTE INSTITUTE ORIGINATE GENERATE CONTRIVE CONJURE DESIGN ENGENDER MOTIVATE SUFFUSE ORDAIN ATTRIBUTE INVENT INNOVATE INITIATE LOCATE SITE TEMPT INSPIRE PERVADE PERMEATE FOMENT TROUBLE SICKEN DAMAGE QUELL TORMENT TERRORIZE RAID PARALYSE PAUPERIZE PENALIZE PERSECUTE PROSECUTE FORCE OFFEND OPPRESS WORRY WHELM WEARY TYRANNIZE UNSETTLE VEX VICTIMIZE SPOIL VITIATE SUBJUGATE APPAL BELABOR AGGRAVATE PRESS DISTURB DISSIPATE DEPOSE DEPRESS DERANGE DESPOIL DEMORALIZE DISAFFECT DISGRACE COMMIT CONFOUND EXPLOIT INUNDATE INVADE IMPOVERISH INCAPACITATE IMPOSE RADIATE SHOWER SPATTER BURST FILTER EXCLUDE ZONE SEPARATE OUTLAW SUNDER DIVERGE DIVEST DIVIDE INDISPOSE INFLICT COAX BOTHER FABRICATE DICTATE

DEMAND DISALLOW CONVINCE EXERT DOMINATE COMPEL ENFORCE COERCE INAUGURATE FOSTER PREDETERMINE POSTULATE CONCEIVE DIFFER SORT STIR

65—FAITH

HOPE CREDIT FAITH ENTRUST DEPEND MEDITATE CALM DISBURDEN COMFORT EXCULPATE CHEER PROVIDE SUPPORT SURCEASE SUCCOR VINDICATE VOUCH SOOTH SOLACE OBLIGE REVIVIFY OFFER CURE REVIVE RESPITE FORGIVE RELY RELIEVE REJUVENATE REGENERATE REFRESH REFORM RECREATE RECTIFY REDEEM RECONCILE REASSURE ERADICATE LEAD SERVE TRAVAIL HEAL SALVE HELP SUSTAIN ASSURE BESPEAK ABSOLVE ALLAY MITIGATE PARDON PALLIATE EASE EDIFY ENCOURAGE ENHANCE ENLIGHTEN ENDOW BESTOW SUFFICE CONSOLE AVAIL PREDESTINATE TESTIFY EMULATE REPLENISH TRANSMIT NEOLOGIZE INSPIRE REPOSE IMPAWN DWELL SOJOURN ABIDE RESIDE DENOUNCE PROSELYTIZE CONVERT CONFESS CONFIRM BAPTIZE IMPLANT CLING YOKE JOIN PERMEATE PERVADE REJOIN COMBINE EMBRACE CONNECT REUNITE FRATERNIZE WED MARRY BETROTH ENTWINE BESET BELABOR BESMIRCH ADMONISH BREAK BURN MOB MOLEST PROSTRATE CONQUER DEFLATE DEFRAUD DELUDE DENOUNCE CRUCIFY DEPRAVE DISAFFECT CHEAT CONFOUND DEMORALIZE DAZZLE SIN TRICK SCOURGE FLAGELLATE IMPRECATE IMPOSE TRANSGRESS TRESPASS UNFROCK BEDEVIL ASSAIL SWINDLE SUBJUGATE STUPEFY STULTIFY VICTIMIZE VANQUISH UNDERMINE SMITE WREST PERSECUTE PARALYSE RACK QUENCH INTIMATE RADIATE HEW CLEAVE EXCOMMUNICATE REBOUND EMERGE IMMERSE WISH REVERE DEIFY AWE WORSHIP ACHIEVE ATTAIN LOVE TRUST ASCEND TRANSPORT ASPIRE BELIEVE EXCLUDE

HCO INFORMATION LETTER OF 23 MAY 1961

TELEX FROM RON TO D OF P LONDON

Sorry you are having goofs like this, that's pretty serious. Seems to me these days, now that it is very certain the exact result of what we are doing, that we sure waste a lot of auditing time.

If we're auditing people who are short of money then that is all the more reason not to waste a minute of their time and to send them away feeling very good.

On sensitivity reading: No, that is not true about the lower the sensitivity the better off the case is. You should see some who have to have the knob set up. It could be that you aren't asking the right questions to get a needle reaction. But every case I ever checked who had a floating sort of needle and dropped more than a third of a dial with the sensitivity way down was (1) very easy to run and assess and (2) didn't have too far to go. *Also,* these cases do not get heavy reactions such as you would expect from a tight-needled pc hitting a heavy charge. I think you are seeing a lessened charge reaction to questions and interpreting it that the pc *won't* react. Actually when they get to Clear there is less and less needle reaction and then at Clear it vanishes altogether. You are trying to gauge state of case by amount of needle reaction and that won't work at all. Cases go from no needle reaction to heavy needle reaction to less needle reaction to no needle reaction. Got it?

The way to handle these pcs who are sent away in bad shape is:

1. Don't let them go away in bad shape. Make it mandatory that in the last two hours of the intensive they are run on a general Prehav level. Don't let them walk into the last two hours of an intensive still being assessed and then go away lost.

2. Take a spare auditor and have such people back for an hour or five during the next week and make sure they are polished up so they feel good. We have the right to so assign auditors.

We have to take responsibility for the state of these cases. I chewed up the auditor because that was two in a row he brought to intensive end feeling rugged.

Just mark this up good and strong with auditors, yourself and the Chief Registrar. If you take as much responsibility for the pc's livingness as you should you can get them Clear and keep them happy while they are going Clear, and you will be flooded with pcs. If the HGC is irresponsible for cases and worships a schedule more than results you will have a hard time getting pcs, a hard time getting a unit and no clearing going on in the UK. This is something for HASI to work out.

If HASI London doesn't keep its people who buy auditing functioning while getting Clear, then it will not get them Clear and will not be doing its job. If HASI London really trains students to audit and sends them out knowing they can be effective, HASI London will have done its job.

Even if all the papers are straight and the reports neatly filed and the quarters polished and all the staff in place and yet the pcs aren't being guided through life toward Clear and left functioning while getting Clear, you will have failed. And if all the same is true of the Academy and yet students can't audit when they leave, you again will have failed.

The product is the thing. All else is dross unless it helps the product. And your product is a Clear world. So we better get whizzing.

Best,

Ron

L. RON HUBBARD
Founder

CenOCon

SOP GOALS ASSESSMENTS

(Effective on Receipt)

No person signing for auditing in an HGC may be started in an assessment for SOP Goals unless he or she has fifty hours of auditing time signed up and arranged for ahead of the pc at the moment the *assessment* is to begin.

No case may be started on a Goals Assessment until the case has been properly prepared to be assessed by earlier processes as have been or will be issued.

This is *law* for the Chief Registrar and D of P and staff auditors. Violations can lead to serious consequences for the repute of the HGC, for the preclear and for personnel involved.

Nothing in this policy letter forbids assessment for preliminary steps, such as general assessment on the Prehav Scale.

The reason for this order is that experience is showing that staff auditors are occasionally taking up to thirty-five hours to find the goal and terminal and be sure of them and that pcs who leave with incomplete assessments for SOP Goals are very unhappy.

CHIEF REGISTRAR

The Chief Registrar should make much out of the therapeutic value of an SOP Goals Assessment. If it isn't done right, auditing then requires an infinity of auditing time to Clear. Field assessments are being displayed as careless, dangerous and deplorably wrong. Say it takes as much as fifty hours to *know* your basic goal and beingness. (See Book One for basic goal and basic personality.)

A good goals-terminal assessment almost clears people when done by HCOB 13 May 61, ASSESSING FOR SOP GOALS, IMPROVED and certainly makes a Release.

DIRECTOR OF PROCESSING

The D of P should make the Central Org specialize in good and accurate assessments and be the central authority on them. No field assessment result may be used by a staff auditor or the HGC. The HGC may only run assessments it itself does and these must be *right*.

A wrong assessment robs the pc of all his money and harms his case.

187

HCO SECRETARY

The HCO Area Sec must hat check this HCO Policy Letter on all technical personnel on receipt and often thereafter.

HGCs must become expert in assessment for SOP Goals NOW.

L. RON HUBBARD
Founder

RELEASING AND PREPARING A CASE FOR
SOP GOALS

SOP Goals takes a great deal of accurate Scientology to run. One has to be the kind of expert one would become from studying at Saint Hill or under a person who has been here who graduated with honors.

One has to have his TRs 0 to 4 *perfect*. One has to know an E-Meter backwards and forwards. One has to know Model Session so well that he or she can pass all TRs while doing it. And one has to know assessment.

There is nothing, however, so bad as to get a wrong SOP Goals Assessment on a case. It condemns the pc to an infinity of auditing. He or she will never get Clear until a *right* assessment is done. And the auditing in between is wasted.

So until you get to Saint Hill or get a special course in SOP Goals from a Saint Hill honor graduate, or from one Instructor in Australia, whom I taught in South Africa, or unless I am right on the other end of a telex as I am for London, may I please ask you to content yourself (and get marvelous case gains) with releasing people with the preparatory steps of SOP Goals and skip trying to run SOP Goals on wrong assessments.

These steps release people.

The preparatory steps of SOP Goals consist of only two things:

1. The Johannesburg Security Check, well done (the revised issue of which will come to you next week), and

2. General runs on the Prehav Scale after proper assessment of the *pc* on that scale.

You can easily learn to give a "Joburg." You can easily learn to assess on a Prehav Scale. And you can't do any real damage and can get the fastest case gains you've ever seen.

THE JOBURG CHECK

If withholds make the pc get no gains, then what better way to clear them up than by a fabulously thorough check on withholds such as is found in the "Joburg Check."

Ask every question in various ways until the pc gets no further needle action on that question with sensitivity raised way up.

Assess the Prehav Scale saying each level once to the pc on the meter going up it. Saying each level *once* to the pc going back down it. Write down every fall, theta bop or rock slam and how much. Take the level which gave the *most* reaction going up and down.

Take that Prehav level that reacted most.

Using your good sense, make up a five-way bracket auditing command from the level.

Suppose the most reactive level was *overts.* This translates as "done to." The five-way command is:

"What have you done to someone?"
"What has someone done to you?"
"What has someone done to another?"
"What has another done to others?"
"What has someone done to himself?"

Run the process watching the meter tone arm.

When the tone arm moves more than one-fourth of a tone arm division movement up or down (no matter how many times it went up or down), continue the process, no matter what the pc says about its being flat.

When the tone arm moves less than one-fourth of a division of the tone arm dial in twenty minutes, change the process. Bridge out, reassess on the Prehav Scale as before. Take the next level, make up a five-way bracket the pc can do and flatten it off as above.

Audit by the tone arm (except in rock slam). Assess by the needle. For rock slam, just run the slam out of the level until it's gone for twenty minutes.

Then, with two Prehav levels flat on the tone arm, do a new Joburg Security Check. It will have changed!

Do it all in Model Session. Handle the rudiments. Do a Joburg, then a couple of Prehav levels, then a Joburg, then a couple of Prehav levels, then a Joburg, etc., etc., on and on.

The case will soar.

RELEASE

This is the production of a Release.

It is the simplest and fastest way to produce a Release.

It has to be done anyway to set a case up for an SOP Goals Assessment.

MISTAKES

You can louse up a pc by:

1. Failing to get a null needle on every Joburg question as and when you ask it. Get each question cleared, not by auditing, just by watching the needle and asking until the pc tells you the withhold.

2. Running several levels without flattening any. This puts the whole case in a stew. The movement of the tone arm as you run it tells you when something is still unflat. As long as the tone arm of the meter is moved by the process, continue the process. It's a code breach not to!

3. Running a level too long. You can stick the tone arm by overrunning the level. This is more serious than leaving one slightly unflat. If a tone arm for twenty minutes is only moving between, say, 3.25 and 3.35, you are already in danger of sticking the tone arm. Get off of it! If you *do* overrun, it's hard to reassess for the new level and hard also on the pc. A remedy for overrunning is to assess the auditor on the Prehav Scale and run the auditor out of the pc for about ten, fifteen minutes—*if* the needle moves at all.

4. Dwelling on levels in the assessment, repeating them over and over instead of just once each, can start an avalanche on the pc. Don't do it. Take the meter needle reads when they happen. Jot them down. Then take the most reaction. That's it.

5. Sad to relate, it's been done. But *don't* think you just take the first level of the Prehav and run it and then go up one and run it and then the next one up. That's murder. Assess them with an E-Meter and run the levels of the Prehav that react when they react.

6. Don't skip the Joburgs because they make pcs squirm. This is how you find and get the withholds off. The case won't move if you don't. And give *many* Joburgs, one after every long Prehav run, one or two levels, for the case responsibility comes up and as it comes up new overts are realized and they've got to come off.

SUMMARY

You'll do the most for the pc by taking him or her to Release with preparatory SOP Goals runs.

This is strong, powerful auditing. The pcs will thank you. They won't if you try SOP Goals when you don't know how. That's the way to make enemies.

E-Meter Essentials is coming out soon. A new Prehav (same one you have but extended) Scale is being issued in another Clearing Series book. And I'm giving you straight dope and the best tools in these bulletins. How can you lose. You're sunk. You can't!

L. RON HUBBARD
Founder

CenOCon

BASIC STAFF AUDITOR'S HAT

(Refers to HCO PL 20 Mar. 61 II, BASIC STAFF AUDITOR'S HAT)

This remains the same. But there will shortly be a third form of Check Type I which has, as one of its possibilities, the makings of a Release.

Other staff auditor skills include how to do a Security (Joburg) Check and run general Prehavingness Scale without a terminal, both as per HCO Bulletin of 13 May 61, ASSESSING FOR SOP GOALS IMPROVED.

L. RON HUBBARD
Founder

CLARIFICATION OF
"CHANGE PROCESSING"

The following despatch to D of P Washington, DC, who had been using "Change" exclusive of the whole Prehav Scale and had been having trouble, is of interest to all Technical staff.

29 May 1961

Wayne,

Change is only one part of Prehav Assessment. It is the only one that has a Secondary Scale. To "Assess on Prehav" means to assess the whole Prehav Scale of which Change is a part.

Change belongs at "Inverted Control." Cross out "Inverted Control," write in "Change" instead. Assess only on the whole Primary Prehav. *If* and only if you get a reaction on "Change," you assess Change Scale. When a level is flat, you return to the whole Prehav Scale and assess the whole scale.

Every Prehav level of the Primary will soon have its own secondary level. You always assess on any new assessment for level the whole Primary Prehav Scale. You choose the most reactive (reacting on the needle) level of the Primary. Then you move over into that level's Secondary Scale. You find the most reactive secondary level. You run just and only that level flat. Then you take the whole Primary Prehav Scale for the next assessment. Once more you find the most reactive primary level. Then you move over into its secondary and so on.

"Change" is the first one to have a secondary level. Every level now has one and they will be issued shortly.

So put "Change" at "Inverted Control" instead of "Inverted Control" and carry on.

The best routine is HCOB 13 May 61, ASSESSMENT FOR SOP GOALS, IMPROVED. It modifies nothing of this but gives you a sure approach to Release, provided you keep rudiments cleaned up every session.

Best,
Ron

L. RON HUBBARD
Founder
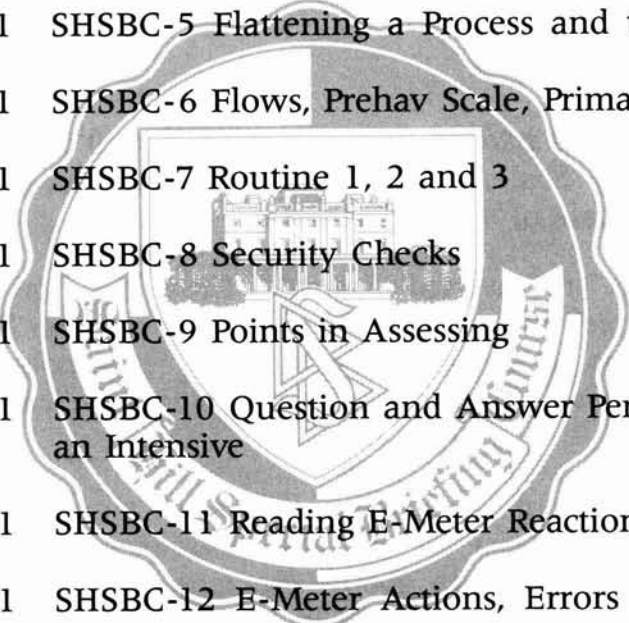
Saint Hill Special Briefing
Course Lectures

June 1961

During the month of June, Ron lectured to Saint Hill Special Briefing Course students on the subject of Security Checking and the use of the E-Meter in auditing. Other June lectures covered the CCHs and how CCHs and Security Checking could be used in combination to produce maximum gains on a case.

1 June 1961	SHSBC-5 Flattening a Process and the E-Meter
2 June 1961	SHSBC-6 Flows, Prehav Scale, Primary Scale
5 June 1961	SHSBC-7 Routine 1, 2 and 3
6 June 1961	SHSBC-8 Security Checks
7 June 1961	SHSBC-9 Points in Assessing
8 June 1961	SHSBC-10 Question and Answer Period: Ending an Intensive
9 June 1961	SHSBC-11 Reading E-Meter Reactions
12 June 1961	SHSBC-12 E-Meter Actions, Errors in Auditing
13 June 1961	SHSBC-13 Seminar, Question and Answer Period
14 June 1961	SHSBC-14 Seminar: Withholds
15 June 1961	SHSBC-15 Not-Know
16 June 1961	SHSBC-16 Confront and Havingness—Routines 1, 2 and 3
19 June 1961	SHSBC-17 Question and Answer Period: Auditing Slowdowns
20 June 1961	SHSBC-18 Sec Check Questions, Mutual Rudiments
21 June 1961	SHSBC-19 Seminar: Auditing Speed
22 June 1961	SHSBC-20 Running CCHs

THE 3RD SOUTH AFRICAN ACC
HOLDING A STANDARD

You may have gathered that a new attitude has entered Scientology.

For many years I have been trying for technology that in the hands of other auditors would get *all* cases started to their entire satisfaction. The 3rd South African ACC achieved it. All graphs improved and one Clear was made. In effect we had one Clear and the rest Releases with the road wide open to becoming Clear.

These cases were all rough cases, long in processing and training without adequate gain. The 3rd South African ACC got them all going.

The maximum effective auditing on any case in that ACC was eighteen hours on SOP Goals.

On the opinion of graphs, Instructors, students as auditors and preclears, HCO and HASI Johannesburg staff and my own observation, this ACC started the avalanche toward Release and Clear. If we can do this with failed cases who were South African cases who were given student auditing, we can certainly do it in HGCs and in the field where auditors are well briefed and trained.

HOLDING THE STANDARD

As a result of this evidence of gain, we are therefore taking a new attitude. We are trying to create and hold a standard.

The *technical standard* is SOP Goals.

The *admin standard* is our Central Organization pattern.

Our procurement is PE or Test–PE, now standardized.

In short, instead of learning changes, we are in the desirable position now of learning standards—standards of technology, of admin, of procurement. This means very little wasted effort. I am not now involved in dreaming up ideas but in codifying and promulgating existing ideas.

I have at least three books to write now. One is the book of mental anatomy, the second is the book of Axioms completely demonstrated, the third is a book on modern auditing heavily outlining SOP Goals.

We have been to some degree *searching*, all of us. Now we can relax, learn what is known and start *applying*.

We can have Clear staffs in a few months by working at it and using SOP Goals right.

We can pick up the whole field by making sure all ARC breaks are wiped away and giving wholly successful service to all pcs and excellent training to all students and auditors. We can smooth out all Central Organization and city office activities and raise service quality and units.

We can disseminate widely with PE and test lines.

We are in a position to handle our environment smoothly, largely and well.

We have moved into the future for which we have been striving.

You and I can do the job which must be done. And we can do it now.

L. RON HUBBARD
Founder

Central Orgs
Tech Staff

ASSESSING

Clarifying how to do assessments on the Prehav Scale, Primary and Secondary:

Assess Primary Prehav. Locate most reactive level by most reactive needle response. If several levels react, clarify them by asking about one, then another, very briefly.

At the Primary Level you discovered (say, Withhold), move over to Secondary Scale (say, Withhold Secondary) for that level. In the same way as on the Primary Scale, find the most reactive verb on the Secondary Scale (say, the Withhold Secondary).

Run that verb only. Don't try to run nothing but that Secondary Scale for the next 5,000 hours. Run only the one verb, made up into a multibracket command.

When that one verb no longer produces tone arm motion (less than ¼ of a TA division of motion in twenty minutes of auditing means flat, get off) the "level" assessed is flat.

You now assess again on the Primary Scale. You find the most reactive level of the Primary Scale as before.

Taking this Primary Level, you move into *its* Secondary Scale. You assess the Secondary just like you assess the Primary.

You find one word (one level) of this Secondary Scale, just one verb that reacts on the needle more than the rest. You choose this one verb. You run it flat on the tone arm. You don't reassess inside this Secondary again unless its Primary comes up again in new assessments. You assess newly on the Primary Level, etc.

It is always the same system. You always do the same steps of selection. Find Primary Level. Find the one point of its Secondary that reacts. Make up a command with brackets. Run the tone arm flat. Assess again on the Primary Scale. Go to its Secondary. Find the Secondary. Make up command and run the Secondary flat, etc., etc., etc.

At this writing only one Primary Level has had its Secondary Scale issued. That is Change which belongs at Inverted Control. But as this is written, all the Secondary Scales for 65 levels of the new Primary Scale are sitting in a box near my desk, being mimeoed one by one. Mary Sue, Jan and Dick Halpern assisted in the assembly for nights on end or it wouldn't have been ready for 20 years if done by Ford Foundation or U of Pishtush standards.

So very shortly you will have *all* Secondary Levels complete. I will later cull them out and arrange them a bit neater in gradients but you need them and so they are being mimeographed and sent as they are.

When you have them all, don't do as one person did—read that you ran the "Secondary Level" and so ran every one of the words in the whole Secondary Scale without further assessment. Ruined more pcs, it did.

L. RON HUBBARD
Founder

CenOCon

PROCESSES ALLOWED

(Cancels earlier process directives)
(D of P reevaluate *all* cases, staff and public, on the basis
of this bulletin and apply this bulletin at once to all cases.)

As of this date, only the following processes may be used in HGCs, Central or city offices, excepting only Academies where any process may be used for training.

PROCESS ROUTINES
ROUTINE 1

For all cases that show one or more points near the very bottom of the graph on traits A, B, C, D, E, F and G, regardless of other test or meter criteria, and for all cases that show all points within 25 points of the top of the graph, again regardless of other meter or test criteria:

1. CCHs.

2. Joburg Processing Checks.

1. The CCHs are to be run by their earliest criteria—London 1957—which is to say CCHs 1, 2, 3, 4 are run in rotation and each only so long as it produces change and no longer. Change is measured by comm lag or alterations of pc in doing process. Do, for instance, CCH 1 only so long as it is producing changes in pc's responses to doing it. Twenty minutes of no-change of response should be regarded as null for the moment. One then goes on to CCH 2. The same rule applies. Only if pc's responses are faster or slower or different each time, continue the process. Test for twenty minutes, again all of which must produce no marked difference of response to the process. If process is now null, go on to CCH 3. Same rules apply. Go on to CCH 4. Same rules apply. Go to CCH 1. Same rules apply. Etc., etc. It is a Code break (clause 13) to change the process while the pc is giving differences of timing (comm lag) or attitudes of response. It is a Code break (clause 13) to fail to change the process when the pc is not giving any differences in timing or attitudes of response.

If done this way and with good Tone 40, wonderful results are achieved by the CCHs.

The case criteria is meant to embrace the "no auditor" case at the bottom and the "theetie-weetie case" (sweetness and light) case at the extreme top of the graph (who will go to graph bottom before the case starts up again as though the profile were a cylinder which when it goes off the top, then appears on the bottom when people are in "serene" valences (meaning they are wholly over-whelmed as a thetan).

2. The Johannesburg Processing Check is the same as the Joburg Security Check only it is now being used for processing purposes with great results. I have rewritten it in HCO WW Form 3 as the Joburg Security Check and will rewrite it as HCO WW Form 4, calling it "HGC Gain Control Check" or some such name, but the questions are about the same. Meanwhile, use Form 3 as is in HGCs. Don't rewrite or omit.

The directions are on the check form. The difference is that in using the Joburg in processing, these rules apply:

1. Clear *all* needle reaction from any question before going on to the next question. Bypass no reaction you see on the meter to the question. If you do let one slide, the pc will shortly complain about being given the check. If a pc starts complaining about the check, you have either passed a hot question without getting the withhold or he has a hot withhold. Remedy: If pc complains continually while being checked during processing (*not* in pure Security Checking for the org but in using the check in processing), you go back to the beginning and start over.

2. The Joburg used in processing only is done in Model Session only. However, on the question, "Are you withholding anything?" don't spend more time than needed to clear PT withholds on the auditor as the whole check is devoted to withholds.

3. If pc refuses check altogether and you can't get on, return pc to CCHs, do them a few more hours and try the check again.

This is all there is to Routine 1: CCHs and Joburgs. And the graph is now the full criteria of when you use Routine 1.

ROUTINE 2

This is covered very fully in HCOB 25 May 61, RELEASING AND PRE-PARING A CASE FOR SOP GOALS, and other current HCOBs.

Routine 2 consists of two steps *only*.

1. Joburg Checks, given as above in Routine 1.

2. General runs on Prehav Scale without terminal, using Primary and Secondary Scales.

3. On PT problems of long duration (years or within this lifetime only) assess on meter for terminal and null the tone arm for each level, level after level, using mainly the Primary Scale.

4. Find the pc's havingness and confront processes and use them briefly early in each session and at each session's end and where needed.

For every general level flattened fully on the Prehav level found, do a Joburg. For every PTP of long duration, completed, run a Joburg.

The havingness and confront processes can be found at any time but are better found after one Joburg and one general level flattened.

Why all these Joburgs? As a case gains, it gains in responsibility. As it gains in responsibility, the pc remembers more withholds and considers the things he has done more in the light of having been overts. If the case isn't given a chance to get rid of these, it stalls. Or the pc is half-killed by realizations that he has been bad when the targets of his *overts unlessen* from pigs to people. Therefore, it is brutally unkind to improve a case without then removing the withholds now realized. This is also an excellent therapeutic mechanism. It is also an excellent test of a pc's progress, i.e., if he has no more withholds on a new Joburg that weren't found on his last, the pc isn't progressing. On successive Joburgs if no new overts and withholds show up that weren't there before, the pc is *not* progressing. Yes, I've found why cases stalled and gained only so far and then blew. Your thanks are in order.

This Routine 2, closely followed and carried out, will bring out the state of Release in from 50 to 75 hours.

ROUTINE 3

1. SOP Goals Assessments for goals and terminals;

2. Running SOP Goals Terminals flat on every level;

3. Joburg Processing Checks (as in 1 and 2 above);

4. Use of havingness and confront processes as in Routine 2 or finding new havingness and confront processes as case gets more able.

This is the full extent of the things used in Routine 3.

Routines 2 and 3 are not crossed or intermixed.

Routine 3, if one is expert indeed, can be done on any case, *but* one can make mistakes, find the wrong goal or terminal, and so, until fully briefed and flawless in TRs, E-Meter, Model Session and assessing, an auditor will get more case gains per unit of time by using Routine 2. When he or she is a Release, it is much easier some day to have Routine 3 then completed if the person is Released first.

In short, for *sure* gains until you are sure of your tools, as listed above, use Routines 1 and 2. When you are perfect in handling SOP Goals, do Routine 3 on pcs.

W A R N I N G

On running general runs and SOP Goals Terminals on Prehav levels, the most serious mistake that can be made is not flattening a level before re-assessing.

On a rough case, the TA motion required to end is present at the beginning and so auditors leave the level and leave it unflat.

202

If two or more levels are run and left unflat, the pc can feel he is spinning!

Flatten levels in this wise:

1. Run until TA is showing better motion.

2. Run until needle is practically stuck for the whole of 20 minutes.

3. Reassess.

Example on a sticky meter case: Level assessed: "Build."

First 3 hours of running: tone arm dial reads:

> 4.2, 4.3, 4.1, 3.9, 4.2.

Second 3 hours of running:

> 4.2, 4.4, 4.1, 4.6, 4.0, 3.75, 4.9, 3.5, 4.3, 3.25.

Third period of 2 hours:

> 3.25, 3.5, 3.2, 3.6, 3.9, 4.1, 4.0, 3.0, 3.5, 4.7, 3.6, 4.8, 5.0, 4.7.

Last 20 minutes:

> 4.7, 5.0, 5.0, 5.0, 4.9, 5.0, 5.1, 5.0.

Note that the "Leave it when the TA moves less than a ¼ of a TA dial in 20 minutes" seems to apply to first 3 hours. Actually, the TA, on a rough case (sensitivity 2 to get a ⅓-dial drop), does not *begin* to move for quite a while. Then it begins to move. Then it nulls.

So be careful. It is better to have a TA stuck for 20 minutes than to leave a level unflat.

SUMMARY

Since February 1961, I've been teaching auditors close up and far away how to clear.

I have now a pretty good grip on what they *can* and *will* do. I have been modifying the tools to fit hands more than to fit cases. They already fit the cases and have since February.

The auditor who can do CCHs and has a fair command of Routines 1 and 2 and who "keeps the rudiments in" and doesn't Q-and-A and who has a good D of P behind him to see that he does, can get wonderful case results with Routines 1 and 2.

Only the auditor who has perfect TRs, a total command of the E-Meter, perfect Model Session, a good grip on assessing, and whose case is in excellent shape should attempt SOP Goals—and that right now isn't two dozen, and aside from two Instructors from Australia, their two new ACC Clears and a few of their ACC students, aside from the South African Clear Jean Kennedy and a very few South African ACC students, the rest are right here at Saint Hill. At this moment there are *none* in America and there will only be one there by 30 July 1961.

There are none in England outside the boundaries of Saint Hill who could clear and only one genned in on Routine 2 at HASI London.

So there's what I've found out after an awful lot of work with you guys. I've found most of you can do Routine 1, some of you can do Routine 2. None save the above named can (not by permission but by actual fact) do Routine 3.

I've also found out that all this is *very* easy to remedy and that your willingness is superb.

Our work is cut out for us, but boy, do we know where we're going.

We have to get all auditors perfect on the TRs, Model Session, E-Meter, Security Checking, Prehav assessing and SOP Goals. And it can be done very easily. When we've got that, we'll have loads of Clears.

And what do you think *that* will do to this society?

L. RON HUBBARD
Founder

ACADEMY SCHEDULE, CLARIFICATION OF

There is apparently a considerable confusion going on as to what should be taught in an Academy. Some schedules and advices from various people have been handed about that didn't really duplicate the intention well, and I have not before clarified since the issue of the Prehav.

A review of Academies and auditors and their skills at the time of examination, and in application for and early service in HGCs, shows that Academies have for some time been in violation of one of the stable data about new auditors. A new auditor should be trained up to a point where he or she can be employed at once as a staff auditor and put on a pc without the D of P giving them endless hours of additional training.

This does not mean that all auditors graduating should be employed by the HGC. It means all graduating should be capable of being employed. Why? Well, these auditors are going out to audit and haven't got a D of P to further train them, so they are being handed a career failure if they cannot audit people without further training.

The attention of all Assoc Secs and Ds of T is vigorously called to the technical caliber desired from an Academy student and the necessary training reality.

You are *not* training auditors if when they graduate they cannot audit. Now whatever schedules, classes and other fancy ways of dodging the necessity to confront students have been employed, just tear them all up. They are not a good substitute for training. Because we have all been trained in the educational system circa mid-twentieth century, we are liable to think that forming people up into classes and getting them to jump over books on schedule will educate them. Well it won't. We are here to train auditors, not to educate them. So just train them.

How?

Well, you do it by checksheet. You make up a checksheet of all the items this person must actually know in order to practice auditing effectively. Then each time the person passes a level, he is examined and checked off on the checksheet, and goes on.

Here is the leader in all this data: You can dawdle around with theory outside an Academy, read books and so on. But in an Academy only can you *LEARN* certain things, and not all the books in the world will teach them.

These things are as follows: the TRs 0 to 9, the Model Session while obeying

the TRs, the E-Meter, the CCHs, the Prehav Scale and its use in assessment, the running of general Prehav levels, how to do a Security Check.

Those are the things they can't learn anywhere else. Therefore, all training should not be of a class, for this terminal called a class will never audit anybody. All training should be of student individuals who will audit people, for only an individual student, not a class, will do any auditing.

Now, you will also find that if the student doesn't listen to at least fifty taped lectures of mine he won't know the mood or flavor of all this, and so will develop rather weird ideas of what we're all about and charge around making nothing out of people, so a daily hour of tape is quite important for the whole eight weeks the student is there.

All right, he also has to know the Auditor's Code. And he should know the Code of a Scientologist. And he should know his Axioms.

What else? Not another blistering cotton-picking thing, that's what. *NOTHING* else. If you try to teach anything else, you've had it.

So your checklist should be composed of the various parts of just those things. Now, all this frantic notion of getting the student into classes and regimented doesn't fit in with what we're doing. So it is pure silliness to say "How can we enter a student in a Comm Course when we only run one every few weeks and er what gee can't well er can't dogs alter-is let's see . . ." Actually, the first and last part of the sentence make the same sense. *NEITHER* make any sense, of course.

So you have two *UNITS*. These two units are called Unit One and Unit Two. They are not so called because of weeks present or cats on the belfry or diabums on the scollery. They are called units one and two because the students in Unit One are studying techniques and the students in Unit Two are studying processes or applications.

Thus, we know a Unit One student not by the color of his glasses or his voucher of payment. We know him because he has a checksheet in his paw which says Unit One on the top of it and which has under it Code of an Auditor, the listed TRs, the Model Session, the E-Meter and the CCHs. Then we have a Unit Two student and he is obvious not because he has a time clock in his hand but because we can clearly see that he has in his paw a sheet which has on it Code of a Scientologist, the Prehav Scale, assessments how to do, commands how to make up, Security Checking, and character of auditing review and the Axioms, and then follows a list of fifty or sixty tapes.

All these items have little tails after them four times so he can be examined four times by Instructors and flunked the first three.

Now when he gets out he can take an extension course and complete his theory, but he can also do a creditable job of Routine One and Routine Two as covered in HCO Bulletin of 5 June 61, PROCESSES ALLOWED.

No classes. He reports. He works with other students. He sweats it out. He gets no auditing, but may be security checked and security check other students.

He may assess people, but as long as he is in Unit One he only concentrates on mechanics, and in Unit Two he only applies them. He cannot go to Unit Two before he is perfect perfect perfect perfect perfect perfect perfect in Unit One. He cannot leave Unit Two until he is safe safe safe safe safe safe to employ at once in the HGC. A student may not be examined by HCO until those checksheets are all initialed as perfect by Instructors.

What's this do to training? It demands that our Instructors are all letter perfect on the above material and that they impart the personal touch to every student, and not in big masses but with hammers on individual heads.

I herewith forbid classes and authorize only one daily seminar. I forbid more than the above to be taught in an Academy. I forbid as well length of time present to operate as any criteria of the skill of an auditor.

Now that's an Academy. Write down your questions and mail them to me fast.

Then read this again for it's all I will say.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 JUNE 1961R
REVISED 22 FEBRUARY 1979

E–METER WATCHING

ARE YOU WAITING FOR THE METER TO PLAY DIXIE?

I have been a bit surprised by the length of time it is taking people to do assessments on the Prehav, on Security Checks and goals.

A query into this, which may reveal more, has discovered that students wait patiently for the meter to react, which Mary Sue has noticed.

It dawns on me that auditors believe they are doing an *analytical* assessment on the Prehav, etc. *This is wrong.*

The Prehav Scale is not a picture of analytical thought. It is in the order it is in because it is a picture of *reactive* thought. It is how the reactive mind is stacked up. (See *Dianetics: The Modern Science of Mental Health* for the chapter on the reactive mind.)

Now, an E-Meter reacts only on the reactive mind. A Clear doesn't react because he is able to be conscious. An aberree reacts because he can't think without thought exciting the reactivity of the reactive mind. This, being composed of mass, energy, space, time and thought, responds to tiny electrical impulses.

If your auditing was not aimed at reactivity, it would not register on a meter. Thus, you run what reacts because it reacts and is therefore part of the reactive mind.

The reactive mind responds instantly on data a billion years ago? How is this? Time in the reactive mind is out of order. So is space. So is matter. So is energy. Pin a sign on the reactive mind: "Out of Order." It connects wrong connections. Hence, the E-Meter.

What is wrong with the pc is not known to the pc. Therefore, if a pc knows all about it, it isn't wrong with him.

That's why you never run what the pc says. You run *only* what the meter says. Example: Pc is *sure* his current general Prehav level that should be run now is "Order or Command." "Order" rapidly vanishes. "Command" follows suit. *CONQUER* stays in. This is an actual example. I just assessed it a few minutes ago on a pc who is in pretty good shape. He didn't like CONQUER. He said Order and Command were long track. Somebody running a Q-and-A on his assessment would have said, perhaps, the pc knows best, so we'll run Order. Even if it doesn't fall. But when I said it was CONQUER that we were going to run as only *it* now fell, the pc sighed and gave in. Finding the Conquer-level questions produced a very responsive meter needle. It was wrong with the pc because he didn't know about it. It was part of his reactive mind. Order and

Command were analytical responses prompted by an entirely different thing—CONQUER. If Order or Command had been run, the pc would have had a lot of auditing time wasted on him.

Now, why are assessments wrong sometimes? Because the auditor is persuaded by the pc, not the meter. *If* the pc and the meter agree, so what. You can still run it. But only if the meter says so, for only then is it reactive.

Now, what about *slow* assessments? Well, the auditor thinks the pc must consider things before he answers, waits for the pc to answer and waits for the question to sink in so the meter will react.

This is entirely wrong. Based on a misunderstanding of assessment, the meter and the reactive mind.

1. The pc does not have to be given a chance to think before the needle responds.

2. The pc does not have to answer or say one word to make the needle respond.

3. All needle response is reactive.

4. There is no time in the reactive mind.

5. If the pc knew what was wrong with him it wouldn't be wrong.

6. Only the meter knows.

7. The auditor has more control over the pc's reactive mind than the pc since the pc is influenced by the reactive mind responses and the auditor is not so influenced.

The meter responds instantly. The reaction you will get on the needle starts to occur on the needle instantly after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it won't until *you* push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN ONE SECOND BEFORE UTTERING THE NEXT WORD ON THE LIST IS A COMPLETE WASTE OF AUDITING TIME.

All the response you want will begin to occur instantly after you utter a goal, terminal, level or security question. Thus, the maximum time between questions on the Prehav level is at most a one-second interval of silence while you digest the data.

Further, on an assessment for a Prehav run on the General Scale (as in Routine 2, HCOB 5 June 61, PROCESSES ALLOWED), you do not now say,

"Do you . . ." or any other dunnage. You just say the level itself, note response, put a pencil point down on the level if it responds, say the next word, etc., etc. Takes about five minutes to run the Primary Scale up and down to find its level. You start at the bottom. You just say the word. If it responds you dot the sheet (using different symbols to tell them apart, like dots, Xs, lines). Then go back down the scale touching only those you marked going up. Add another dot if they still fall or react. Then play off those left one against the other, saying a level only once each time. The remaining level is now the only one that reacts. So you assemble your five-way bracket and carry on with auditing.

The pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

When you assess over into the Secondary Scale of the level you found, you do exactly the same as above. You read them all off once, then only those that reacted, eliminate them and you've got it. (And, by the way, if you go over to the Secondary Scale, you then don't only run levels on that Secondary forever; in each new assessment you use the Primary Scale again to find a new Secondary level to assess.)

This is also true of a Joburg. If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction, you clear that reaction, not the pc's whole life. The moment the needle is null, you go on to the next question. Of course, in a Joburg, the pc talks. He better!

All auditing actions except the CCHs are now done in Model Session.

And all auditing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Weeks can be added to Joburgs and assessments if you think you have to wait for a needle response.

What are you waiting for? The whole action only requires a second.

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

L. RON HUBBARD
Founder

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

Ron Hubbard

THE SAD TAIL OF PDH

Every time we get up to a high roar, such as now when we're clearing people as never before, we measure our progress by the violence of reaction in squirreldom.

They come down from the trees and start looking for nuts to convince how we're all wrong. If they weren't paid to do it I'd be happier.

The latest brainwave to greet our highest peak of helping man is rumors of "PDH." This is pain-drug-hypnotism as practiced by the communists. Brainwashing, in fact. It is interesting that when the commies fight you, they try to convince people that you're guilty of their own overts. It is also fascinating that a commie rumor line is international in scope. The same rumor bursts out in a dozen quarters around the world, spread by paid agents at the same time.

This rumor of PDH started in Australia, where Scientologists laughed at it, went to South Africa where Scientologists got mad about it and then sprang up in the US where some Scientologists "didn't know." Well, disregarding the fact that such don't know anything anyway, we now know who is helping the little red brothers with the sickle in one hand and the hammer in the other to make trouble in the US.

Anyway, I'm not writing this article to scold. I'm really laughing at the idiocy of it.

I've been showing the students here at Saint Hill who've come for special briefing and clearing (and who are getting Clear) how to convince a pc, by flagrant meter reaction, that the cat has "PDHed" him. It's very funny. But you'd have to know how an E-Meter works to appreciate the joke.

Here is the drill:

You put anybody on an E-Meter and say, "Have you ever been a victim of pain-drug-hypnotism?" The meter reacts strongly. So of course the test subject on the meter is startled. He begins to gape. The meter action is so strong. It's so convincing.

"Now," you say, "who did this to you? Was it _____?" and name some person the subject knows or knows of. And we see another fall. The subject gapes, astounded. Has dear old Frank been giving him PDHs? How horrible. He

never would have thought this of poor old Frank. And you leave it at that and your test subject now believes he has been brainwashed by his best friend. But you don't leave it at that.

"All right," you say, "do you know of any pets?"

The test subject says, "Yes. I have a cat."

"Well!" you say, "did this cat give you a dose of pain-drug-hypnosis?"

And the meter falls!

The test subject is bewildered or ridiculing now. But there it is.

"Did your cat make you a victim of pain-drug-hypnosis?" you insist.

And the meter reacts!

"What date?" you say. And the meter reads for midnight 12 July 1960.

Our subject now has horrible visions of his cat sitting on his chest while he sleeps PDHing him.

Why?

Well, people who believe bad things instinctively often aren't capable of learning. But you are capable of learning so here's the explanation:

You say to the test subject, "Is this meter falling on the word *pain?*"

The subject wriggles. Giggles. "I sure don't like pain," says the subject. The meter clears up on it.

You say, "Is the meter falling on the word *drugs?*" And that fall comes off as the person says, "No, drugs are pretty bad."

"Is the meter falling on the word *hypnotism?*" and that fall comes off because the subject realizes that he doesn't like hypnotists and says so.

"Or did the meter fall on the word *victim*?"

The subject now laughs or responds.

The meter is cleared up in this way.

"Now," you say, "have you ever been the VICTIM of PAIN–DRUG–HYPNOTISM?"

The subject laughs. You repeat the question. The meter doesn't react at all.

"Now how about this cat?" you say. (Or J. Edgar Hoover or whoever.) "Did you ever kick this cat? Do you have overts on this cat?"

"Well, yes," says the subject. "I didn't kick the cat. I drowned a cat once."

"When?"

213

And after dating it on the meter, "Midnight 12 July 1960!!!" The exact date of the "PDH" (or one should say, the overt on the person [cat]).

For the meter reacts on any person or thing on whom the *subject* has committed *overt acts!*

And when these things are inquired into, the question, "Have you ever been the victim of pain-drug-hypnotism?" draws a null meter. If it were really true, the meter would still respond.

You have to *compartment* any meter question to get the truth. The E-Meter never lies. But you can ask a sloppy question. When a question, the basis of which is false, contains restimulative or charged words, one has to break the question down to phrases or words, get the charge off them and *then* ask the question again. *Now* if the fact is true the meter reacts on the *question* not the *words* in the question.

Example: (asking a pc about a goal). "Do you want to be a fireman and climb ladders and rescue beautiful women?" The meter falls madly. What is it falling on? To sort the goal out one must know. The whole goal is true or part of it or none of it. So one asks, "Do you want to be a fireman?" Meter is null. "Do you want to climb ladders?" Meter is null. "Do you want to rescue?" Meter is null. "Beautiful women?" Meter falls off the pin. "Do you have a goal to have beautiful women?" Meter falls off the pin again. It was beautiful women, not fireman that made the meter fall.

Meters are *accurate*. But sometimes people are sort of stupid.

L. RON HUBBARD
Founder

PS: If there were any advantage in brainwashing (which there isn't) and *if* anybody *were* really PDHed, it would clear up in a few minutes by assessing the PDHer on the Prehav Scale and running the person off the bank. Takes about 30 minutes by the new processes. It takes the Russians 70 days to lay one in.

We're winning.

LRH

PPS: If the meter falls only on overts, won't somebody *please* tie these squirrels down for a Johannesburg Security Check? Their PDH screams rather point the bony finger! Certificates must be in clean hands. Any HCO will give any certified auditor a Security Check, with or without witnesses. And any HCO can now stamp certificates "Clean Hands 1961." Personally I wouldn't let myself be audited by people who haven't had Security Checks. Every person in a Central Organization is security checked. There you *are* in clean hands. And don't try to tell people otherwise after all the work I do to keep orgs clean for you or I'll revoke not only your certificate but your thetan, too.

LRH

HCO BULLETIN OF 16 JUNE 1961

CCHs AND ROUTINE 1

The criteria on Routine 1 is as follows:

All cases that have had no significant or rapid change over long periods of auditing shall be run on Routine 1, HCOB of 5 June 61, PROCESSES ALLOWED, regardless of graph, meter behavior or objections.

This applies to over half the Scientologists in the world.

So get over the idea the CCHs are for nuts. And get over diffidence in having them run or being run on them.

Routine 1, Routine 2 and Routine 3, HCOB of 5 June 61, each one will make Releases. Routines 1, 2 and 3 are choices made for speed. One is faster than another for different pcs. Some pcs release faster on Routine 1 than 2 or 3.

Any case could be run on any one of these routines, from any level, and still make it. The question is "How fast?" One chooses the routine in the interest of greatest effectiveness in the least time.

Having attained Release, a person then goes to Routine 3 inevitably.

Time economy is our criteria. Not necessarily case level.

So keep your "pride" or be run on Routines 2 or 3 to Release at ten times the auditing time—or attain Release via Routine 1, if it's for you, in one-tenth the time.

The D of P may refuse to further audit any pc who

1. Refuses to be run on the process ordered, or

2. Refuses to take a Joburg, or

3. Who refuses to abide by the regulations of HGCs regarding alcohol, eating, sleeping, etc.

I don't want any superdefensive valence getting in people's road in clearing. CCHs, the degradation of being audited on, compares to the little boy refusing food because it might make him live.

L. RON HUBBARD
Founder

PRIMARY SCALE AMENDED

Four additions have been made by me on the Primary Prehav Scale on evidence of their absence being responsible for slow case gains, and as they occur more often than would be encountered in Secondary Scales.

L. RON HUBBARD
Founder

PREHAVINGNESS SCALE
PRIMARY SCALE (Amended)

66.	TR 10			
65.	FAITH	34.	PROTECT	
64.	CAUSE	33a.	MAKE NOTHING OF	
63a.	PREVENT KNOWING	33.	FAILED LEAVE	
63.	NO EFFECT	32.	LEAVE	
62.	EFFECT	31.	WAIT	
61.	OBSESSIVE CAN'T HAVE	30.	SURVIVE	
60a.	MAKE SOMETHING OF	29.	FAILED TO ARRIVE	
60.	CREATE	28.	ARRIVE	
59.	THINK	27.	FAILED IMPORTANCE	
58.	INVERTED INTEREST (PECULIAR INTEREST)	26.	IMPORTANCE	
		25.	PROPITIATE	
57.	DISPERSE	24.	ATTENTION	
56.	INVERTED COMMUNICATION (INTEND TO NOT COMMUNICATE)	23.	SEPARATE	
		22.	FAILED WITHHOLD	
		21.	WITHHOLD	
55.	INVERTED CONTROL	20.	MISEMOTIONAL	
54.	INVERTED HELP (BETRAY)	19.	DESTROY	
		18.	MOTION	
53.	COLLECT	17.	FAILED OVERT (FAILED ATTACK)	
52.	SUBSTITUTE			
51.	WITHDRAW	16.	OVERTS (ATTACK)	
50.	DUPLICATE			
49.	ENTER	15.	DISLIKE	
48.	INHIBIT	14.	LIKE	
47.	DISAGREE	13.	COMPETE	
46.	ENFORCE	12.	FAILED HELP	
45.	AGREE	11.	HELP	
44.	DESIRE	10.	FAILED CONTROL	
43.	KNOW	9.	CONTROL	
42.	FAILED TO ENDURE	8.	EMOTIONAL	
41.	ENDURE	7.	FAILED COMMUNICATION	
40.	NO MOTION	6.	COMMUNICATION	
39.	FAILED TO ABANDON	5.	FAILED INTEREST	
38.	ABANDON	4.	INTEREST	
37.	FAILED WASTE	3.	CONNECT	
36.	WASTE	2.	FAILED HAVINGNESS	
35.	FAILED TO PROTECT	1.	HAVINGNESS	

HCO BULLETIN OF 19 JUNE 1961

Central Orgs
HGCs
Tech Staff

SEC CHECK WHOLE TRACK

(HCO WW Sec Form 4)

For processing use only. Use only about midway on Routine 3 and from then on.

(These questions have been contributed by Jan and Dick Halpern.)

L. RON HUBBARD
Founder

WHOLE TRACK SEC CHECK

HCO WW Sec Form 4

HAVE YOU EVER ENSLAVED A POPULATION?

HAVE YOU EVER IMPLANTED ANYONE?

HAVE YOU EVER SACKED A CITY?

HAVE YOU EVER SUNK OR OTHERWISE DESTROYED A NONCOMBATANT VESSEL?

HAVE YOU EVER ABUSED HOSTAGES OR PRISONERS?

HAVE YOU EVER ORDERED OR YOURSELF COMMITTED GENOCIDE?

HAVE YOU EVER ANNIHILATED A POPULATION?

HAVE YOU EVER POISONED FOOD OR DRINKING SUPPLIES?

HAVE YOU EVER STRANGLED ANYONE?

HAVE YOU EVER DELIBERATELY SPREAD DISEASE?

HAVE YOU EVER DEGRADED A RELIGION?

HAVE YOU EVER RAPED A CHILD OF EITHER SEX?

HAVE YOU EVER WARPED AN EDUCATIONAL SYSTEM?

HAVE YOU EVER DEPRIVED PEOPLE OF HOPE?

HAVE YOU COMMITTED MURDER?

HAVE YOU EVER DESTROYED A CULTURE?

HAVE YOU EVER FORCED ANYONE INTO AN UNDESIRED BEINGNESS?

HAVE YOU EVER STOLEN A BODY FROM ANOTHER BEING?

HAVE YOU EVER DESTROYED AN ECONOMY?

IS ANYBODY SEEKING TO DISCOVER YOUR WHEREABOUTS?

HAVE YOU EVER VIOLATED A NATION'S NEUTRALITY?

HAVE YOU EVER BROKEN A TREATY?

HAVE YOU EVER BLANKETED BODIES FOR THE SENSATION KICK?

HAVE YOU EVER UPSET AN ECOLOGY?

HAVE YOU PERSECUTED OTHERS FOR THEIR RELIGIOUS OR POLITICAL BELIEFS?

HAVE YOU EVER INTERFERED WITH THE FREE FLOW OF TRADE?

HAVE YOU EVER BEEN A CROOK?

HAVE YOU EVER OBLITERATED A LANGUAGE?

HAVE YOU EVER STAMPED OUT A RELIGION?

HAVE YOU EVER DELIBERATELY TRAINED PEOPLE IN UNTRUTHS FOR POWER OR PROFIT?

HAVE YOU EVER DEFILED RELIGIOUS PLACES, PERSONS OR OBJECTS?

HAVE YOU PRACTICED TERRORISM?

HAVE YOU EVER DONE ANYTHING YOU WOULD NOT LIKE TO THINK OF YOURSELF AS HAVING DONE?

HAVE YOU EVER BEEN A COWARD?

HAVE YOU EVER TRAPPED A THETAN?

HAVE YOU EVER PRIDED YOURSELF ON YOUR WICKEDNESS?

HAVE YOU EVER DESTROYED ARTISTIC PRODUCTIONS OR CREATIONS?

HAVE YOU BURNED LITERATURE?

HAVE YOU EVER FORBIDDEN PEOPLE TO PRACTICE THEIR OWN CUSTOMS?

HAVE YOU EVER PERVERTED A PEOPLE'S CUSTOMS?

HAVE YOU EVER DONE ANYTHING WHICH YOU HOPED WOULD BE WIPED OUT BY THE PASSAGE OF TIME?

DO YOU DESERVE TO BE PUNISHED INTO ETERNITY FOR SOMETHING YOU'VE DONE? IF SO, WHAT IS IT?

HAVE YOU EVER EXPOSED INFANTS?

HAVE YOU BRED BODIES FOR DEGRADING PURPOSES?

IS THERE ANYTHING YOU WOULD HAVE DONE DIFFERENTLY IF YOU HAD HAD MORE DATA?

HAVE YOU EVER FORCED BEINGS INTO UNWANTED BODIES?

HAVE YOU DELIBERATELY PREVENTED BEINGS FROM EXTERIORIZING?

HAVE YOU DONE ANYTHING TO A PERSON, GROUP OR THING THAT WASN'T DESERVED?

HAVE YOU EVER DESERTED A JUST CAUSE?

HAVE YOU EVER DEBASED A NATION'S CURRENCY?

HAVE YOU EVER DELIBERATELY TORTURED SOMEONE?

HAVE YOU EVER ENSLAVED ANOTHER BEING?

HAVE YOU EVER GAINED OR MAINTAINED A POSITION BY PORTRAY-ING YOURSELF AS VICTIMIZED?

HAVE YOU EVER UNDERMINED A PEOPLE'S TRUST?

HAVE YOU DRIVEN ANYONE INSANE?

HAVE YOU EVER BEEN A PROFESSIONAL PROSTITUTE?

HAVE YOU EVER BEEN A CRIMINAL?

HAVE YOU EVER TRAINED PEOPLE FOR CRIMINAL PURPOSES?

HAVE YOU EVER BEEN A PERVERT?

HAVE YOU EVER RECRUITED ANYONE FOR AN UNWORTHY PURPOSE?

HAVE YOU EVER TRADED IN OTHERS' BODIES FOR PROFIT OR POWER?

HAVE YOU EVER STOLEN A MOCK–UP OR FACSIMILE?

HAVE YOU EVER USURPED A LOCATION?

HAVE YOU EVER MADE THINGS SCARCE SO THAT YOU MIGHT PROFIT UNFAIRLY?

HAVE YOU EVER MADE A PRACTICE OF CREATING EMERGENCIES?

HAVE YOU EVER PRACTICED HUMAN SACRIFICE?

HAVE YOU EVER ASSUMED A BEINGNESS WHICH WAS NOT RIGHT-FULLY YOURS?

HAVE YOU EVER KILLED THE WRONG PERSON?

HAVE YOU EVER PUNISHED AN INNOCENT PERSON?

IS ANYBODY LOOKING FOR YOU?

HAVE YOU EVER SYSTEMATICALLY DEGRADED AN INDIVIDUAL OR POPULATION OR MOCK–UP?

HAVE YOU EVER UNLAWFULLY OR UNETHICALLY DESERTED A POST?

HAVE YOU BETRAYED SOMEONE OR SOMETHING WHICH DESERVED YOUR HELP?

HAVE YOU EVER SET A POOR EXAMPLE?

HAVE YOU EVER PERVERTED THE INSTITUTIONS OF A CULTURE FOR YOUR OWN PERSONAL POWER OR PROFIT?

HAVE YOU EVER DENIED YOURSELF?

HAVE YOU EVER BETRAYED YOURSELF?

DID YOU COME TO EARTH FOR EVIL PURPOSES?

HAVE YOU EVER ACTED CONTRARY TO YOUR OWN PRINCIPLES?

HAVE YOU EVER FAILED A FRIEND?

HAVE YOU EVER SOUGHT TO RENDER OTHERS DEPENDENT ON YOU?

HAVE YOU EVER ABUSED THOSE UNDER YOUR PROTECTION?

HAVE YOU EVER DESTROYED FARMLAND, CROPS OR BREEDING STOCK?

HAVE YOU EVER DESPOILED A PLANET OF ITS NATURAL RESOURCES?

ARE YOU IN HIDING?

HAVE YOU EVER MADE A PLANET OR NATION RADIOACTIVE?

HAVE YOU EVER WRECKED A CLIMATE?

HAVE YOU EVER SYSTEMATICALLY SET UP MYSTERIES?

HAVE YOU EVER MADE NOTHING OF YOURSELF?

HAVE YOU MADE A PROFESSION OF DESTRUCTION?

HAVE YOU EVER ENTURBULATED AN ORDERLY ENVIRONMENT?

HAVE YOU EVER BEEN A TRAITOR?

HAVE YOU EVER DELIBERATELY LOWERED ANOTHER'S KNOWING-NESS OR ABILITY?

HAVE YOU EVER MAIMED AND CRIPPLED OTHER PEOPLE'S BODIES?

HAVE YOU EVER PRETENDED TO A POWER YOU DID NOT POSSESS?

HAVE YOU EVER STOLEN SHIPS, DRAFT, VESSELS OR VEHICLES BELONGING TO A GOVERNMENT?

HAVE YOU EVER DISAPPEARED?

HAVE YOU EVER KILLED YOUR OWN BODY?

HAVE YOU EVER PRETENDED TO A KNOWINGNESS YOU DID NOT POSSESS?

HAVE YOU EVER CAUSED A PLANET TO DISAPPEAR?

HAVE YOU EVER FELT THE ENDS JUSTIFIED THE MEANS?

HAVE YOU EVER GIVEN CAUSE A BAD NAME?

HAVE YOU EVER DISCREDITED THE CREATIONS OF OTHERS?

HAVE YOU EVER BEEN OFF POST AT A TIME WHEN YOU WERE DESPERATELY NEEDED?

HAVE YOU EVER CONVINCED ANOTHER THAT HE HAS MOCKED UP AN UNCONFRONTABILITY?

HAVE YOU EVER DELIBERATELY MOCKED UP AN UNCONFRONTABILITY?

HAVE YOU MADE A PRACTICE OF CONFUSING PEOPLE?

HAVE YOU PERVERTED HISTORICAL TRUTHS FOR ANY REASON?

HAVE YOU EVER DELIBERATELY SENT SOMEONE TO THE WRONG PLACE, OR THE WRONG PERSON?

HAVE YOU EVER BEEN A PROFESSIONAL SPY OR INTELLIGENCE AGENT?

HAVE YOU MADE A PRACTICE OF WORRYING PEOPLE?

HAVE YOU CONSISTENTLY PRACTICED SEX IN SOME UNNATURAL FASHION?

HAVE YOU EVER DEMONSTRATED THAT CONTROL IS IMPOSSIBLE?

HAVE YOU EVER WRECKED A VEHICLE OR VESSEL?

HAVE YOU EVER PRETENDED TO BE DEAD?

WHAT QUESTION SHOULD BE ON THIS CHECK FOR OTHERS?

HAVE YOU EVER CONVINCED ANOTHER OF THE INJUSTICE OF HIS CAUSE?

HAVE YOU EVER PHILOSOPHIZED WHEN YOU SHOULD HAVE ACTED INSTEAD?

HAVE YOU EVER CLAIMED IT HARMED YOU TO DO SOMETHING?

HAVE YOU EVER DELIBERATELY DISFIGURED ANOTHER'S BODY?

HAVE YOU EVER TORN OUT SOMEONE'S TONGUE?

HAVE YOU EVER BLINDED ANYONE?

HAVE YOU EVER DESTROYED ANOTHER'S HEARING?

HAVE YOU EVER KNOCKED SOMEONE'S TEETH OUT?

HAVE YOU EVER PUNISHED ANOTHER BY CUTTING OFF SOME PART OF HIS BODY?

HAVE YOU EVER BEEN A PARASITE?

IS THERE ANYTHING YOU HAVE SWORN OFF BEING?

IS THERE ANYTHING YOU HAVE SWORN OFF DOING?

IS THERE ANYTHING YOU HAVE SWORN OFF HAVING?

HAVE YOU EVER GIVEN A DEGRADED OR DEBASED EXAMPLE OF DIVINITY?

HAVE YOU EVER PERVERTED A COMMUNICATION SYSTEM?

HAVE YOU EVER BEEN A PROFESSIONAL CRITIC?

HAVE YOU EVER HELD OTHERS IN PAWN FOR PROFIT?

HAVE YOU EVER PRESUMED ON THE NATURAL GOODNESS OF ANOTHER?

HAVE YOU EVER CAUSED ANOTHER TO MISTRUST YOU?

HAVE YOU EVER MADE A BURDEN OF YOURSELF?

HAVE YOU EVER GONE CRAZY?

HAVE YOU EVER SOUGHT TO PERSUADE ANOTHER OF YOUR INSANITY?

HAVE YOU EVER DELIBERATELY MUTILATED BODIES?

HAVE YOU EVER DELIBERATELY MUTILATED OBJECTS?

HAVE YOU HEIGHTENED SEXUAL SENSATION BY INFLICTING PAIN?

HAVE YOU EVER CAUSED SOMETHING TO APPEAR AT AN UNEXPECTED TIME?

HAVE YOU EVER CAUSED SOMETHING TO APPEAR IN AN UNEXPECTED PLACE?

HAVE YOU EVER MALTREATED A PREGNANT WOMAN OR PREGNANT ANIMAL?

HAVE YOU EVER CORRUPTED A CHILD?

HAVE YOU EVER SOUGHT TO CONVINCE OTHERS OF THEIR GUILT?

HAVE YOU EVER STARTED A WAR?

HAVE YOU EVER CAUSED YOUR OWN SIDE TO LOSE?

HAVE YOU EVER DELIBERATELY DISTORTED OTHERS' IDEAS?

HAVE YOU EVER MANIPULATED BEINGS AS THOUGH THEY WERE MEST?

HAVE YOU EVER DESERTED OR BETRAYED A GREAT LEADER?

HAVE YOU EVER SOUGHT TO CONVINCE BEINGS THAT THEY WERE MEST?

HAVE YOU EVER TRIED TO PERSUADE OTHERS THERE WERE THOUGHTS THEY MUSTN'T THINK?

HAVE YOU EVER SOUGHT TO PUT ANOTHER'S THINKINGNESS OUT OF HIS CONTROL?

HAVE YOU EVER PERMITTED A SUBORDINATE OF YOURS TO BE PUNISHED FOR YOUR MISTAKES?

HAVE YOU EVER TRIED TO SHIFT BLAME ONTO A SUPERIOR OF YOURS?

HAVE YOU EVER SMOTHERED A BABY?

HAVE YOU EVER INFLICTED PHYSICAL PAIN ON AN INSANE PERSON FOR ANY REASON?

HAVE YOU EVER TAKEN PRIDE IN AND CULTIVATED A WRONGNESS?

HAVE YOU EVER WORSHIPED WRONGNESS IN OTHERS?

HAVE YOU EVER SOUGHT TO MAKE OTHERS UNWILLING TO PRODUCE?

HAVE YOU EVER WIPED OUT A FAMILY?

HAVE YOU EVER REWARDED ANOTHER OR A GROUP FOR A WRONGNESS?

HAVE YOU EVER HAD SEXUAL RELATIONS WITH AN ANIMAL OR BIRD?

HAVE YOU EVER PARTICIPATED IN A SEXUAL RELATIONSHIP BETWEEN A DOLL BODY AND A HUMAN BODY?

HAVE YOU EVER DESTROYED A DOLL BODY?

HAVE YOU EVER LOST A DOLL BODY ENTRUSTED TO YOU?

HAVE YOU EVER PUNISHED ANOTHER OR GROUP FOR A RIGHTNESS?

HAVE YOU EVER PERMITTED ANOTHER TO BE PUNISHED FOR YOUR MISDEED?

HAVE YOU EVER PERPETUATED AN INJUSTICE?

HAVE YOU EVER BEEN BRUTAL TO ANIMALS?

HAVE YOU EVER DENIED OTHERS A MEANS OF EXISTENCE?

HAVE YOU EVER DESERTED YOUR OWN CHILDREN?

HAVE YOU EVER REFUSED TO SUPPORT YOUR PARENTS OR GRAND-PARENTS?

HAVE YOU EVER DENIED OTHERS A REDRESSMENT OF GRIEVANCES?

HAVE YOU EVER CAUSED ANOTHER TO DISTRUST HIMSELF?

HAVE YOU EVER CAUSED ANOTHER TO IDENTIFY HIMSELF WITH A FORM IN ORDER TO ENSLAVE HIM?

HAVE YOU EVER GIVEN ANYONE THE THIRD DEGREE?

HAVE YOU EVER VALIDATED THE INSANITY OF ANOTHER BEING OR GROUP?

HAVE YOU EVER TRIED TO GIVE SANITY A BAD NAME?

HAVE YOU EVER WARPED OR DISTORTED BODIES FOR SEXUAL PUR-POSES?

HAVE YOU EVER WANTED TO DISOWN A DEED OF YOURS?

DO YOU DESERVE TO HAVE ANY FRIENDS?

HAVE YOU EVER CASTRATED ANYONE?

HAVE YOU EVER WRONGFULLY CLAIMED ANOTHER'S DEED AS YOUR OWN?

HAVE YOU EVER ROBBED A DEAD BODY?

HAVE YOU EVER MADE LOVE TO A DEAD BODY?

DO YOU DESERVE TO BE FREE?

DO YOU DESERVE TO BE ENSLAVED?

IS THERE ANY QUESTION ON THIS CHECK I HAD BETTER NOT ASK YOU AGAIN?

HAVE YOU EVER CONSIDERED ANOTHER DIDN'T DESERVE TO BE SANE?

HAVE YOU EVER CONSIDERED ANOTHER DIDN'T DESERVE TO BE FREE?

HAVE YOU EVER CONSIDERED ANOTHER DIDN'T DESERVE TO BE WELL?

HAVE YOU EVER CONSIDERED ANOTHER DIDN'T DESERVE TO BE ALIVE?

HAVE YOU EVER MADE MEST GUILTY OF HARMING YOU?

HAVE YOU EVER MADE ANOTHER GUILTY OF DOING YOU PERMA-
NENT HARM?

HAVE YOU EVER FORCED ANOTHER TO COMPETE?

HAVE YOU EVER PRETENDED TO BE UNABLE TO REPAIR A FORM?

HAVE YOU EVER REFUSED TO PUT BACK INTO ORDER A DISORDER
YOU CREATED?

HAVE YOU EVER SHOT OR STABBED SOMEONE IN THE BACK?

HAVE YOU EVER BEEN DISLOYAL?

HAVE YOU EVER BEEN TREACHEROUS?

HAVE YOU EVER ENGAGED IN PIRACY?

HAVE YOU EVER MADE AN OUTRAGEOUS OR PREPOSTEROUS WILL?

HAVE YOU EVER THROWN THE OWNERSHIP OF PROPERTY INTO DOUBT?

HAVE YOU EVER DEMONSTRATED THAT COMMUNICATION IS IMPOS-
SIBLE?

HAVE YOU EVER WITHHELD USEFUL DATA?

HAVE YOU EVER CREATED CHAOS?

HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF FURNISHING
USELESS DATA?

HAVE YOU EVER TRIED TO MAKE THE PHYSICAL UNIVERSE LESS
REAL?

HAVE YOU EVER CAUSED ANOTHER TO MISTRUST HIS JUDGMENT?

HAVE YOU EVER CONVINCED ANOTHER HE WAS GUILTY OF A CRIME
OR MISDEED WHICH HE HAD NOT IN FACT COMMITTED?

HAVE YOU EVER SOUGHT TO CONVINCE ANOTHER THAT THERE WAS
SOMETHING WRONG WITH HIM?

HAVE YOU EVER PRACTICED MEDICINE UNETHICALLY?

HAVE YOU EVER PRACTICED LAW OR JURISPRUDENCE UNETHICALLY?

HAVE YOU EVER SOUGHT TO CONVINCE ANOTHER THAT EVERYTHING
WAS THE SAME AS EVERYTHING ELSE, SO IT DIDN'T MATTER
WHAT HE DID?

HAVE YOU EVER SPREAD DESPAIR?

HAVE YOU EVER KEPT EFFECTIVE SOLUTIONS FROM WORKING?

HAVE YOU EVER SOUGHT TO CONVINCE ANOTHER THAT THERE WAS
NO DIFFERENCE BETWEEN RIGHT AND WRONG?

HAVE YOU EVER BEEN A PIMP?

HAVE YOU EVER GIVEN FAMILIES A BAD NAME?

HAVE YOU EVER PRODUCED A CRIMINAL?

HAVE YOU EVER ASSISTED AN EVILDOER?

HAVE YOU EVER DRIVEN A POPULATION INTO CRIMINALITY?

HAVE YOU EVER USED CRIMINALITY AS A MEANS OF CONTROL OF A POPULATION?

HAVE YOU EVER MADE SANITY APPEAR TO BE PSYCHOTIC?

HAVE YOU EVER BEEN A PSYCHIATRIST?

HAVE YOU EVER DEPOPULATED AN AREA?

HAVE YOU EVER DEPRIVED ANOTHER OF A LIVELIHOOD?

HAVE YOU EVER GIVEN GOD A BAD NAME?

HAVE YOU EVER BEEN A CORRUPT PRIEST?

HAVE YOU EVER GIVEN SPIRITS AN EVIL REPUTATION?

HAVE YOU EVER BEEN AN EVIL SPIRIT?

HAVE YOU EVER SOUGHT TO CONVINCE OTHERS THAT THINGS WERE EVIL?

HAVE YOU EVER TAUGHT OTHERS THAT NOTHING CAN BE DONE?

HAVE YOU EVER TRIED TO CONVINCE OTHERS THAT KNOWING IS BAD? THAT PERCEIVING IS BAD? THAT SENSATION IS BAD?

HAVE YOU EVER DELIBERATELY CAUSED A SANE PERSON TO BE COMMITTED TO A MENTAL INSTITUTION?

HAVE YOU EVER PERFORMED UNNECESSARY SURGERY ON SOMEONE'S BODY?

HAVE YOU EVER TRIED TO CONVINCE OTHERS THAT THINGS ARE BAD? THAT THERE ARE BAD BEINGNESSES? THAT IT IS BAD TO DO THINGS?

HAVE YOU EVER MOCKED ANOTHER'S ABILITY?

HAVE YOU EVER MOCKED ANOTHER'S KNOWINGNESS?

HAVE YOU EVER MOCKED ANOTHER'S CREATIVENESS?

HAVE YOU EVER APPLIED A HOT IRON TO ANOTHER PERSON'S BODY?

HAVE YOU EVER TORTURED ANOTHER WITH ELECTRICAL OR ELECTRONIC DEVICES?

HAVE YOU EVER ATTACKED OTHERS FOR CAUSING EFFECTS THAT YOU SECRETLY KNEW WERE BENEFICIAL OR HELPFUL?

HAVE YOU EVER DELIBERATELY CAUSED OTHERS TO FEEL LESS RESPONSIBLE?

HAVE YOU EVER BEATEN A CHILD TO DEATH?

HAVE YOU EVER STARVED ANYONE TO DEATH?

HAVE YOU EVER LEFT ANYONE TO DIE OF THIRST?

HAVE YOU EVER MISESTIMATED AN EFFORT?

HAVE YOU EVER MISJUDGED ANOTHER?

HAVE YOU EVER FAILED TO SAVE SOMEONE FROM DROWNING?

HAVE YOU EVER KNOWINGLY SPONSORED A SWINDLE?

HAVE YOU EVER FAILED ANOTHER?

HAVE YOU EVER WASTED TIME WHEN YOU OUGHT NOT TO HAVE?

HAVE YOU EVER RETREATED FROM AN AREA WHERE YOU SHOULD HAVE STAYED OR ADVANCED?

HAVE YOU EVER WASTED MEN? WOMEN? CHILDREN? OBJECTS? AN ABILITY? ANIMALS? THOUGHTS? SPACES? ENERGY?

HAVE YOU EVER MADE NOTHING OF A WORTHY PERSON? OF A GROUP? OF A UNIVERSE? OF A SPIRIT?

HAVE YOU FAILED IN ANY WAY TO LIVE UP TO YOUR OWN IDEAS OF HOW YOU SHOULD BE?

HAVE YOU EVER BROKEN SOMEONE'S BODY ON A WHEEL?

HAVE YOU EVER STRETCHED ANOTHER'S BODY ON A RACK?

HAVE YOU EVER PUT A CRIMINAL IN A POSITION OF TRUST?

HAVE YOU EVER SOLD PEOPLE ON THE IDEA THAT PEOPLE ARE BASI-CALLY WICKED?

HAVE YOU EVER BOILED SOMEONE'S LIVING BODY IN OIL?

HAVE YOU EVER EATEN A HUMAN BODY?

HAVE YOU EVER EATEN THE BODY OF A MEMBER OF YOUR OWN SPE-CIES?

HAVE YOU EVER DISFIGURED A BEAUTIFUL THING?

HAVE YOU EVER EXTERMINATED A SPECIES?

HAVE YOU EVER LET YOUR PAST TRIUMPHS DISCOURAGE YOU ABOUT YOUR FUTURE?

HAVE YOU EVER FLAYED ANYONE ALIVE?

HAVE YOU EVER BEEN A PROFESSIONAL EXECUTIONER?

HAVE YOU EVER DONE A BAD THING TO WIN APPROVAL?

HAVE YOU EVER BEEN A DISHONEST POLICEMAN?

HAVE YOU EVER BEEN A BRUTAL JAILER?

HAVE YOU EVER BEEN A CORRUPT JUDGE?

HAVE YOU EVER BEEN A BAD SOLDIER?

HAVE YOU EVER DONE A BAD THING TO SAVE YOURSELF?

HAVE YOU EVER DONE A BAD THING TO SAVE ANOTHER?

HAVE YOU EVER BEEN AN UNGRATEFUL CHILD?

HAVE YOU EVER BEEN A WICKED MOTHER?

HAVE YOU EVER BEEN A BAD FATHER?

HAVE YOU EVER CONVINCED ANOTHER THAT HIS GOALS WERE NO GOOD?

HAVE YOU EVER BEEN AN ABORTIONIST?

HAVE YOU EVER RUN A BROTHEL?

HAVE YOU EVER HAD A BODY WITH A VENEREAL DISEASE? IF SO, DID YOU SPREAD IT?

HAVE YOU EVER PRODUCED A BASTARD?

HAVE YOU EVER CONVINCED ANOTHER THAT HE SHOULDN'T CONFRONT SOMEONE OR SOMETHING?

HAVE YOU EVER FAILED TO SEND OR DELIVER A VITAL MESSAGE?

HAVE YOU COMMITTED RAPE?

HAVE YOU EMPLOYED POISON GAS AGAINST LIFE FORMS?

HAVE YOU EVER PUT UP A DISCREDITABLE CREATION?

HAVE YOU EVER TAUGHT THAT IT WAS BAD FOR PEOPLE TO HAVE THINGS?

HAVE YOU EVER DELIBERATELY INFECTED LIFE FORMS WITH DISEASE?

HAVE YOU EVER MADE A BODY DISAPPEAR?

HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF ATTACKING PEOPLE WHO HELPED YOU?

HAVE YOU EVER PERVERTED AN ETHIC?

HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF ATTACKING THOSE WHO HELPED OTHERS?

HAVE YOU EVER ABUSED OR TORTURED LIFE FORMS?

HAVE YOU EVER INFLICTED AN UNWARRANTED PUNISHMENT?

HAVE YOU EVER ENFORCED BREEDING?

HAVE YOU EVER DESECRATED BURIAL PLACES?

HAVE YOU EVER ATTACKED HELPLESS PERSONS?

HAVE YOU EVER DENIED ANYONE A DESIRED BEINGNESS?

HAVE YOU EVER CAUSED ANOTHER BEING TO CREATE AGAINST HIS OWN WISHES OR INTERESTS?

HAVE YOU EVER ZAPPED ANYONE?

HAVE YOU DELIBERATELY SET PROPERTY AFIRE?

HAVE YOU EVER CREATED AN EFFECT FOR WHICH THERE WAS NO APPARENT CAUSE?

HAVE YOU EVER INTERIORIZED A BEING INTO A MACHINE?

HAVE YOU EVER FORCED A BODY TO SURVIVE AGAINST ITS OWNER'S WISHES?

HAVE YOU EVER ARRESTED THE DEVELOPMENT OF A CULTURE?

IS THERE ANY PLACE YOU'D BETTER NOT RETURN TO?

IS THERE ANYTHING THE PEOPLE OF EARTH HAD BETTER NOT FIND OUT ABOUT YOU?

IS THERE ANY TIME YOU'D BETTER NOT RETURN TO?

HAVE YOU DONE ANYTHING THAT HAD BETTER NOT HAPPEN AGAIN?

HAVE YOU EVER GIVEN CREATIVENESS A BAD NAME?

HAVE YOU GIVEN BIOLOGICAL BODIES A BAD NAME?

HAVE YOU GIVEN DOLL BODIES A BAD NAME?

HAVE YOU GIVEN ROBOTS A BAD NAME?

WHAT SHOULD OTHERS BE WARNED ABOUT CONCERNING YOU?

WHAT DON'T YOU TRUST YOURSELF WITH?

IS THERE ANYTHING YOU CAN'T FORGIVE YOURSELF FOR?

IS THERE ANYTHING OTHERS SHOULD NOT FORGIVE YOU FOR?

HAVE YOU EVER CAUSED EQUIPMENT ENTRUSTED TO YOUR CARE TO VANISH?

HAVE YOU EVER ACTED AS A DOUBLE AGENT?

HAVE YOU EVER MISAPPROPRIATED EQUIPMENT ENTRUSTED TO YOUR CARE?

HAVE YOU EVER INTERROGATED ANOTHER UNDER TORTURE?

HAVE YOU EVER CAUSED ANYONE TO BE BURNED ALIVE?

HAVE YOU EVER MISAPPROPRIATED FUNDS ENTRUSTED TO YOUR CARE?

HAVE YOU EVER VIOLATED THE SANCTITY OF A HERALD?

HAVE YOU EVER VIOLATED A FLAG OF TRUCE OR A PERIOD OF TRUCE?

HAVE YOU EVER CAUSED SOMEONE TO BE FLOGGED TO DEATH?

HAVE YOU EVER BEEN A RELIGIOUS FANATIC?

HAVE YOU EVER ASSASSINATED A PROMINENT PERSON?

HAVE YOU EVER BLOWN ANYTHING UP?

HAVE YOU EVER VIOLATED A SANCTUARY?

HAVE YOU EVER POISONED AN ATMOSPHERE?

HAVE YOU EVER SET A BOOBY TRAP?

HAVE YOU EVER VIOLATED THE ESTABLISHED RULES OF WARFARE?

HAVE YOU EVER MADE YOURSELF OUT TO BE WEAKER THAN YOU IN FACT WERE?

HAVE YOU EVER MADE YOURSELF OUT TO BE STRONGER THAN YOU IN FACT WERE?

HAVE YOU EVER PROMISED HELP WITHOUT INTENDING TO GIVE IT?

HAVE YOU EVER ABANDONED YOUR SICK OR DEAD TO THE ENEMY?

HAVE YOU EVER FAILED TO RESCUE YOUR LEADER?

HCO BULLETIN OF 23 JUNE 1961

RUNNING CCHs

(from a telex sent by LRH to Johannesburg)

CCHs being run terribly wrong.

Correct version follows: Run a CCH only so long as it produces change in the pc's general aspect.

If no change in aspect for twenty minutes, go on to next CCH.

If CCH producing change, do not go on but flatten that CCH.

Then when for twenty minutes it produces no change go on to next CCH.

Run CCHs 1, 2, 3, 4, 1, 2, 3, 4, 1, etc.

Use only right hand on 1.

Any pc on Routine 1 is given Joburg Sec Check Form 3, hour for hour with CCHs or have a second auditor giving Joburg on Routine 1 to pc on same day.

CCHs not run in Model Session, not run on E-Meter.

It is Code break, clause thirteen, to run a CCH that is producing no change or to not flatten in same or subsequent session a CCH that is producing change.

Some pcs get no reaction at first on any CCH; therefore, run each one the twenty minute period CCH 1, 2, 3, 4, 1, etc., and with Joburg being given same time you will eventually win.

Best, Ron

L. RON HUBBARD
Founder

HCO BULLETIN OF 27 JUNE 1961

Mission Holders
Central Orgs
Tech Depts

ROUTINE ONE

It has been noted that "hour of Joburg" for "hour of CCHs" has been taken to mean you run the CCHs for an hour and then the Joburg Sec Check for an hour. This is very wrong.

If another auditor is giving the Joburg, it should be given in the same day. An auditor less skilled on CCHs could thus be employed for half the auditing day giving Joburgs.

But the CCHs must be run as they are supposed to be run. Run 1, 2, 3, 4, 1, each one to a temporary flat point (twenty minutes of no auditor-observed change of comm lag or demeanor—not pc's statements about change or somatics), and when one is biting, you flatten that CCH as per the twenty-minute test.

If one auditor is doing CCHs *and* Joburg Sec Check, whenever he has pc temporarily flat on a CCH, he can give a page of Joburg. Probably one-third of the auditing time is best for a Sec Check, rather than one for one in time with CCHs if one auditor is doing both.

A pc can go three days on CCHs without a Sec Check. At a time when a CCH that was unflat but is now temporarily flat, a Sec Check consisting of a couple of pages or more can be given (in any event, about five hours worth for fifteen hours of CCHs for one auditor).

If you have two auditors on a case, one giving CCHs, one Sec Checks, this means two and one-half hours in the morning on CCHs, two and one-half hours in the afternoon on Sec Checks or vice versa. Some pcs getting Sec Checks in the morning and some pcs getting them in the afternoon would keep all auditors busy.

I hope this helps you to handle Routine One.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 29 JUNE 1961R
REVISED 8 NOVEMBER 1980

Remimeo
HCO
Tech/Qual

Confessional Form 5R

STUDENT CONFESSIONAL LIST

Ref:
HCOB 30 Nov. 78   CONFESSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

The first few questions below are for a student who has registered, but not yet started on course, and who has never had a course in Scientology or Dianetics. The whole battery is given to a student actually on a tech course, or who has had a previous course in Scientology or Dianetics. When using this Confessional list for a student on a nontech course (staff courses, OEC, etc.) omit those questions marked with an asterisk (*).

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. **HAS ANYONE GIVEN OR LOANED YOU MONEY TO HELP COVER YOUR TUITION OR EXPENSES WHILE ON THIS COURSE?**   _____

   If so: **HAVE YOU PROMISED THEM SOMETHING IN RETURN FOR THIS?**   _____

   If so: **WHAT EXACTLY HAVE YOU COMMITTED YOURSELF TO?**   _____

   If so: **DO YOU INTEND TO MAKE GOOD THIS OBLIGATION?**   _____

2. **ARE YOU COMING ON THIS COURSE IN ORDER TO GET AWAY FROM SOMEONE OR SOMETHING?**   _____

3. **DO YOU HAVE ANY GOAL FOR BEING ON THIS COURSE WHICH, IF ACHIEVED, WOULD RESULT IN HARM TO ANOTHER PERSON, HIS POSSESSIONS OR HIS REPUTATION?**   _____

4. ARE YOU HERE IN ORDER TO GET INTO ANYTHING? _____

*5. HAVE YOU PROMISED ANYONE AUDITING WHICH YOU
DO NOT INTEND TO GIVE? _____

6. HAVE YOU READ OR HAD READ TO YOU THE
STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR? _____

If so: ARE THERE ANY RULES YOU DO NOT INTEND TO
COMPLY WITH? _____

7. ARE YOU HERE TO FIND OUT WHETHER
SCIENTOLOGY WORKS? _____

8. ARE YOU HERE TO PROVE THAT SCIENTOLOGY
CAN'T HELP YOU? _____

9. ARE YOU HERE TO PROVE THAT YOU CANNOT HELP
OTHERS WITH SCIENTOLOGY? _____

10. IS THERE ANYTHING, DISCREDITABLE TO YOU,
GOING ON BACK HOME WHICH IS LIABLE TO BE
FOUND OUT BY REASON OF YOUR BEING ON THIS
COURSE? _____

11. ARE YOU NEGLECTING ANY RESPONSIBILITIES OF
YOURS IN ORDER TO TAKE THIS COURSE? _____

12. IS THERE ANYTHING IMPORTANT THAT YOU ARE
SETTING ASIDE UNTIL AFTER THE END OF THIS
COURSE? _____

13. DO YOU ALREADY KNOW ALL THERE IS TO KNOW
ABOUT SCIENTOLOGY? _____

14. ARE YOU HERE FOR ANY OTHER REASON THAN TO
BECOME AN EXPERT AUDITOR OR ADMINISTRATOR? _____

15. DO YOU HAVE OVERTS AGAINST THE SUBJECT YOU
ARE STUDYING? _____

16. ARE YOU COMING ON THIS COURSE WITH THE
INTENTION OF KILLING OFF YOUR BODY? _____

17. ARE YOU COMING ON THIS COURSE WITH THE
INTENTION OF SPINNING OR GOING INSANE? _____

18. IS THERE ANY GOAL THAT YOU HAVE FOR THIS
COURSE HARMFUL TO ANY DYNAMIC? _____

19. ARE YOU PRESENTLY TAKING TRANQUILIZERS,
DRUGS OR MEDICATION OF ANY SORT? _____

20. IS THERE ANYONE YOU ARE IN COMMUNICATION WITH THAT REGULARLY MAKES A PRACTICE OF DISCREDITING SCIENTOLOGY, ITS PERSONNEL OR ITS ORGANIZATIONS TO YOU? _____

21. IS ANYONE COUNTING ON YOU TO KEEP SOMETHING SECRET WHILE YOU ARE ON COURSE? _____

22. ARE YOU PRESENTLY SUFFERING FROM SOME BODILY OR MENTAL CONDITION THAT OTHERS HAVE FAILED TO ALLEVIATE? _____

23. ARE YOU SECRETLY WORRIED ABOUT SOME CONDITION OF YOUR BODY OR YOUR MIND? _____

24. ARE YOU UPSET BY MY QUESTIONS? _____

25. WHILE ON COURSE, HAVE YOU EVER FAILED TO LOOK UP A MISUNDERSTOOD WORD? _____

26. HAVE YOU EVER CHECKED OUT ANOTHER STUDENT WITHOUT DEMANDING APPLICATION? _____

27. HAVE YOU EVER FLUNKED ANOTHER STUDENT FOR SOMETHING HE REALLY KNEW? _____

28. IS THERE ANYTHING ABOUT THIS COURSE OR THE ACADEMY OR SCIENTOLOGY THAT YOU ARE MAKING ALLOWANCES FOR? _____

29. HAVE YOU DONE ANY DRINKING ON CLASS DAYS? _____

30. HAVE YOU TOLD ANY OTHER STUDENTS THAT YOUR SUPERVISOR'S DATA WAS WRONG? _____

31. HAVE YOU EVER GIVEN A TWIN A FALSE PASS? _____

32. HAVE YOU ALLOWED YOURSELF TO BE PASSED ON SOMETHING YOU DIDN'T FULLY UNDERSTAND? _____

33. HAVE YOU EVER FALSELY SIGNED OFF AN ITEM ON A CHECKSHEET? _____

34. HAVE YOU HAD SEX WITH ANOTHER STUDENT? _____

35. ARE YOU TRYING TO GET ANOTHER STUDENT TO HAVE SEX WITH YOU? _____

36. HAVE YOU HAD SEX WITH A STAFF MEMBER? _____

37. ARE YOU TRYING TO GET A STAFF MEMBER TO HAVE SEX WITH YOU? _____

38. HAVE YOU BORROWED ANY ORGANIZATION PROPERTY AND NOT RETURNED IT? _____

39. **HAVE YOU INVALIDATED OR CRITICIZED ANY AUDITORS TO THEIR PRECLEARS?** _____

40. **DO YOU INTEND TO PRACTICE SCIENTOLOGY IN THE FIELD DIFFERENTLY FROM HOW YOU HAVE BEEN TAUGHT IT HERE?** _____

41. **HAVE YOU TAKEN A COURSE IN SCIENTOLOGY FOR STATUS ONLY?** _____

42. **HAVE YOU TAKEN A COURSE IN SCIENTOLOGY THAT WAS NOT ON YOUR OWN SELF–DETERMINISM?** _____

   If so ask: **WHO EXACTLY HAVE YOU MADE GUILTY OF THIS?**

43. **HAVE YOU TRIED TO BE BETTER THAN OR BEAT SOMEONE ELSE ON COURSE?** _____

44. **HAVE YOU QUICKIED A COURSE?** _____

45. **HAVE YOU COUGHED OR DISTRACTED OTHERS DURING COURSE TIME?** _____

46. **HAVE YOU DONE ANY SELF–AUDITING?** _____

47. **HAVE YOU DONE ANY UNAUTHORIZED AUDITING?** _____

48. **HAVE YOU RECEIVED ANY UNAUTHORIZED AUDITING?** _____

49. **HAVE YOU CRITICIZED YOUR AUDITOR TO OTHERS?** _____

50. **HAVE YOU BEEN THINKING UNKIND OR CRITICAL THOUGHTS ABOUT YOUR PRECLEAR?** _____

   L. RON HUBBARD? _____

   YOUR SUPERVISORS? _____

   YOUR AUDITOR? _____

   OTHER STUDENTS? _____

   STAFF MEMBERS? _____

51. **HAVE YOU CRITICIZED THIS COURSE OR THE ORGANIZATION VERBALLY OR IN WRITING TO NON–SCIENTOLOGISTS?** _____

52. **HAVE YOU CRITICIZED YOUR SUPERVISORS OR THE D OF T TO OTHERS?** _____

53. **HAVE YOU SAID OR DONE ANYTHING TO MAKE FIELD SCIENTOLOGISTS THINK BADLY OF THIS ORGANIZATION OR ITS STAFF?** _____

54. IS THERE ANYTHING HERE THAT YOU FEEL SO UNCOMFORTABLE ABOUT THAT YOU ARE THINKING OF LEAVING? _____

55. HAVE YOU RECEIVED ANY MEDICAL, DENTAL OR OTHER TREATMENT WHILE ON COURSE WITHOUT PERMISSION? _____

56. HAVE YOU BEEN LATE TO ANY SCHEDULED COURSE PERIODS? _____

57. HAVE YOU CHEATED ON ANY COURSE EXAMS? _____

58. HAVE YOU PASSED OFF ANY OTHER STUDENT'S WORK AS YOUR OWN? _____

*59. HAVE YOU QUICKIED A STUDENT AUDITING REQUIREMENT TO GRADUATE FROM COURSE? _____

60. HAVE YOU FALSELY ATTESTED ON GRADUATING A COURSE? _____

61. HAVE YOU ATTESTED TO COMPLETION OF A COURSE WHEN YOU KNEW YOU HAD UNCERTAINTIES ON THE MATERIALS? _____

*62. HAVE YOU TRIED TO PERSUADE ANY POTENTIAL PRECLEAR TO WAIT AND BE AUDITED BY YOU AFTER THE COURSE RATHER THAN BY THE HGC? _____

*63. HAVE YOU VIOLATED THE AUDITOR'S CODE WHILE AUDITING YOUR PRECLEAR? _____

*64. HAVE YOU DONE ANYTHING REALLY STUPID WITH YOUR PRECLEAR? _____

65. HAVE YOU VIOLATED THE CODE OF A SCIENTOLOGIST IN ANY WAY? _____

66. HAVE YOU BEEN ABSENT FROM ANY COURSE PERIOD WITHOUT YOUR SUPERVISOR'S KNOWLEDGE OR CONSENT? _____

67. ARE YOU IN DISAGREEMENT WITH ANY OF THE STABLE DATA OF SCIENTOLOGY? _____

68. HAVE YOU BEEN GETTING LESS SLEEP THAN USUAL? _____

69. HAVE YOU BEEN EATING LESS THAN USUAL? _____

*70. IS THERE ANYTHING YOU ARE WITHHOLDING FROM YOUR AUDITOR BECAUSE HE'S "ONLY A STUDENT"? _____

71. HAVE YOU TAKEN TRANQUILIZERS OR DRUGS OF ANY SORT? _____

72. HAVE YOU DELIBERATELY DISOBEYED YOUR
SUPERVISOR'S ORDERS OR DIRECTIONS? _____

73. HAVE YOU UNINTENTIONALLY FAILED TO FOLLOW
YOUR SUPERVISOR'S ORDERS OR DIRECTIONS? _____

74. HAVE YOU GIVEN VERBAL TECH TO ANOTHER
STUDENT? _____

75. HAVE YOU BEEN INSECURE WITH CONFIDENTIAL
MATERIALS? _____

76. HAVE YOU TRIED TO BREAK UP ANYONE'S
MARRIAGE? _____

77. HAVE YOU SECRETLY VIOLATED ANY COURSE RULE
OR REGULATION? _____

78. HAVE YOU TRIED TO ENTURBULATE THE COURSE OR
ANY PERSON CONNECTED WITH IT? _____

79. HAVE YOU FAILED TO FULLY CLEAR A
MISUNDERSTOOD WORD TO FULL CONCEPTUAL
UNDERSTANDING? _____

80. HAVE YOU GONE BY AN AREA OF STUDY YOU KNEW
YOU HAD CONFUSIONS ON AND DIDN'T CLEAR IT UP? _____

81. HAVE YOU PRETENDED NOT TO BE BOGGED ON
STUDY WHEN YOU REALLY WERE? _____

82. HAVE YOU EVER ACCEPTED VERBAL TECH WHILE
DOING A DRILL? _____

83. HAVE YOU TAKEN ANY OTHER STUDENT'S
PROPERTY? _____

84. DO YOU HAVE ANY OTHER STUDENT'S PROPERTY IN
YOUR POSSESSION? _____

85. HAVE YOU TAKEN ANY STAFF MEMBER'S OR HGC
PC'S PROPERTY? _____

86. DO YOU HAVE ANY STAFF MEMBER'S OR HGC PC'S
PROPERTY IN YOUR POSSESSION? _____

87. HAVE YOU TAKEN ANY ORGANIZATION PROPERTY? _____

88. HAVE YOU BROKEN OR DAMAGED ANYTHING
BELONGING TO THE ORGANIZATION OR ITS STAFF? _____

89. HAVE YOU ANY ORGANIZATION PROPERTY IN YOUR
POSSESSION? _____

90. HAVE YOU PASSED ANY RESTRICTED DATA OF
SCIENTOLOGY TO UNAUTHORIZED PERSONS? _____

91. HAVE YOU TRIED IN ANY WAY TO GIVE SCIENTOLOGY A BAD NAME? _____

92. HAVE YOU TRIED TO GIVE ANY SCIENTOLOGIST A BAD NAME? _____

93. ARE YOU A DIFFICULT OR UNCOOPERATIVE STUDENT? _____

94. HAVE YOU EVER ALTER–ISED OR MISADVISED OTHERS ON THE USE OF STUDY TECH? _____

95. DO YOU HAVE A GRUDGE AGAINST ANY OTHER STUDENT OR STAFF MEMBER? _____

96. HAVE YOU TRIED TO GET ANY OTHER STUDENT REMOVED FROM THIS COURSE? _____

97. HAVE YOU TRIED TO MAKE ANY STAFF MEMBER LOSE HIS JOB? _____

98. HAVE YOU TOLD LIES ABOUT ANYONE WHILE ON THIS COURSE? _____

99. HAVE YOU DONE ANYTHING OUTSIDE OF COURSE HOURS WHICH YOU SHOULDN'T HAVE? _____

100. HAVE YOU BEEN DOING LESS THAN YOUR BEST TO BECOME AN EXPERT AUDITOR OR ADMINISTRATOR? _____

101. ARE YOU DOING ANYTHING WHICH WILL PREVENT YOUR BECOMING AN EXPERT SCIENTOLOGIST? _____

102. HAVE YOU BEEN SPENDING TIME, WHICH SHOULD HAVE BEEN SPENT STUDYING SCIENTOLOGY, DOING SOMETHING ELSE? _____

103. HAVE YOU EVER USED LISTENING TO TAPES AS AN OPPORTUNITY TO DRIFT OFF INTO YOUR OWN THOUGHTS UNNOTICED? _____

104. HAVE YOU EVER BLUFFED YOUR WAY THROUGH A CHECKOUT? _____

105. HAVE YOU EVER ACCEPTED A NONSTANDARD CHECKOUT JUST SO YOU COULD GET ON WITH IT? _____

106. ARE YOU MAKING ANY SCIENTOLOGIST GUILTY OF ANYTHING? _____

107. HAVE YOU BEEN DOING ANYTHING YOU BELIEVE IS NOT RIGHT TO OBTAIN MONEY FOR THIS COURSE? _____

108. HAVE YOU DONE ANYTHING WHILE ON THIS COURSE THAT YOU WOULD HATE TO HAVE KNOWN BACK HOME? _____

109. HAVE YOU BEEN MISAPPLYING ANYTHING YOU HAVE BEEN TAUGHT IN SUCH A WAY AS TO MAKE IT APPEAR THAT WHAT YOU'VE BEEN TAUGHT DOESN'T WORK? _____

110. HAVE YOU BEEN DOING ANYTHING SOLELY BECAUSE IT IS "THE SUPERVISOR'S IDEA"? _____

111. HAVE YOU BEEN DOING ANYTHING SOLELY BECAUSE IT IS "L. RON HUBBARD'S IDEA"? _____

112. HAVE YOU BEEN PUTTING INTO PRACTICE ANY METHOD OR DATUM THAT YOU DON'T SEE THE REASON FOR? _____

113. HAVE YOU DONE ANYTHING THAT WOULD DISCREDIT RON OR MARY SUE HUBBARD OR YOUR SUPERVISORS BY REASON OF THEIR HAVING TRAINED YOU? _____

114. IS THERE SOMETHING YOU'VE BEEN WONDERING ABOUT CONCERNING SCIENTOLOGY OR SCIENTOLOGISTS WHICH YOU HAVEN'T ASKED YOUR SUPERVISOR ABOUT? _____

115. IS THERE ANYTHING THAT L. RON HUBBARD OR YOUR SUPERVISORS SHOULD MISTRUST YOU FOR THAT YOU HAVEN'T TOLD THEM ABOUT? _____

116. ARE YOU WITHHOLDING ASKING ANY QUESTION BECAUSE YOU'RE AFRAID IT WILL SOUND STUPID? _____

117. HAVE YOU BEEN MAKING A PRACTICE OF GETTING OTHER STUDENTS TO ANSWER YOUR QUESTIONS RATHER THAN THE SUPERVISOR? _____

If so: WHAT QUESTIONS? WHY? _____

118. HAVE YOU BEEN KEEPING OTHER STUDENTS FROM DOING THEIR WORK? _____

119. HAVE YOU BEEN SUCH A PROBLEM TO YOUR SUPERVISORS THAT YOU'VE BEEN ROBBING OTHER STUDENTS OF THEIR FAIR SHARE OF THE SUPERVISORS' TIME? _____

120. HAVE YOU EVER DONE A CLAY DEMO JUST TO PLEASE THE SUPERVISOR WITHOUT REALLY UNDERSTANDING WHAT WAS DEMOED? _____

121. HAVE YOU EVER USED A DEMO KIT TO KEEP THE SUPERVISOR OFF YOUR BACK? _____

122. HAVE YOU EVER FELT THAT YOU WERE INCORRECTLY TARGETED ON COURSE? _____

If so ask: **WHO EXACTLY HAVE YOU MADE GUILTY OF THIS?** _____

123. **HAVE YOU BEEN WRITING LETTERS HOME OR ELSEWHERE CRITICIZING THIS COURSE?** _____

             THE SUPERVISORS? _____

             YOUR FELLOW STUDENTS? _____

124. **DO YOU REGULARLY MAKE A PRACTICE OF GOSSIPING ABOUT THE AFFAIRS OF STAFF, STUDENTS OR PRECLEARS?** _____

*125. **HAVE YOU TRIED OUT ANY PROCESSES THAT YOU'VE DREAMED UP YOURSELF ON STAFF, STUDENTS OR PRECLEARS?** _____

*126. **HAVE YOU BEEN TESTING ANY SQUIRREL PROCESSES ON ANYONE?** _____

*127. **IS THERE ANY PROCESS YOU ARE CERTAIN WOULD RESOLVE YOUR CASE OR YOUR PC'S CASE WHICH IS NOT BEING USED?** _____

128. **IS THERE ANYONE TO WHOM YOU MAKE A REGULAR PRACTICE OF DISCREDITING SCIENTOLOGY, ITS ORGANIZATIONS OR ITS PERSONNEL?** _____

129. **ARE YOU IN COMMUNICATION WITH SOMEONE WHO IS A MUCH BETTER SCIENTOLOGIST THAN YOUR SUPERVISOR?** _____

130. **ARE YOU IN COMMUNICATION WITH SOMEONE WHO UNDERSTANDS MORE ABOUT SCIENTOLOGY THAN L. RON HUBBARD?** _____

131. **HAVE YOU EVER, WHILE ON COURSE, FELT THAT YOU WOULD NOT ACHIEVE YOUR GOALS BY REASON OF POOR AUDITING OR POOR SUPERVISING?** _____

If so ask: **WHO EXACTLY HAVE YOU MADE GUILTY OF THIS?** _____

132. **HAVE YOU PREVENTED ANYONE, INCLUDING SUPERVISORS, FROM ACHIEVING GOALS CONCERNING YOU OR OTHERS IN SCIENTOLOGY?** _____

133. **HAVE YOU EVER ALLOWED YOURSELF TO BE RUSHED THROUGH YOUR MATERIALS SO YOU COULD BE COUNTED AS A STAT?** _____

If so ask: **WHO EXACTLY HAVE YOU MADE GUILTY OF THIS?** _____

134. **HAVE YOU THOUGHT SO BADLY OF THIS ORGANIZATION FOR ANY REASON THAT YOU WOULD UNDER NO CIRCUMSTANCES ACCEPT A JOB HERE ON COMPLETION OF THIS COURSE?** _____

135. **ARE YOU IN FAIRLY REGULAR COMMUNICATION WITH ANYONE WHO HAS A LOT OF ARC BREAKS WITH L. RON HUBBARD OR SCIENTOLOGY ORGANIZATIONS?** _____

   If so ask: **WHAT IS THE NATURE AND FREQUENCY OF THIS COMMUNICATION?** _____

136. **ARE YOU IN FAIRLY REGULAR COMMUNICATION WITH ANY GROUP THAT IS INTERESTED IN SEEING SCIENTOLOGY FAIL OR ITS ORGANIZATIONS DISCREDITED?** _____

137. **IS ANYONE HOSTILE TO SCIENTOLOGY ASSISTING YOU FINANCIALLY ON THIS COURSE?** _____

*138. **HAVE YOU RUN ANY UNAUTHORIZED PROCESSES ON ANYONE?** _____

139. **HAVE YOU PERMITTED ANYONE TO RUN UNAUTHORIZED PROCESSES ON YOU?** _____

140. **IS ANYONE HERE COUNTING ON YOU TO KEEP A SECRET FOR HIM?** _____

141. **HAVE YOU ANY FEELING OF "INJURED INNOCENCE" AT HAVING BEEN ASKED THESE QUESTIONS?** _____

142. **HAVE YOU BEEN GOING TO SOME OTHER PERSON RATHER THAN YOUR D OF T OR SUPERVISORS TO GET THE "REAL DATA" ON SCIENTOLOGY?** _____

143. **HAVE YOU BEEN CRITICAL OF THE DATA OR QUALITY OF TAPES?** _____

144. **HAVE YOU BEEN CRITICAL OF THE DATA IN OR QUALITY OF TEXTS ON DIANETICS AND SCIENTOLOGY?** _____

145. **HAVE YOU EVER BEEN CRITICAL OF SCIENTOLOGY TERMINOLOGY?** _____

146. **HAVE YOU EVER WRITTEN AND THEN DESTROYED CRITICAL MESSAGES ADDRESSED TO L. RON HUBBARD?** _____

147. **HOW DO YOU FEEL ABOUT THESE QUESTIONS?** _____

148. **IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF–TRUTH?** _____

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

150. **IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED?** _____

151. **IN THIS CONFESSIONAL, HAVE YOU TOLD ALL?** _____

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCOB 10 Nov. 78RA, PROCLAMATION: POWER TO FORGIVE)

Note: If this is being used as an HCO Confessional the Proclamation of Forgiveness is omitted.

L. RON HUBBARD
Founder

Revision assisted by
Mission Issues Revision

NEWS NEWS NEWS

We are suddenly ahead of all known MEST universe weapons!

I have discovered the common denominator of all cases from "able to talk intelligibly" to Release. This was our most difficult case band. They can now be processed rapidly.

I can now define and you can test RELEASE exactly.

Twenty-four hours before the first course of briefing started at Saint Hill I received the test case results demonstrating that the above facts are true. This is on the eleventh anniversary of the first copy printed of Book One.

This breakthrough ranks with SOP Goals, which does not change. It means however, that you make every one you audit a Release before you begin SOP Goals.

Get your house in order and get your own part of this job on the way.

We can resolve any and all problems of Earth or this universe without any liability to ourselves.

Every promise ever made for Dianetics and Scientology is about to come true.

Thank you for staying on the team.
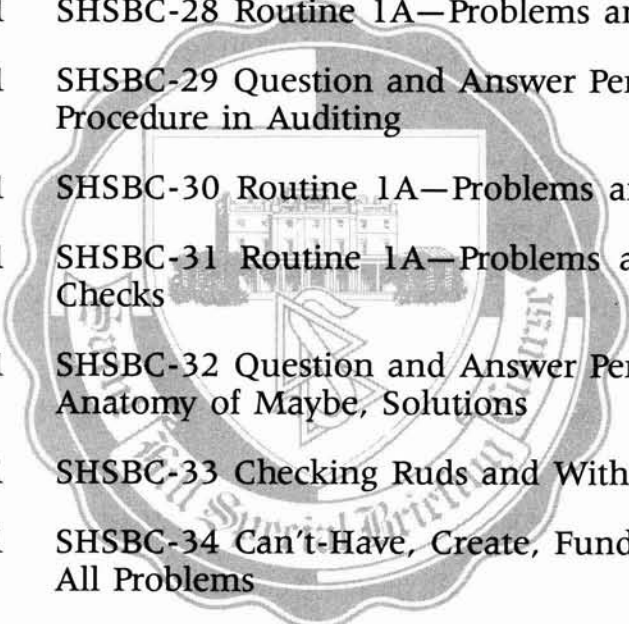
L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

July 1961

In his lectures to the Briefing Course students in July, Ron described the theory and procedure of Routine 1A, which combines Problems Processing and Security Checking.

3 July 1961   SHSBC-27 Routine 1A—Problems

4 July 1961   SHSBC-28 Routine 1A—Problems and Solutions

5 July 1961   SHSBC-29 Question and Answer Period: Procedure in Auditing

6 July 1961   SHSBC-30 Routine 1A—Problems and Confront

11 July 1961   SHSBC-31 Routine 1A—Problems and Security Checks

12 July 1961   SHSBC-32 Question and Answer Period: Anatomy of Maybe, Solutions

14 July 1961   SHSBC-33 Checking Ruds and Withholds

18 July 1961   SHSBC-34 Can't-Have, Create, Fundamentals of All Problems

19 July 1961   SHSBC-35 Question and Answer Period: Auditor Effect on Meter

20 July 1961   SHSBC-36 Games Conditions

ROUTINE 1A

Here is the first refinement of the Routines.

It sometimes happens that certain auditors cannot get results with CCHs and it also happens that certain pcs have heavy constant problems that prevent SOP Goals Assessment, the problems being *hidden standards* by which all auditing progress is judged.

It also happens that problems as a subject is the only reason why cases fail to advance (as in rudiments). Therefore, problems are probably why some people clear easily and others don't.

Considerations about the stable datum and the confusion also lead toward the auditing of problems as such. For a problem consists of two opposed stable data and therefore two confusions.

The definition of a problem is "two or more postulates in opposition to each other."

Probably all pcs should be run on Routine 1. The Change Scale was aimed at handling alter-is in doing auditing commands. Auditing problems, you will find, cures alter-isness in a case.

The full rundown on the basic Routine 1A was given to the Saint Hill Briefing Course students on 3 July 1961, and the tape of this date should be studied for full data on Routine 1A. Routine 1A can, however, be used without serious consequences and with great benefit without all its data; at least it will get better results than poorly run CCHs and will get results anyway. Try it.

STEPS

Routine 1A only has two steps:

1. Problems

2. Security Check HCO WW Form 3 or HCO WW processing forms.

The original command was "Recall a problem." This is the fundamental command. A somewhat better command, since it increases ability and does more than merely as-is track and since it moves pc off the 1st dynamic, follows:

"What problem could you confront?"

"What problem don't you have to confront?"

"What problem should another confront?"

"What problem wouldn't another confront?"

"What problem would be confronted by others?"

"What problem wouldn't others confront?"

Note: The third question may be "What problem could another confront?" also, whichever checks out on meter.

SEC CHECK

This is followed by a Security Check. The Security Check *must* be an HCO WW Form Sec Check and not a local version ever. A Sec Check is done with a full command of the new book *E-Meter Essentials* now being mailed from HCO WW. A Security Check is done (and so are goals) only by INSTANT READ and never by LATENT READ. If the needle falls or reacts within a tenth of a second after the question is asked, pursue it, for this is an instant read. If it doesn't fall or react for a second or more and then reacts, do NOT pursue it or do anything about it. This is a latent read. Only use the E-Meter if the pc says "No" or disclaims having done it. If the pc owns up to a question, don't refer to the meter. Don't even look at the meter when asking a Sec. question the first time. If the pc then says he hasn't done it, look at the needle and without looking at the pc ask again. Pc still says "No" or its equivalent and you get an instant read, pursue it with more questions. Never pass Sec Check question that is getting an instant read. It's hot. Always pass them if they only give a latent read. It's cold or it's something else. Only use the meter after a pc denies it. Increase sensitivity high, asking question again, before leaving any question which a pc disclaims.

RATIO BETWEEN PROBLEM AND SEC CHECK

Run Problems and Sec Checks one for one in terms of time. But never on the same morning or same afternoon or same evening. Never in the same session. Sec check mornings, run Problems afternoons. Or vice versa. Or on alternate days. Don't wait for Problems to flatten before you sec check. Problems are a long run. Two different auditors can work on one pc, one at one time of the day, the other auditor at another time of day. The pc may ARC break if a Problems session is cut off to sec check. So Sec Checks are one session, Problems are another session. And spread them apart into different auditing periods.

VALUE OF ROUTINE 1A

Routine 1A should be run on every pc at one time or another when going to or having arrived near Clear. It is best run first as it speeds the auditing later, removing PTPs and alter-is of commands. It does not go as far south as the CCHs but almost.

Routine 1A is extremely valuable on any case. It will give you many wins.

I believe at this time, though I have no broad data on it yet, that Routine 1A will speed up cases that are hanging fire or taking a long time to clear. Therefore, use it.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 7 JULY 1961R
Issue II
REVISED 5 NOVEMBER 1980

Remimeo
HCO
Tech/Qual

Confessional Form 3R

AUDITOR CONFESSIONAL LIST

Ref:
HCOB 30 Nov. 78   CONFESSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

This Confessional list is suitable for anyone who has done a fair amount of auditing, and also for students in professional level courses in the later part of the course.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. **HAVE YOU EVER TOLD A PRECLEAR WHAT HIS ATTITUDE TOWARD SOMEONE OR SOMETHING OUGHT TO BE?** _____

2. **HAVE YOU EVER PERMITTED A PRECLEAR TO TAKE CONTROL OF THE SESSION?** _____

3. **HAVE YOU EVER ALTER–ISED TECHNICAL MATERIALS FROM L. RON HUBBARD CONCERNING YOUR PRECLEAR?** _____

4. **ARE YOU HIDING ANYTHING FROM THE DIRECTOR OF PROCESSING?** _____

5. **HAVE YOU EVER FAILED TO GET A PRECLEAR TO CARRY OUT AN AUDITING COMMAND?** _____

6. **HAVE YOU EVER DETERIORATED A PRECLEAR'S CASE?** _____

7. **WHEN RUNNING A MODEL SESSION, HAVE YOU EVER OMITTED OR SKIMPED, RUDIMENTS?** _____

8. **HAVE YOU EVER LOST YOUR TEMPER WITH A PRECLEAR?** _____

9. HAVE YOU EVER STARTLED A PRECLEAR WHEN HE WAS ON A COMM LAG? _____

10. HAVE YOU EVER AUDITED A PRECLEAR WHO DID NOT HAVE SUFFICIENT REST AND WAS PHYSICALLY TIRED? _____

11. HAVE YOU EVER, OVERTLY OR COVERTLY, GOT IT ACROSS TO YOUR PRECLEAR THAT HE WAS WRONG? _____

12. HAVE YOU EVER ALTER–ISED YOUR INSTRUCTIONS FROM THE CASE SUPERVISOR? _____

13. HAVE YOU EVER PERMITTED A PRECLEAR TO BLOW SESSION? TO BLOW AN INTENSIVE? _____

14. HAVE YOU FAILED TO FIND OUT WHETHER YOUR PRECLEAR WAS GETTING ADEQUATE FOOD AND REST? _____

15. HAVE YOU PERMITTED A PRECLEAR TO HAVE SECRETS FROM YOU? _____

16. HAVE YOU EVER BEEN LATE FOR A SCHEDULED AUDITING SESSION? _____

17. HAVE YOU EVER FAILED TO SHOW UP AT ALL FOR A SCHEDULED AUDITING SESSION? _____

18. HAVE YOUR SESSIONS FREQUENTLY RUN OVERLONG? _____

19. HAVE YOU EVER BLAMED THE PC FOR RUNNING OVERLONG? _____

20. HAVE YOU FREQUENTLY ENDED SESSIONS EARLY? _____

21. HAVE YOU EVER BLAMED YOUR PRECLEAR FOR HIS CASE'S NOT ADVANCING? _____

22. HAVE YOU EVER ALLOWED A PC TO FALSELY ATTEST TO AN ACTION NOT COMPLETED OR A STATE NOT FULLY ATTAINED? _____

23. HAVE YOU EVER BLAMED THE C/S OR L. RON HUBBARD FOR YOUR PRECLEAR'S CASE NOT ADVANCING? _____

24. HAVE YOU EVER IGNORED, FORGOTTEN OR FAILED TO PUT INTO PRACTICE LRH HCOBs REGARDING YOUR PRECLEAR? _____

25. HAVE YOU EVER IGNORED, FORGOTTEN OR FAILED TO PUT INTO PRACTICE ORDERS FROM THE C/S REGARDING YOUR PRECLEAR? _____

26. HAVE YOU SOME SORT OF HIDDEN STANDARD AS TO WHAT A PRECLEAR SHOULD BE LIKE? _____

27. DO YOU THINK THAT EVERYBODY REALLY HAS THE SAME TROUBLES AS YOU? _____

28. **IS THERE SOME SORT OF PRECLEAR THAT YOU ARE CERTAIN YOU CANNOT HELP?** _____

29. **IS THERE ANY SORT OF PRECLEAR THAT YOU WOULD FAR RATHER NOT HELP?** _____

30. **HAS AUDITING A PRECLEAR EVER HAD A BAD EFFECT ON YOU?** _____

   If so ask: **WHOM DID YOU MAKE GUILTY?**

31. **HAVE YOU EVER USED THE WRONG PROCESS ON A PRECLEAR?** _____

32. **WHEN YOU HAVE MADE A TECHNICAL FLUB, DID YOU HURRY ON WITHOUT CALLING IT TO THE PRECLEAR'S NOTICE?** _____

33. **HAVE YOU EVER JUSTIFIED A TECHNICAL FLUB TO THE PRECLEAR?** _____

34. **HAVE YOU EVER FAILED TO INDICATE A HIGH OR LOW TA F/N ON A PC WHO HAD A FALSE TA?** _____

35. **HAVE YOU EVER TAKEN UP READS THAT YOU WEREN'T SURE OF?** _____

36. **HAVE YOU EVER NOT CALLED AN F/N WHEN THE NEEDLE WAS FLOATING?** _____

37. **HAVE YOU EVER SHOWN UP, SLOPPILY DRESSED AND BADLY GROOMED, TO AUDIT A PRECLEAR?** _____

38. **HAVE YOU HAD A LOT OF TROUBLE CONFRONTING YOUR PRECLEARS?** _____

39. **HAVE YOU EVER Q–AND–Aed WITH A PRECLEAR?** _____

40. **HAVE YOU EVER FAILED TO FLATTEN A PROCESS WHEN IT WAS STILL BITING?** _____

41. **DO YOU REALLY KNOW MODEL SESSION COLD?** _____

42. **HAVE YOU HIGH CRIMED AND PUT INTO USE THE MATERIAL IN THE LATEST TECHNICAL BULLETINS APPROPRIATE TO YOUR LEVEL?** _____

43. **HAVE YOU EVER DONE AN ACTION IN SESSION WITHOUT FIRST HAVING HIGH CRIMED THE MATERIALS?** _____

44. **HAVE YOU EVER, WHILE AUDITING A PRECLEAR, SAT THERE WORRYING ABOUT YOUR OWN PROBLEMS, MAKING FUTURE PLANS, MOCKING UP PLEASURE MOMENTS, OR SELF–AUDITING?** _____

45. **HAVE YOU EVER KEPT ON RUNNING A PROCESS THAT WASN'T MOVING THE TONE ARM, OR CHANGING THE PRECLEAR IN ANY WAY?** _____

46. HAVE YOU EVER AUDITED BADLY? _____

47. HAVE YOU EVER FAILED TO HELP A PRECLEAR? _____

48. HAVE YOU EVER FAILED TO NOTICE WHEN YOUR PRECLEAR'S CASE HAS CHANGED, AND TRIED TO AUDIT THE PERSON HE WAS YESTERDAY? _____

49. HAVE YOU EVER GONE ON A MACHINE WHEN AUDITING? _____

50. WHEN AUDITING TONE 40, HAVE YOU FAILED TO PLACE AN INTENTION IN THE PRECLEAR'S HEAD ON EACH COMMAND AND ACKNOWLEDGMENT TO THE BEST OF YOUR ABILITY? _____

51. HAVE YOU EVER, DELIBERATELY OR CARELESSLY, GONE OUT OF COMMUNICATION WITH YOUR PRECLEAR? _____

52. HAVE YOU EVER USED A PRECLEAR AS A GUINEA PIG FOR SOME PROCESS? _____

53. HAVE YOU EVER USED AN EXERCISE OR DRILL FROM SOME FIELD OTHER THAN SCIENTOLOGY WHILE AUDITING A PRECLEAR? _____

54. HAVE YOU EVER AUDITED ANYONE SOLELY BECAUSE YOU COULDN'T STAND HIM THE WAY HE WAS? _____

55. DO YOU REGARD AUDITING AS PUNISHMENT? _____

56. HAVE YOU EVER DONE ANYTHING TO A PRECLEAR WHICH YOU WOULD BE UNWILLING TO HAVE AN AUDITOR DO TO YOU? _____

57. HAVE YOU EVER FELT THAT YOU MUST SOLVE THE PRECLEAR'S PROBLEMS? _____

58. HAVE YOU EVER RESENTED IT WHEN A PRECLEAR CRITICIZED YOU FOR SOMETHING WHICH YOU HADN'T, IN FACT, DONE? _____

59. HAVE YOU EVER ARGUED WITH A PRECLEAR? _____

60. HAVE YOU EVER TAKEN YOUR PRECLEAR'S ADVICE WHILE AUDITING HIM? _____

61. HAVE YOU EVER ASKED A PRECLEAR TO INSTRUCT YOU IN AUDITING WHILE YOU WERE AUDITING THAT PERSON? _____

62. HAVE YOU EVER FAILED TO GET GOOD RESULTS WITH A CASE? _____

63. HAVE YOU EVER AUDITED A PRECLEAR PAST A BIG WIN IN THE SESSION IN ORDER TO GET HIGHER HOURS? _____

64. DO YOU FEEL THAT AUDITING IS TOO GOOD FOR PSYCHOTICS, OR CRIPPLES, OR CRIMINALS? _____

65. DO YOU FEEL YOU MUST BE KIND TO PRECLEARS? _____

66. HAVE YOU EVER BEEN DISTRESSED BECAUSE OF A PRECLEAR'S PHYSICAL OR EMOTIONAL PAIN UNDER AUDITING? _____

67. IS THERE ANY SORT OF PRECLEAR YOU ARE AFRAID YOU MAY HARM? _____

68. IS THERE ANY SORT OF PRECLEAR YOU ARE AFRAID MAY HARM YOU? _____

69. HAVE YOU EVER ACCEPTED FOR AUDITING A PRECLEAR YOU WERE FAIRLY SURE YOU COULDN'T OR WOULDN'T HELP? _____

70. HAVE YOU EVER MADE SEXUAL ADVANCES OR HAD INTERCOURSE WITH A PRECLEAR OF EITHER SEX DURING AN AUDITING SESSION, OR DURING THE COURSE OF AN INTENSIVE? _____

71. HAVE YOU EVER RECOMMENDED THE USE OF LIQUOR, OR DRUGS, TO A PRECLEAR "TO RELAX HIM," OR FOR ANY OTHER REASON? _____

72. HAVE YOU EVER STOLEN FROM A PRECLEAR? _____

73. HAVE YOU EVER AUDITED PRECLEARS WHILE A STAFF MEMBER FOR YOURSELF AND KEPT QUIET? _____

74. HAVE YOU EVER STOLEN ANOTHER AUDITOR'S PRECLEAR? _____

75. HAVE YOU EVER STOLEN A PRECLEAR FROM AN ORG? _____

76. HAVE YOU EVER SOUGHT TO PERSUADE A PRECLEAR THAT YOU WERE A BETTER AUDITOR THAN HIS AUDITOR? _____

77. HAVE YOU EVER PASSED AN ORG PRECLEAR TO AN OUTSIDE AUDITOR? _____

78. IS THERE ANY QUESTION ABOUT THE WAY YOU AUDIT WHICH YOU WOULD HATE TO HAVE THE D OF P, C/S OR L. RON HUBBARD, ASK YOU? _____

79. IS THERE ANY QUESTION ABOUT YOUR PRECLEARS WHICH YOU WOULD HATE TO BE ASKED? _____

80. IS THERE ANY QUESTION THE D OF P, C/S OR L. RON HUBBARD, SHOULD HAVE ASKED YOU, AND HASN'T? _____

81. HAVE YOU NOTHING FURTHER TO LEARN ABOUT AUDITING? _____

82. HAVE YOU EVER FAILED TO AUDIT A PERSON WHEN YOU COULD HAVE? _____

83. **HAVE YOU REGARDED AUDITING AS SECONDARY TO OTHER ACTIVITIES OF LESSER VALUE?** _____

84. **HAVE YOU EVER FOUND IT HARD TO BECOME INTERESTED IN A PRECLEAR'S CASE?** _____

85. **HAVE YOU EVER BEEN UTTERLY BAFFLED BY A CASE?** _____

86. **WHEN A PRECLEAR'S CASE IS NOT GOING RIGHT, ARE YOU CERTAIN THERE MUST BE SOMETHING WRONG WITH THE STABLE DATA OF SCIENTOLOGY?** _____

87. **HAVE YOU FAILED TO LEARN, UNDERSTAND AND REGULARLY EMPLOY THE STABLE DATA OF SCIENTOLOGY?** _____

88. **DO YOU HOPE YOU WON'T BE FOUND OUT?** _____

89. **HAVE YOU EVER AVOIDED RECEIVING AUDITING YOURSELF?** _____

90. **HAVE YOU EVER MISTRUSTED YOUR E–METER?** _____

91. **IS THERE ANYTHING MYSTERIOUS TO YOU ABOUT AN E–METER?** _____

92. **IS THERE ANY TECHNICAL QUESTION YOU ARE AFRAID TO ASK THE C/S, D OF P OR ANOTHER FOR FEAR IT WOULD MAKE YOU LOOK INCOMPETENT, OR STUPID?** _____

93. **DO YOU THINK YOU ARE AN INCOMPETENT, OR STUPID, AUDITOR?** _____

94. **DO YOU THINK YOU AUDIT PERFECTLY AT ALL TIMES?** _____

95. **HAVE YOU EVER BELIEVED A PRECLEAR KNEW MORE ABOUT HIS OWN CASE THAN YOU DID?** _____

96. **HAVE YOU EVER MADE THE D OF P OR C/S GUILTY OF ANYTHING?** _____

97. **HAVE YOU EVER JUSTIFIED YOUR ACTIONS TO A PRECLEAR?** _____

98. **HAVE YOU EVER LET A PRECLEAR CONTROL YOU?** _____

99. **HAVE YOU EVER FALSIFIED AN AUDITOR'S REPORT IN ANY WAY?** _____

100. **HAVE YOU EVER FALSIFIED WORKSHEETS?** _____

101. **HAVE YOU EVER REPORTED THINGS ON WORKSHEETS THAT DIDN'T OCCUR IN SESSION?** _____

102. **HAVE YOU EVER LEFT OFF WORKSHEETS THINGS THAT DID OCCUR IN SESSION?** _____

103. HAVE YOU EVER ASKED A PRECLEAR LEADING QUESTIONS? _____

104. HAVE YOU EVER GIVEN AN ASSIST WITHOUT WRITING UP AN AUDITOR REPORT FORM? _____

105. HAVE YOU EVER GIVEN THE D OF P, C/S OR L. RON HUBBARD, A FALSE IMPRESSION ABOUT YOUR PRECLEAR'S CASE? _____

106. HAVE YOU EVER FAILED TO GET AN INSTRUCTION CONCERNING YOUR PRECLEAR CLARIFIED IF YOU DID NOT UNDERSTAND IT? _____

107. DO YOU THINK SELLING AUDITING IS REALLY A SWINDLE? _____

108. HAVE YOU EVER FELT THAT SOME ITEM IN THE AUDITOR'S CODE DIDN'T REALLY APPLY TO YOUR AUDITING? _____

109. HAVE YOU EVER DONE ANYTHING WEIRD OR STRANGE WITH A PRECLEAR? _____

110. HAVE YOU EVER BEEN A SQUIRREL? _____

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

112. DO YOU FEEL THERE IS ANYTHING WRONG WITH HAVING YOUR OWN PRIVACY INVADED? _____

113. HAVE YOU EVER REDRAMATIZED ANYTHING ON A PRECLEAR? _____

114. HAVE YOU EVER AVOIDED RUNNING A STANDARD PROCESS ON A PRECLEAR BECAUSE YOU DIDN'T OR WOULDN'T LIKE HAVING IT RUN ON YOU? _____

115. HAVE YOU EVER REFUSED TO RUN SOMETHING ON A PRECLEAR BECAUSE YOU DIDN'T LIKE IT? _____

116. ARE YOU AVOIDING USING ANY STANDARD PROCESS BECAUSE YOU ARE NOT SURE OF YOUR TECHNIQUE? _____

117. HAVE YOU EVER DONE A BAD ASSESSMENT? _____

118. HAVE YOU EVER AUDITED A PC ON SOMETHING YOU HAD MIS–Us ON? _____

119. HAVE YOU EVER AUDITED A PC ON A C/S THAT YOU KNEW WAS INCORRECT INSTEAD OF QUERYING THE C/S? _____

120. HAVE YOU PERMITTED YOURSELF TO GET RUSTY OR UNFAMILIAR WITH ANY STANDARD SCIENTOLOGY PROCESS? _____

121. HAVE YOU EVER ACCEPTED VERBAL TECH FROM ANYONE? _____

122. HAVE YOU EVER GIVEN VERBAL TECH TO ANOTHER AUDITOR OR STUDENT? _____

123. HAVE YOU EVER GIVEN A PRECLEAR AN R–FACTOR IN SESSION WHICH WAS ACTUALLY GIVING HIM VERBAL TECH? _____

124. HAVE YOU EVER ANSWERED A PRECLEAR'S QUESTIONS ABOUT HIS CASE INSTEAD OF LETTING THE PRECLEAR DISCOVER THE ANSWERS FOR HIMSELF? _____

125. HAVE YOU FORGOTTEN ANY PARTS OF THE AUDITOR'S CODE? _____

126. HAVE YOU EVER HAD A PRECLEAR YOU FELT YOU *HAD* TO HELP? _____

127. HAVE YOU EVER HAD A PRECLEAR YOU DIDN'T WANT TO HELP? _____

128. DO YOU DESERVE TO GET GOOD RESULTS WITH CASES? _____

129. IS THERE ANY VIEWPOINT THAT IS ABSOLUTELY INTOLERABLE TO YOU? _____

130. HAVE YOU EVER HAD A PRECLEAR THAT YOU COULDN'T STAND TO BE, EVEN FOR AN INSTANT? _____

131. IS THERE ANY CASE YOU'VE AUDITED THAT YOU STILL FEEL BADLY ABOUT? _____

132. HAVE YOU EVER FELT THAT THERE WAS SOMETHING ABOUT AN AUDITING ROOM THAT YOU WERE NOT RESPONSIBLE FOR? _____

133. HAVE YOU EVER FELT THAT THERE WAS SOMETHING ABOUT A PRECLEAR'S BEHAVIOR UNDER AUDITING THAT YOU WERE NOT RESPONSIBLE FOR? _____

134. HAVE YOU EVER PRETENDED THAT YOU COULD USE AN E–METER WHEN YOU COULDN'T? _____

135. DO YOU BELIEVE THAT ANY PRECLEAR CAN INFLUENCE THE E–METER IN ANY MYSTERIOUS WAY? _____

136. DO YOU BELIEVE THAT THE PRECLEAR CAN CONTROL HIS REACTIVE BANK? _____

137. DO YOU BELIEVE THAT THE PRECLEAR REALLY KNOWS ABOUT AND UNDERSTANDS HIS REACTIVE BANK? _____

138. DO YOU BELIEVE YOU CAN CONTROL A PRECLEAR'S REACTIVE BANK? _____

139. HAVE YOU EVER MADE A PRACTICE OF SO MUCH TWO–WAY COMMUNICATION WITH THE PRECLEAR THAT YOU WERE SPENDING VERY LITTLE AUDITING TIME IN GETTING A PROCESS RUN? _____

140. HAVE YOU EVER RUN A PROCESS WITHOUT FEELING THAT IT WAS YOUR PROCESS? _____

141. HAVE YOU EVER DECIDED THAT THE D OF P, C/S OR L. RON HUBBARD WAS THE CAUSE OF SOME EFFECT WHICH YOU PRODUCED ON A PRECLEAR? _____

142. DO YOU DISLIKE AUDITING? _____

143. HAVE YOU EVER FELT THAT AUDITING ANOTHER WAS HARMFUL TO YOU IN ANY WAY? _____

144. HAVE YOU EVER FELT SORRY FOR YOURSELF WHILE AUDITING A PRECLEAR? _____

145. HAVE YOU EVER FELT SORRY FOR A PRECLEAR? _____

146. HAVE YOU EVER CONFUSED SOCIAL CHITCHAT WITH AUDITING? _____

147. HAVE YOU EVER LEFT AN AUDITING SESSION WITHOUT ENDING IT PROPERLY FOR THE PRECLEAR? _____

148. HAVE YOU EVER FELT BOUND BY THE AUDITOR'S CODE IN YOUR RELATIONSHIPS WITH EVERYONE, IN AND OUT OF SESSION, 24 HOURS A DAY? _____

149. HAVE YOU EVER DELAYED OR NOT HANDLED RED TAGS WITHIN THE PROPER TIME LIMIT? _____

150. HAVE YOU EVER PERMITTED A PRECLEAR TO DISCUSS HIS CASE WITH YOU OUTSIDE OF REGULARLY SCHEDULED SESSION TIME? _____

151. HAVE YOU EVER MADE A PRACTICE OF EVALUATING FOR OR INVALIDATING A PRECLEAR OF YOURS BETWEEN SESSIONS? _____

152. HAVE YOU EVER DELIBERATELY ENCOURAGED A PRECLEAR TO BELIEVE THAT YOU WERE CLEAR, OR OT, WHEN YOU HAD NOT IN FACT REACHED THIS STATE? _____

153. HAVE YOU EVER TRIED TO FORCE A PRECLEAR TO BELIEVE HE OR SHE WAS CLEAR? _____

154. HAVE YOU EVER FED A PRECLEAR COGNITIONS OR EPs? _____

155. HAVE YOU EVER REPRESENTED YOURSELF TO A PRECLEAR AS BEING IN BAD SHAPE? _____

156. HAVE YOU EVER DISCUSSED YOUR OWN CASE WITH A PRECLEAR YOU WERE AUDITING? _____

157. HAVE YOU EVER BLACKMAILED A PRECLEAR BY THREATENING TO DISCONTINUE HIS AUDITING? _____

158. **HAVE YOU EVER TRIED TO GET SPECIAL FAVORS FROM A PRECLEAR BEYOND THE AGREED UPON PAYMENT OR REMUNERATION?** _____

159. **HAVE YOU EVER PROMISED A PRECLEAR SOMETHING WHICH YOU WERE NOT CERTAIN YOU COULD FULFILL TO THE LETTER?** _____

160. **HAVE YOU EVER PROMISED A PRECLEAR SOMETHING YOU KNEW YOU COULD NOT FULFILL?** _____

161. **ARE YOU WEAK IN ANY OF THE TRs?** _____

   If so ask: **WHICH?** Then ask: **HAVE YOU FAILED TO MAKE ARRANGEMENTS TO BE COACHED UP ON THEM?**

162. **IS THERE ANYTHING YOU CAN GET AWAY WITH THAT OTHER AUDITORS SHOULDN'T DO?** _____

163. **HAVE YOU EVER GOTTEN INTO A GAMES CONDITION WITH A PRECLEAR?** _____

164. **HAVE YOU EVER DELIBERATELY OR CARELESSLY GIVEN A PRECLEAR A COMMAND WHICH WAS IMPOSSIBLE FOR HIM TO EXECUTE AT THAT TIME?** _____

165. **HAVE YOU EVER USED POOR JUDGMENT IN AUDITING A PRECLEAR?** _____

166. **HAVE YOU EVER FELT THAT YOU WERE A LIABILITY TO THE HUBBARD GUIDANCE CENTER (OR APPROPRIATE TERMINAL) AS AN AUDITOR?** _____

167. **HAVE YOU EVER ACCEPTED FOR AUDITING AND AUDITED AN ILLEGAL PC?** _____

168. **IS THERE ANYTHING ABOUT AUDITING WHICH YOU ALONE IN ALL THE WORLD KNOW AND UNDERSTAND?** _____

169. **ARE YOU IN DISAGREEMENT WITH ANY CURRENT PRACTICE OR THEORY OF SCIENTOLOGY AS L. RON HUBBARD HAS COMMUNICATED IT?** _____

170. **HAVE YOU EVER TAKEN ORDERS FROM A PRECLEAR AS TO WHAT YOU SHOULD RUN ON HIS CASE?** _____

171. **HAVE YOU EVER NOT RUN A GRADE PROCESS YOU SHOULD HAVE?** _____

172. **HAVE YOU EVER YANKED THE PRECLEAR'S ATTENTION OFF HIS CASE BY UNCALLED FOR STATEMENTS OR ACTIONS?** _____

173. **HAVE YOU EVER STOPPED RUNNING A PROCESS BECAUSE THE PRECLEAR SAID IT WAS FLAT?** _____

174. **HAVE YOU EVER STOPPED RUNNING A PROCESS BECAUSE THE PRECLEAR WAS TIRED OF IT?** _____

175. **HAVE YOU EVER STOPPED RUNNING A SESSION JUST TO TALK TO A PRECLEAR TO AMUSE YOURSELF?** _____

176. **HAVE YOU EVER STOPPED RUNNING A PROCESS BECAUSE YOU COULDN'T STAND THE PRECLEAR'S SOMATICS?** _____

177. **HAVE YOU EVER JUST STOPPED AUDITING A PRECLEAR WITHOUT ENDING A SESSION OR ANYTHING?** _____

178. **HAVE YOU EVER WALKED OFF FROM A PRECLEAR WHO WAS HALFWAY THROUGH SOMETHING?** _____

179. **HAVE YOU EVER FELT YOU HAD TO HAVE A SPECIAL AUDITOR IN ORDER TO HIDE DATA GOTTEN FROM PRECLEARS ABOUT WITHHOLDS?** _____

180. **HAVE YOU EVER FELT YOU WOULD BE DISCREDITED IF YOU RECEIVED AUDITING?** _____

181. **HAVE YOU EVER ADVISED PRECLEARS NOT TO BE AUDITED?** _____

182. **HAVE YOU EVER TAKEN A COMMISSION FOR SECRETLY PASSING A PRECLEAR TO SOME AUDITOR?** _____

183. **HAVE YOU EVER INVALIDATED THE CALIBER OF AUDITING OR TRAINING IN A SCIENTOLOGY ORGANIZATION?** _____

184. **HAVE YOU EVER SOUGHT TO CONVINCE A PRECLEAR HE WOULD INJURE HIS CASE IF HE OR SHE WENT TO AN HGC?** _____

185. **HAVE YOU EVER TAKEN MONEY FOR AUDITING YOU DID NOT DELIVER?** _____

186. **HAVE YOU FALSIFIED AUDITOR BONUS CLAIMS?** _____

187. **HAVE YOU EVER TAKEN MONEY FROM A PRECLEAR AND HANDED HIM OVER TO SOME STUDENT TO AUDIT FOR YOU?** _____

188. **HAVE YOU EVER COMMITTED DISHONEST PRACTICES IN AUDITING?** _____

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

190. **HAVE YOU EVER WASTED AUDITING TIME?** _____

191. **HAVE YOU EVER FALSIFIED YOUR AUDITING HOURS STAT?** _____

192. **WHAT DO YOU WISH YOU HADN'T DONE?** _____

193. **WHAT ABOUT YOUR AUDITING ACTIVITIES ARE YOU TRYING TO FORGET?** _____

194. **HAVE YOU ANY IDEA IT DOESN'T MATTER WHETHER YOU GET RESULTS OR NOT?** _____

195. **ARE SCIENTOLOGISTS' OR RON'S GOALS REALLY FALSE?** _____

196. **ARE YOU UPSET BY THIS CONFESSIONAL?** _____

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

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

199. **IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED?** _____

200. **IN THIS CONFESSIONAL, HAVE YOU TOLD ALL?** _____

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCOB 10 Nov. 78RA, PROCLAMATION: POWER TO FORGIVE)

Note: If this is done as an HCO Confessional the Proclamation of Forgiveness is omitted.

L. RON HUBBARD
Founder

Revision assisted by
Mission Issues Revision

Central Orgs
City Offices
Tech Depts
Missions

METERING RUDIMENTS

The following question from HASI London, and my answer, are of general interest:

From Academy and HGC London.

"Ron from Rosalie = 6/7 = 375L

"Re Rudiments: Data you gave me was that falls are all one was concerned with in clearing rudiments. I have heard all reactions should be taken into consideration—i.e., falls, rock slams, theta bops, sticks. Mary Sue issued Bulletin of 9 May 61—saying falls, rock slams, theta bops, change of characteristic, should be considered. Would you please clarify. Best, Ros, D of T."

"Ron from Selwyn = 6/7 = 376L

"Rosalie's query goes for me too. Best, Selwyn, D of P."

"Ros from Ron Info Selwyn Info MSH = 375L2

"Regarding the remark that only falls are taken into consideration while doing rudiments. This is misleading. The word *fall* is often used mistakenly or colloquially for *change of needle pattern* because the latter is so clumsy in phrasing. Any instant change of reaction in needle pattern is indicative of charge, and so in any metering whether rudiments, assessment, Sec Checking, one explores and pursues all reactions of the needle which change the pattern of what the needle *was* just doing a moment before.

"On rudiments *change of pattern,* detectable when and only when the sensitivity knob is set for a third-of-a-dial drop of the needle, one and one-half inches, on the can squeeze test, is explored and cleared. The sensitivity knob is not advanced to see if the reaction is entirely handled when the needle reaction vanishes at one-third-of-a-dial drop sensitivity setting. Unless this sensitivity setting is also observed in addition to change of needle pattern, the auditor will take forever to clean rudiments when it is not necessary. Rudiments exist to run enough to get the pc into session, not to audit the case by rudiments. It will be found that when any charge on PTPs, ARC breaks or withholds or room is dissipated by rudiments so that it does not produce a fall detectable with the sensitivity set for one-third-of-a-dial drop or any other change of pattern, the pc will be able to go into session.

"As a further note, when running Routine 1A it is not necessary when doing the Problems part of it as a main process to handle in rudiments present time problems.

"When doing the Security Check part of Routine 1A, PTPs can be handled to some extent. Also one does not try to get all withholds off in running Routine 1A beyond clearing them for a sensitivity knob setting of one-third-of-a-dial drop, as these are being handled by the Security Check.

"I hope this clarifies your question and related matters.

"Best, Ron."

L. RON HUBBARD
Founder

SCIENTOLOGY'S FUTURE

AUTHORITY belongs to those who can DO the task in any given field. Authority sustained by pompousness, the laws passed and "we who know" cannot endure.

In all ages these things have been true, and they are true in Scientology.

The outmoded and ineffective old has loud death agonies, and so it is when the "authority" of the nineteenth century "ologies" are challenged by Scientology. They run to the press to buy a river of venom. They howl at legislators to protect them under law. They seek to chip off a few pieces of Scientology and add them to the tumbling structures of "the sciences that didn't work" but which, in all their vanity, cloak their people round with authority based on law, precedence and ought-to-be. But if they cannot heal or make man sane, they are as crumbling dust, a chapter of yesterday, the curiosa of the bibliophile, and they breathe no more.

For authority belongs to those who can do the job, not those who only pretend they can.

The psychologist could not change intelligence quotient or personality at will. The Scientologist can. The psychologist could not restore sanity and happiness to the insane. The Scientologist can. The medical doctor could not heal without consequence, when he could heal at all. The Scientologist can.

The first development in this century already takes its toll of last century's crude tools. And so time goes. The new replaces the old. The old dies hard.

Scientology will inherit the hospitals, the clinics, the asylums, the halls of learning where humanity was abused. Scientology will inherit the task of signposting man upon a better road.

There are only two reasons why this is so; *they* had their chance and did not do their job; we have our chance and are doing ours.

So do not blink when you ask your doctor, your psychiatrist, your savant in the humanities, and he says we are vile. Who has ever admired his own executioner? Do not blink when you read how terrible we are in the papers. What newspaperman was ever clever enough to see the future as a better thing?

Of course they scream and howl and conduct themselves with indignity. We are the people of Earth. We demand things that are effective. We demand an end

of inhumanity in the guise of the humanities. The witch doctor whose charms no longer work may be to us a thing of pity, but we do not turn to him when we really need the job done.

Remember this when people seek to shake your hopes in Scientology. We have survived eleven long years—if there were anything seriously wrong with us we would have been struck down a decade ago. We have a constantly growing public—if we did not do our job they would have turned from us long since. Once our total office was a tiny storeroom—now the sun never sets on our many centers around the world. Our files are full of tens of thousands of proofs of what we can do—no other activity in the mind ever dared validate its results. Our own people are growing better, healthier, wiser—who can say that for the savants of yesterday?

We are the heirs to tomorrow's sunrise. Our objectors only reap the dusk.

Scientology cares nothing for the plaudits of the press or praise from the great anointed. Why should it, when it has progressed eleven years into the teeth of vested interest without their help?

This is YOUR science. Learn to laugh at the frantic efforts to block our way. Or remove your hat and sigh beside the growing funeral pyre of those who only fed the tyrannies of man—and perished because they tyrannized too well.

When at last we have our way, man's inhumanity to man will have ended.

We have the answers. Authority belongs to those who can do the job. And Scientology will inherit tomorrow as surely as the sun will rise.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

August 1961

Lecturing almost daily throughout the month of August, Ron stressed auditing basics, as well as his latest refinements of the tech of Goals Processing. Accurate Goals Assessment and its importance in speeding the pc to Clear were stressed in several of these talks.

3 Aug. 1961	SHSBC-37 Creation and Goals
4 Aug. 1961	SHSBC-38 Methodology of Auditing—Not Doingness and Occlusion
8 Aug. 1961	SHSBC-39 Forgettingness
9 Aug. 1961	SHSBC-40 Question and Answer Period: Goals Search
10 Aug. 1961	SHSBC-41 Question and Answer Period: Goals Assessment, Behavior of Pc
11 Aug. 1961	SHSBC-42 Basics of Auditing, Matter-of-Factness
15 Aug. 1961	SHSBC-43 Question and Answer Period: Anatomy and Assessment of Goals
16 Aug. 1961	SHSBC-44 Unknown—Cyclic Aspect of Goals
17 Aug. 1961	SHSBC-45 Rudiments, Valences
18 Aug. 1961	SHSBC-46 Control of Attention
22 Aug. 1961	SHSBC-47 PTPs, Unknownnesses
23 Aug. 1961	SHSBC-48 Auditing Basics
24 Aug. 1961	SHSBC-49 Rudiments
29 Aug. 1961	SHSBC-50 Basics of Auditing
30 Aug. 1961	SHSBC-51 Auditing Quality
31 Aug. 1961	SHSBC-52 What Is Auditing?

HCO BULLETIN OF 10 AUGUST 1961

Missions

INFORMATION ON CLEARS

The following digest of HCO Information Letters gives some interesting information about the Clears which have been made recently in South Africa:

HCO INFORMATION LETTER OF 14 JULY 1961
CLEARS IN SOUTH AFRICA

(From telexes received at Saint Hill
from the HGA Course in Johannesburg)

RON FROM JEAN 218JB 13/7/61 2:40PM

RON, WE HAVE GOTTEN TWO CLEARS, CLEARED ON ROUTINES ONE, TWO, THREE. BOTH CASES BLOWN CLEAR ON GOALS ASSESSMENT. NOTHING FURTHER MOVES TA. THOROUGHLY CLEAR CHECKED ON COMPLETE GOALS AND TERMINAL LISTS AND PREHAV SCALE AND DYNAMICS. CHRONIC EMOTIONAL LEVELS ON BOTH CASES ASSESSED AND PROCESSED OUT ON 5–WAY BRACKET.

BEST,
JEAN.

RON FROM PAUL 219JB 13/7/61 4:20PM

RON, AND ANOTHER CLEAR. I TOLE YOU AN I TOLE YOU. . . . WHERE ARE THE BRACELETS?

BEST,
PAUL.

HCO INFORMATION LETTER OF 25 JULY 1961
HGC CLEAR

(From telexes received from Johannesburg)

RON FROM PETER 231JB 20/7/61 2:15PM

RON, HAL CHECKED OUT CLEAR FROM HGC. CONFIRMED D OF P, AREA SEC AND MYSELF. NO DOUBT WHATSOEVER. THE AUDITOR

RECENTLY OFF HPA DID MAGNIFICENTLY EXACT JOB. INTENSIVE OF 125 HOURS ROUTINES 2 AND 3. PREVIOUS AUDITING 30 HOURS.

<div align="center">PETER.</div>

RON FROM HAL 232JB 20/7/61 2:20PM

RON
THANKS.
    HAL.

LT = SIENTOLOGY JOHANNESBURG TELEX JX299 = 231JB2 CONGRATULATIONS ON HAL TO THE AUDITOR AND HGC STAFF.

<div align="center">BEST =
RON</div>

<div align="center">

HCO INFORMATION LETTER OF 4 AUGUST 1961
AN HGC CLEAR

</div>

This despatch received from the Assoc Sec in Johannesburg, concerns the making of a Clear in the HGC there:

I was thrilled today to send you the news about Hal. He has been sitting close for a week ever since he flattened 12 levels of Prehav on Routine 2.

We weren't able to use an HGA graduate for Routine 3, as Jean and Arnold wanted them to stay on course for another week to stabilize the Clears and give the others the best chance to make it too—which was very reasonable.

Several of the auditors in HGC are now, I believe, up to scratch. Leon runs good control and Steve, his deputy, no longer flounders since his last intensive. I had several auditors checked on bulletins—by Jean, and notably Rita and Edith were straight on their data, so since we had the chance to make a Clear, we took it. A special listening post was set up in a room on HASI premises and Leon was able to keep tabs on the sessions. Hal passed a Clear check yesterday in HGC, but when I further checked him in Wally's presence something further was found to still be bugging him.

Well, that boy really meant to get Clear. He went home that night and returned for his last session with 3 foolscap pages of terminals, on the Prehav level that was still reacting. A 2-hour session today completely knocked it out. I have never seen such an unmistakable Clear needle. Apart from that his manner, demeanor, etc., was almost enough in itself. I *have* done what you said. Concentrate on clearing and releasing and get the technical real. Release certificates are regularly being issued for HGC now—the last 3 HPA graduates checked out

Release, and Edith has only been off the HPA a few weeks. Our technical still has bugs in it—but I believe will compare favorably with any HASI in the world.

Everyone was delighted with 3 Clears from HGA Course but felt the only Clears we had knowledge of were all off courses. It is a terrific boost to have an HGC Clear. Staff attitudes immediately changed with the realization not merely that it *could* be done, but that it *has* been done. It seems easier to do it again.

HCO INFORMATION LETTER OF 9 AUGUST 1961
A POST–CLEAR AUDITING SESSION

The following report received from the Instructor on the HGA Course in Johannesburg, will be of interest:

I have given Jean about 6 hours of auditing to flatten out a previously uncontacted engram (present life operation) which turned on a symptom which the doctor told her was an acute appendicitis. He ordered her to report for an appendectomy 12 days ago. The auditing cleared this completely. This letter to you is to give you some data on the E-Meter reading of people who are 75 hours past a Clear check and thus near Theta Clear.

a. The Havingness Processes didn't work and asking her to confront the floor or something in the room repaired it after 2 commands.

b. Every confront command answered brings the tone arm down between 3 and 4½ tones, and every "might not confront" brings it back to 4–5 on the meter, or up 3 or 4 tones.

c. Midway through flattening the incident, the TA didn't go down lower than 2½, on drops, and just before it flattened (1 hour or so), it went down switch-on position when drops occurred.

d. Rises brought the TA to about 4 only just before the incident flattened. Before this it used to go up to 6.5 plus.

e. The needle doesn't float much but moves from one side to another, as though it is going somewhere.

f. One might say the tone arm floats with a fastish motion.

g. Can squeeze gives very big drop, of course.

h. After the incident had been flattened as to all terminals and Prehav levels, dynamics, etc., there was a large regular (inch and half) theta bop. After sufficient questioning, I satisfied myself that Jean's answer that it was a *feeling of freedom* explained adequately this movement.

i. She keeps the needle still while rudiments are done. Sensitivity 0 of course.

j. In order to find out which of the terminals in the incident or the mest objects is important, it is necessary to select between drops of 2 or 3 on the tone arm. It takes very sharp observation indeed—and the auditor must really be in PT.

k. End of session reads were the Clear read.

l. It is totally obvious when the body is left and entered. This is manifested by 2-inch theta bops, which turn into a drop when the body is entered.

Two of our Clears on course are beginning to show little signs of the excited tone arm, and your development of the new meter is eagerly awaited. It would seem that the meter must be set for a minimum of 1000 ohms and an equivalent of 10 on the tone arm.

L. RON HUBBARD
Founder

CenOCon

NEW CLEARING BREAKTHROUGH!

The failures of auditors to get assessments done rapidly, the failure of pcs to get their goals and terminals found and other important factors of clearing are resolved and covered in full in my lectures of:

August 8, 9, 10, 15, 16, 17, 18, 22, 23: Saint Hill Special Briefing Course.

No special courses on clearing should be started before the Instructors have heard and understand these tapes. HGCs are, in particular, alerted to these tapes.

These lectures, each about 1½ hours long, summate findings on clearing gained this summer at Saint Hill and resolve the clearing problems being met in HGCs, and lay out clearing for future continental courses to avoid the errors of the Australian and DC courses, where long assessment reduced student results.

These tapes are available from Washington, DC (if you've paid for your tapes to date, we add commercially).

L. RON HUBBARD
Founder

HCO BULLETIN OF 24 AUGUST 1961

VALENCES KEY TO CLEARING

If you aren't running in the direction of valences, you aren't clearing.

That is the lesson proved by the recent DC course and by this summer's gathered knowledge.

All summer, indeed spring *and* summer, I have been working to speed up clearing.

And I have finally cut away a great deal of extraneous data.

It boils down to this:

Goals made by a person take the person away from areas he or she doesn't want to be in and therefore does not as-is. Goals are an escape. One must have them. But when one uses them to be where he or she can't stand to be, then goals are an escape.

The basic escape is into *another* being. Thus one acquires beingnesses to escape.

Therefore, Routine 3, as it exists, is the fundamental road to Clear.

When you are running anything else except Routine 3, you are not going toward release of valences. Unless you alter a valence, you can do little for a case.

All processes then should be addressed to finding valences.

The fastest road is to find a goal that is a lasting one and then find the valence that matches up with that goal and then run the valence out. This alone changes and improves the pc.

All other processes not addressed to separating valences are addressed to a valence and try to make the *valence* better. One cannot improve a valence. One must improve the *pc,* not the valence.

Routine 3, used with good technical skill, is the road to Clear. There are faster ways to get goals, faster ways to get valences.

But the fundamental is, get the goal, get the valence *off.* For that valence is the way the pc used to prevent experience of an environment he never as-ised.

Not-know, forget, unknown, used in security questions and in assessing, are the key to the speedup. But more of that later.

I want *lots* of Clears, not an isolated few.

L. RON HUBBARD
Founder

271

Missions

ADVANCES IN TECHNOLOGY

It became obvious earlier this year that clearing was now entirely dependent upon auditing *quality*.

Clearing is not dependent on state of case. We have cleared people since February who had very poor cases to begin—in fact, some were almost famous for no gain before this year.

Clearing is not for only a certain case type. The people cleared had widely varied case types.

The common denominator of all clearing was good auditing, exactly according to the principles of auditing. The less the auditor departed from these, the more rapid was the clearing.

The following data was that data which was known and used by auditors who accomplished clearing:

TRs 0–4
Model Session
E-Meter Essentials
Rudiments
CCHs
Assessment
Security Checking
Routine 1
Routine 1A
Routine 2
Routine 3
Prehav Scale.

If an auditor knew these, he or she could clear people.

It is lack of knowledge of these elements that prevents clearing.

Therefore, since last spring my attention has gone to auditing quality and how to improve it. As an example, the most Clears exist in the area where I spent the most time. My time in that area was mainly devoted to improving auditing skill. As of this moment, the best auditors in the world exist in South Africa, and the most clearing being done is in South Africa.

Next in rank is Australia, spearheaded by an ACC Instructor who was trained in South Africa.

To do this for all continents, I started Saint Hill training rather than Saint

Hill clearing. Organizations sending people to Saint Hill, or auditors coming to Saint Hill, can obtain this necessary grooming. And thus continental Clears.

But I am not trying to force this; I am letting areas wake up to it on their own. Thus, a sense of accomplishment is preserved.

Major advances have occurred, of course, in processing and processes since spring. Many of these are quite startling. Our advance in the theory of Scientology has been more rapid since January 1961 than in any other time except perhaps 1950. The bugs are being taken out of processing to increase speed of advance, not to reach more cases.

These advances are summed up in Saint Hill tapes. I give three hour-and-a-half lectures to the students each week and these contain the best current record of bettered technology. These tapes go to Central Organizations for use on HGCs and in special courses. Made at Saint Hill with a Neumann microphone and now on an Ampex 601 professional recorder, the tapes are flown to Washington, DC, and copied there, 1-for-1 speed on a battery of Ampex 600s on 1-mil Mylar tape. These copies are then flown to Central Organizations. This is working very smoothly now, thanks to the staff members concerned.

What is discovered by myself is known to Central Orgs within two weeks for use in HGCs and courses. This is no substitute for hand grooming at Saint Hill but it is a major data record forwarded at high speed with high quality. This is data at the rate of 27,000 words a week! Or 108,000 words a month! A small river in itself since that is close to a *Modern Science of Mental Health* per month! The data is sorted and re-sorted in the lectures and, rather than new data, it is mainly an amplification and clarification that keeps the unknowns out.

In the past 15 days (tapes of the last half of August) some startling breakthroughs have occurred.

A brand-new speed-up for Security Checking;
Why auditors won't let pcs into session;
Why pcs don't gain;
Why pcs ARC break;
Why many old-time teams are achieving no gains;
How to run a session with full gains;
Why Routine 3 assessment was taking forever instead of ten hours;
How to do a fully accurate assessment in ten hours.

All these and a great many more breakthroughs are on the Saint Hill tapes of the last half of August of this year.

Essential data also finds release in these HCO Bulletins in a briefer form.

But all this data depends on the essentials listed above.

Before a person can become a clearing auditor, he or she must know, cold, cold, cold, the items on the first list in this bulletin. Without these known, data never gets applied to the pc.

L. RON HUBBARD
Founder
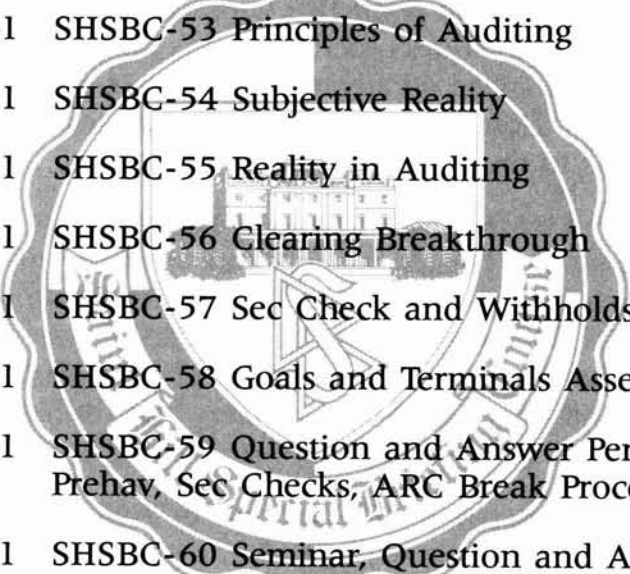
Saint Hill Special Briefing
Course Lectures

September 1961

Continuing the talks on auditing basics he'd begun in late August, Ron opened September with three lectures on fundamental principles of auditing and the importance of auditor and pc *reality* in session. Throughout the rest of the month his lectures to the Briefing Course students centered mainly on developments in Security Checking and Goals Processing.

5 Sept. 1961   SHSBC-53 Principles of Auditing

6 Sept. 1961   SHSBC-54 Subjective Reality

7 Sept. 1961   SHSBC-55 Reality in Auditing

12 Sept. 1961   SHSBC-56 Clearing Breakthrough

13 Sept. 1961   SHSBC-57 Sec Check and Withholds

14 Sept. 1961   SHSBC-58 Goals and Terminals Assessment

19 Sept. 1961   SHSBC-59 Question and Answer Period: Prehav, Sec Checks, ARC Break Process

20 Sept. 1961   SHSBC-60 Seminar, Question and Answer Period: What Is Knowable to the Pc

21 Sept. 1961   SHSBC-61 Smoothness of Auditing

26 Sept. 1961   SHSBC-62 Teaching the Field Sec Checks

27 Sept. 1961   SHSBC-63 Question and Answer Period: States of Beingness

28 Sept. 1961   SHSBC-64 Grades of Auditors

NEW FACTS OF LIFE

SECURITY CHECKS

Our Security Checking has become absorbed into processing and is an integral part of processing, producing very spectacular gains when well done.

There is a new "not-know" way of giving a Security Check. These are some data about it:

On your not-know version of Security Checking or on any "Security Check" being used for processing, do *not* use "this lifetime" or limit the check to this lifetime in any way.

All the directions given on how to do a Security Check on the HCO WW Form 3 are for *security* Security Checking, not for *processing* Security Check use. Omit these directions when you are using a Security Check for processing.

Do not use a repetitive command when Security Checking. Vary the question and *find out*. Use versions of "not-know" "forget" "forgotten" "shouldn't be known about," etc.

Example: (Auditor has reached the rape question on the form. He or she does not read the question yet.)

Auditor: "What shouldn't be known about rape?"

Pc: Answers.

Auditor: "Good. What should be forgotten about rape?"

Pc: Answers.

Auditor: "All right." (Reads question from form.)

Pc: Answers.

Auditor: "What are you looking at?"

Pc: "This picture that came up about this rape."

Auditor: "Is it still there?"

Pc: "Yes."

Auditor (as picture seems stuck or sticky): "What is unknown about that picture?" (Goes on asking such questions, does not permit pc to wander off from *that* one picture *so long as meter needle is reacting* on questions about unknowingness in that picture.)

275

Pc: (Runs incident) (Usual time required 10 minutes more or less. Time is not measured, however, as pc runs on it so long as *needle* reacts.)

Auditor (needle no longer reacting on picture): "All right now. Is there anything else about rape you'd like to tell me?"

Pc: Answers.

Auditor: (Looking at meter, now reads question from form and notes needle reactions.)

The point here is that one flattens all pictures contacted with "unknown," etc., questions and flattens all needle action on the Security Check question.

Do not leave a Sec Check question until:

1. All needle action is gone from the question itself with sensitivity at 16, and

2. All needle action is gone from every incident contacted and run.

Note: This is a new way and a very effective one to run engrams, the most important development on engrams since 1950.

Auditors who have not yet mastered the above or who have themselves never been "on the time track" or who have never seen a picture in which they were in valence, or who have "no reality on past lives" (have never seen an engram in 3D) should only use the standard Sec Check procedure of just reading the question and getting the needle action off the question itself.

ARC BREAK PREVENTION

An ARC breaky pc has only these things wrong, provided an even vaguely correct auditing job is done:

1. Rudiments are out, particularly withholds.

2. Routine 1A (problems) is unflat.

3. An intolerance of unknownness which makes pc edgy about what the auditor is doing.

4. An intolerance of motion.

5. A great scarcity of auditing.

6. Has given auditor an order on his case which auditor then obeyed.

AN OBSERVATION OF TERRIBLE TRUTH

If you do just once what the pc tells you to do, the pc is put on auto auditing (self-auditing), the basic *Original Thesis* laws of auditing are violated, the pc's bank collapses and the pc will then ARC break.

You may as well face it, auditors. If you let the pc be fully responsible for the session, there is no session and no progress and ARC breaks will ensue.

Almost all ARC breaks are preceded by the pc giving the auditor an auditing order or suggestion about rudiments, what to run, etc.

Example:

Pc: "You didn't ask about withholds in the rudiments."

Auditor: "Okay, are you withholding anything?"

Pc: (ARC breaks, chews out auditor.)

Example:

Auditor: "I'm going to run you on women now."

Pc: "It should be men."

Auditor: "Well, all right, men, then."

Pc: "Yow, yow, yap! (ARC breaks now or later.)"

Why?

Pc has just lost an auditor, bank falls in on him.

How to get good and even with a pc: Follow any slightest instruction the pc makes about the session. That'll fix the pc.

Look it over. It's a terrible truth.

This is the real meaning of Q and A.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 12 SEPTEMBER 1961

All HGCs
All Academies

CURRICULUM FOR CLEARING COURSES

(Note: LA and Melbourne are to begin Special Clearing Courses
at the end of this month. This gives data to be stressed.)

(This data may be used in HGCs.)

In the last DC and Melbourne courses, goals assessments were reported to be taking so long that very few goals were found in Melbourne and none in the DC course.

This condition also existed elsewhere and on my *very* careful research, in *all* cases where goals assessment exceeded 150 goals, the actual goal was to be found in the first 150 goals given by the pc. *Out rudiments* had buried it. As soon as rudiments were put in, the goal reappeared, the terminal was found and all went off routinely.

On *all* long, arduous runs on the goals terminal rudiments were out, a chronic PTP or heavy withhold had stopped clearing.

Plainly, auditors are in a games condition on goals and prevent the pc from having one or attaining one. This and unreality on track is the probable source of all long or bad auditing.

The general remedy for this is to flatten Routine 1A on all auditors, flatten the games condition process where the auditor won't let the pc win and get every auditor to have a reality on own track.

Several cases have been found stalled on "treatment," the pc being wildly allergic to any and all "treatment" and thus taking forever to run.

All bad auditing is done by auditors who have no reality on the track, and the then-ness of pictures. These are seeking to escape and thus pull the pc into escaping, whereas clearing lies in confronting. Auditors whose pictures flick in and out and who never linger are "out of valence" on the track or are otherwise seeking to escape. The remedy is to make such, as pcs, run pictures with *unknown* when found, not escape from them. Several lectures cover this.

Q and A with the pc is entirely taking what the pc suggests or taking orders from the pc. One order taken from the pc by the auditor and bang, ARC breaks. This *is* the source of ARC breaks.

––––––––––

All this and more is covered in the Saint Hill lectures of the last half of August and early September.

The exact lectures are being listed and examinations prepared for them. This list and the examinations will be sent for these two courses.

It is suggested that the students get at least two of these lectures per day.

To make your students into auditors, skip the TRs in these advanced courses, relegating TRs to the Academy and Saint Hill. Instead, start the course cases as follows:

Find if the pc has ever been "in himself" or herself in a picture. Unbury and run that picture with Unknown with this command:

"What was unknown about that incident?" Keep the pc *in* the incident.

If the pc has never had a picture 3D in his own valence, run either or both of the following:

"What was unknown?" and another process, "What unknown should you escape from?" "What unknown should you attack?" "What unknown should another escape from?" "What unknown should another attack?"

These last two processes also handle problems, treatment and the other factors mentioned above and class as 1A processes.

Omit Routine 2 out of all instruction.

Rewrite your Prehav Primary Scale to include all emotions from "serenity" to "hide." Include on the scale in the place of "No Motion," PROBLEMS. Include also UNKNOWN, FORGET, NOT–KNOW. Add also DISLOCATE. Omit anything that is a brother to "No Motion." Include DENY.

––––––––––

Get assessment going only when 1A is flat. 1A can be considered flat when Escape–Attack on Unknown produces no TA motion after this or other 1A processes have been run.

––––––––––

Get ordinary Security Checking going at once on HCO WW Sec Form 6. When students do this well, shift to the Not-Know version of Security Checking on Form 3. Do the last two pages of Form 3 before the rest.

––––––––––

In all auditing done on course (or in HGCs) get daily cross-checks on rudiments. Let a student (or in HGCs another auditor) check (but not run) the rudiments on every pc and point out to the pc's auditor those that are OUT.

––––––––––

Let students sec check each other evenings, independent of days auditing, but make sure they know how it is done. Don't let them assess evenings. Do all assessment in class auditing time.

––––––––––

Stamp ruthlessly on Q and A (auditor doing whatever the pc says).

––––––––––

Arrange two 2½ hour auditing periods a day.

Instructors check out any goal and any terminal found before letting it be run.

A course completion depends on a student:

1. Doing a good Not-Know version of Security Checking.

2. Finding the goal and terminal of a pc.

3. Doing a proper Prehav assessment.

4. Having a Form 3 and a Form 6 Sec Check completed on self.

5. Passing a perfect exam on the book *E-Meter Essentials* plus instant and latent read.

6. Getting a decent graph change on his pc or clearing.

Any student clearing his pc on either course will instantly be awarded a DScn. Clear status must be checked out by HCO.

Routine 1A consists of flattening problems (or unknowns) on the TA and completing a Not-Know Sec Check, HCO WW Form 3.

Routine 3 consists of finding the goals and terminals of the pc and doing any available Sec Checks.

These two routines are the only routines to be used or taught on special courses at this time.

The processes to be used to clear rudiments are as follows (supposing the difficulty has been finally stated by pc):

ROOM: TR 10 or pc's Havingness Process, run only until question about room produces no needle reaction.

AUDITOR: What would you be willing to be? What would you rather not be? (Run TA motion out.)

PT PROBLEM: (When pc has stated it and who) What is unknown about that problem with _____ ? (Run until needle no longer reacts on terminal, check for any other PTP and run it as necessary.)

WITHHOLDS: To whom wasn't that known? To whom shouldn't that be known? (Run until needle no longer reacts.)

ARC BREAK: What didn't an auditor do? When? What weren't you able to tell an auditor? When?

Alter Model Session script to include the above.

Limit two-way comm to asking what, where, when questions.

SUMMARY

Spend no course time trying to make auditors. Criticize blunders. But give *no* long lectures of any kind to the class. Just tell them what to do individually, exactly as above, and see that it gets done on an *individual* basis.

In instructing, confront each student, one at a time. Don't worry about general confronts of the class, not even a seminar period.

Tell the student to do so-and-so as above with his pc. Show him or her how to do it. Skip all extraordinary solutions. Just use the above. Get a maximum of solid auditing done.

Spread your teams as far apart as possible.

Dispense with checksheet examination except on Saint Hill tapes.

Make auditors by making them audit. If they goof, assume they have no reality on the track and get the student to confront his bank as above. Subjective reality alone can make an auditor. Routines 1A and 3 alone can make Clears.

All auditor goofs stem from unreality. Reality is found:

a. By auditing and

b. By familiarity with own bank and track.

If an auditor on your course has already received HPA/HCA and any further training and still has no hang of it, you won't educate them to victory. They just don't have reality on the mind yet. See that they get it—subjectively. And so teach them to make Clears.

L. RON HUBBARD
Founder

HCO WW SECURITY FORM 7A

(For Staff Applicants)

Person's Name   Date

The following Security Check is for security use. All other Security Checks have passed into processing use and so can no longer be used for security, taking too much time, and the auditor seeking to clear every question:

DIRECTIONS

Use a standard organization approved or manufactured E-Meter such as the British Mark IV.

Make certain, by can squeeze, that the instrument is plugged in and adjusted.

Use the meter strictly in accordance with the manual *E-Meter Essentials.*

Read only *instant reactions.* Do not use latent reactions of the needle. If the needle reacts within ⅕ or ¹⁄₁₀ of a second after the question is asked, it is an *instant read.* This is valid. If it reacts ½ to 1 second after the question, this is invalid. Explore only *instant* reads on any check. Ignore all latent reads.

It should take only 10 to 20 minutes to give this check. If it takes longer, you are doing something wrong.

All you do is put the applicant on the meter and read the questions to him with sensitivity set high (1 dial or more drop for can squeeze).

Keep the needle near center of dial. Don't adjust it while asking a question. Don't ask a question if it is uncentered.

If you get no reaction, go on to next question.

If you get a reaction, *compartment* the question (reading it word by word and phrase by phrase) and see if any one word or any one phrase falls rather than the question as a whole. Clear each word or phrase that reads on the needle. Then read the whole question. If it is the whole question that reacts, it is a flunk.

Don't clear flunks. Just go on to next question.

The person being checked does not have to answer anything verbally.

The person giving the check does not have to find out or get off any withhold as this is not a processing check.

A needle reaction must be clearly established to be a reaction to the question before it can be a flunk.

The tone arm action is ignored.

Rising needle is ignored.

The Auditor's Code is ignored.

Processing is ignored.

You'll find that the main trouble with giving this check is that it is so easy to give that people will try to complicate it.

ANY question still reacting after it has been cleared word for word or phrase by phrase FLUNKS the applicant. That's it. One question that reacts and the person cannot be hired. It is not permitted to hire the person for anything or for any reason or for any purpose until the person is wholly cleared. You must not goof on this. Don't hire people who cannot pass this check.

If a person is guilty of any part of this check, the person *will* react on that exact question, providing the question *is* put to the person directly (not his shadow).

There are no null questions to be given the applicant.

The following statement is read *to the* applicant:

"This is a Security Check I am giving you. These are E-Meter electrodes. This is a very modern instrument developed after ten years of research. It can and does detect guilt very easily. If you pass this check, you will be trusted. If you fail to pass this check, you cannot be employed here without extensive processing with Scientology.

"You do not have to speak or answer if you do not want to. It makes no difference.

"Here is the first question:"

1. **IF ANYONE FOUND OUT ABOUT SOMETHING YOU'VE DONE IN THIS LIFETIME, COULD YOU BE BLACKMAILED ABOUT IT?**

2. **ARE YOU A PERVERT?**

3. **HAVE YOU EVER STOLEN FROM AN EMPLOYER?**

4. **HAVE YOU EVER FALSIFIED RECORDS TO OBTAIN MONEY BY FRAUD?**

5. **HAVE YOU EVER TRIED TO GET A FELLOW WORKER IN TROUBLE BY TELLING LIES ABOUT HIM OR HER?**

6. **DO YOU HATE ALL EMPLOYERS?**

7. **ARE YOU OR HAVE YOU EVER BEEN A COMMUNIST?**

8. **IF YOU WERE EMPLOYED HERE, WOULD YOU TRY TO DAMAGE THIS ORGANIZATION?**

9. **ON YOUR LAST JOB DID YOU CONSISTENTLY COMPLAIN ABOUT BEING OVERWORKED AND UNDERPAID?**

10. **HAVE YOU EVER WORKED IN AN ORGANIZATION JUST TO SPY ON IT FOR OTHERS?**

11. **HAVE YOU EVER TAKEN MONEY FOR PASSING ON CONFIDENTIAL INFORMATION?**

12. **HAVE YOU EVER CONSCIOUSLY DRIVEN CUSTOMERS AWAY FROM YOUR EMPLOYER?**

13. **DO YOU PRIVATELY THINK WE ARE A FRAUD OR A RACKET?**

14. **HAVE YOU EVER SECRETLY BOUGHT ANYTHING YOURSELF AND SOLD IT TO YOUR EMPLOYER AT A PROFIT?**

15. **HAVE YOU EVER TAKEN A BRIBE OR A SECRET COMMISSION TO GIVE SOMEONE AN EMPLOYER'S BUSINESS?**

16. **IS THERE SOMETHING ABOUT YOUR PAST JOBS YOU ARE HOPING DESPERATELY WE DON'T FIND OUT?**

17. **DO YOU HATE WORK OF ANY KIND?**

18. **DO YOU HAVE A CRIMINAL RECORD?**

19. **ARE YOU WANTED ANYWHERE BY THE POLICE?**

20. **DO YOU INTEND TO QUIT SOON AFTER STARTING WORK HERE?**

The interrogator can smooth out any ARC breaks caused.

If the needle gave consistent or unmistakable instant response on any of the above, the applicant may not be employed at this time.

The applicant, feeling falsely accused, should be informed he has the right to be security checked by another person with the same form.

Passed   Security Checker

Failed   Date

L. RON HUBBARD
Founder

Missions

NEW RUDIMENTS COMMANDS

Keeping rudiments in looms to great importance with the realization that endless Goals Assessments occur only when rudiments are out. If rudiments are *in*, the goal invariably occurs in the first 150 goals the pc gives.

If rudiments are out, the goal, terminal or assessment level vanish when found or won't appear at all.

Therefore, even better rudiments processes are necessary. Over the past month or so I have worked out and tested these for your use.

These rudiments processes supersede all earlier rudiments processes. They do not alter basic Model Session. They do alter all rudiments *commands* used in Model Session as noted.

Rudiments on the:

ROOM: TR 10 or pc's Havingness Process.

(Run only until question about room produces no needle reaction.)

AUDITOR:

"WHAT WOULD YOU BE WILLING TO BE?" "WHAT WOULD YOU RATHER NOT BE?"

(Run needle action out only.)

PT PROBLEM: (When pc has stated it and who.)

"WHAT IS UNKNOWN ABOUT THAT PROBLEM WITH _____ ?"

(Run until needle no longer reacts on terminal, check any other PTP and run it as necessary.)

WITHHOLDS:

"TO WHOM WASN'T THAT KNOWN? TO WHOM SHOULDN'T THAT BE KNOWN?"

(Run until needle no longer reacts.)

ARC BREAK:

"WHAT DIDN'T AN AUDITOR DO?" "WHEN?"

"WHAT WEREN'T YOU ABLE TO TELL AN AUDITOR?" "WHEN?"

(Run needle action out only.)

Alter Model Session script to include the above.

———————

Limit two-way comm to asking what, where, when questions.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 18 SEPTEMBER 1961R
REVISED 16 MARCH 1989

Remimeo
HCO
Tech/Qual

HCO WW SECURITY FORM 7B

(For persons now employed.)

Refs:

HCO PL 11 Dec. 61RB	ORGANIZATION RUDIMENTS	
Rev. 16.3.89		
HCOB 30 Nov. 78R	CONFESSIONAL PROCEDURE	
Rev. 10.11.87		
HCO PL 6 Mar. 82R	CONFESSIONAL TECH POLICIES	
Rev. 10.12.88		
HCOB 7 Jan. 85	HCO CONFESSIONALS	

DIRECTIONS: This is an HCO Confessional form. Follow the full procedure as given in HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE.

Read the following to the staff member.

"I am not auditing you. We are about to begin an HCO Confessional. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this list will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the police or the state. No Scientologist will ever bear witness against you in court by reason of answers to this Confessional. This Confessional is exclusively for Scientology purposes. The only ways you can fail this Confessional are to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this Confessional is our refusal to employ you or issue a certificate, and this will only happen if we find that you are trying knowingly to injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) by not being a member of a subversive group seeking to injure Scientology.

"Here is the check."

1. **HAVE YOU EVER COMMITTED ANY CRIMINAL ACT FOR WHICH YOU COULD BE BLACKMAILED NOW?** _____

2. **DO YOU OR YOUR CLOSE FAMILY CURRENTLY HAVE ANY CONNECTION WITH ORGANIZATIONS VIOLENTLY OPPOSED TO L. RON HUBBARD?** _____

3. **HAVE YOU EVER PERSONALLY ACCEPTED A COMMISSION, PERCENTAGE, BRIBE OR "GIFT" FOR GIVING ANY FIRM OR PERSON THIS ORGANIZATION'S BUSINESS?** _____

4. **HAVE YOU EVER STOLEN ANYTHING HERE?** _____

5. **HAVE YOU EVER FALSIFIED AN EXPENSE ACCOUNT HERE?** _____

6. **HAVE YOU EVER FALSELY ACCOUNTED FOR PETTY CASH?** _____

7. **HAVE YOU EVER MALICIOUSLY GOSSIPED ABOUT YOUR FELLOW STAFF MEMBERS OR YOUR SUPERIORS?** _____

8. **ARE YOU HERE PURPOSELY TO UPSET OR DAMAGE SCIENTOLOGY OR SCIENTOLOGY ORGANIZATIONS?** _____

9. **HAVE YOU EVER CAUTIONED ANYONE ABOUT FOLLOWING L. RON HUBBARD'S DIRECTIONS OR DATA OR TOLD THEM NOT TO?** _____

10. **HAVE YOU EVER MALICIOUSLY CRITICIZED SCIENTOLOGY, ITS ORGANIZATIONS, DATA OR PEOPLE TO PERSONS OUTSIDE THIS ORGANIZATION?** _____

11. **HAVE YOU EVER USED PEOPLE YOU MET HERE TO SECRETLY FURTHER YOUR PERSONAL GAIN OUTSIDE OF THE ORGANIZATION?** _____

12. **DO YOU FEEL SCIENTOLOGY IS A FRAUD OR RACKET?** _____

13. **DO YOU COMPLAIN ABOUT HOW OVERWORKED AND UNDERPAID YOU ARE?** _____

14. **DO YOU EVER PRIVATELY LAUGH AT THE ANTICS OF YOUR SUPERIORS?** _____

15. **HAVE YOU EVER SLOWED THINGS DOWN JUST BECAUSE YOUR SUPERIORS WANTED THEM SPEEDED UP?** _____

16. **DO YOU THINK IT REALLY DOESN'T MATTER WHETHER YOU DO A GOOD JOB OR NOT?** _____

17. **DO YOU INTEND TO QUIT JUST AS SOON AS YOU'VE ACHIEVED YOUR OWN ENDS?** _____

18. **DO YOU ILLEGALLY HAVE ANYTHING IN YOUR PERSONAL POSSESSION THAT REALLY BELONGS TO US?** _____

19. **DO YOU GET SATISFACTION OUT OF NOT DOING YOUR JOB?** _____

20. **HAVE YOU CONSISTENTLY COVERED UP THE BLUNDERS AND MISTAKES OF OTHER STAFF MEMBERS SO THEY WON'T BE FOUND OUT?** _____

_____

PASSED _____ SECURITY CHECKER _____

FAILED _____ DATE _____

FINDINGS AND DECISION: _____

_____

_____

_____

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Missions

SECURITY CHECK CHILDREN
HCO WW Security Form 8

The following is a processing check for use on children.

Be sure the child can understand the question. Rephrase it so he or she can understand it. The first question is the most potent.

Children's Security Check
Ages 6–12

1. **WHAT HAS SOMEBODY TOLD YOU NOT TO TELL?** _____

2. **HAVE YOU EVER DECIDED YOU DIDN'T LIKE SOME MEMBER OF YOUR FAMILY?** _____

3. **HAVE YOU EVER TAKEN SOMETHING BELONGING TO SOMEBODY ELSE AND NEVER GIVEN IT BACK?** _____

4. **HAVE YOU EVER PRETENDED TO BE SICK (ILL)?** _____

5. **HAVE YOU EVER MADE YOURSELF SICK (ILL) OR HURT YOURSELF TO MAKE SOMEBODY SORRY?** _____

6. **HAVE YOU EVER WANTED SOMETHING VERY MUCH BUT NEVER TOLD ANYBODY ABOUT IT?** _____

7. **HAVE YOU EVER GOTTEN YOURSELF DIRTY ON PURPOSE?** _____

8. **HAVE YOU EVER REFUSED TO EAT JUST TO WORRY SOMEONE?** _____

9. **HAVE YOU EVER REMEMBERED SOMETHING ABOUT YOURSELF AND NOT TOLD ANYBODY BECAUSE YOU THOUGHT THEY WOULDN'T BELIEVE YOU OR BE ANGRY AT YOU?** _____

10. **HAVE YOU EVER REFUSED TO OBEY AN ORDER FROM SOMEONE YOU SHOULD OBEY?** _____

11. **HAVE YOU EVER TOLD ANOTHER CHILD SOMETHING THAT WASN'T TRUE, JUST TO FRIGHTEN OR UPSET HIM?** _____

12. **HAVE YOU EVER BULLIED A SMALLER CHILD?** _____

13. **HAVE YOU EVER DELIBERATELY GOT ANOTHER CHILD OR A GROWNUP INTO TROUBLE?** _____

14. **HAVE YOU EVER PESTERED OLDER CHILDREN OR GROWN PEOPLE WHO WERE TRYING TO WORK?** _____

15. **HAVE YOU EVER BEEN MEAN OR CRUEL TO AN ANIMAL, BIRD OR FISH?** _____

16. **HAVE YOU EVER FORGOTTEN TO GIVE FOOD OR WATER TO A PET ENTRUSTED TO YOUR CARE?** _____

17. **HAVE YOU EVER BROKEN SOMETHING BELONGING TO SOMEONE ELSE?** _____

18. **HAVE YOU EVER DELIBERATELY SPOILED CLOTHING OF YOURS BECAUSE YOU DIDN'T LIKE IT?** _____

19. **DO YOU HAVE A SECRET?** _____

20. **HAVE YOU EVER NOTICED SOMETHING WRONG WITH YOUR BODY THAT YOU WERE AFRAID TO TELL ANYBODY ABOUT?** _____

21. **HAVE YOU EVER DONE ANYTHING YOU WERE VERY MUCH ASHAMED OF?** _____

22. **IS THERE ANYTHING ABOUT YOU YOUR PARENTS COULDN'T UNDERSTAND, EVEN IF YOU TOLD THEM?** _____

23. **HAVE YOU EVER FAILED TO FINISH YOUR SCHOOLWORK ON TIME?** _____

24. **HAVE YOU EVER FLUNKED AN EXAMINATION AT SCHOOL?** _____

25. **HAVE YOU EVER DELIBERATELY GIVEN A TEACHER TROUBLE?** _____

26. **HAVE YOU EVER TRIED TO MAKE OTHERS DISLIKE SOME TEACHER?** _____

26. **HAVE YOU EVER TRIED TO MAKE ANOTHER CHILD UNPOPULAR?** _____

27. **HAVE YOU EVER BROKEN, DAMAGED OR TAKEN ANY SCHOOL PROPERTY?** _____

28. **HAVE YOU EVER LIED TO A TEACHER?** _____

29. **HAVE YOU EVER BEEN LATE TO SCHOOL OR LATE TO A CLASS?** _____

30. **HAVE YOU EVER STAYED AWAY FROM SCHOOL WHEN YOU COULD HAVE GONE?** _____

31. **HAVE YOU EVER CHEATED BY COPYING SOMEONE ELSE'S WORK, TAKING NOTES INTO AN EXAMINATION OR LOOKING UP ANSWERS IN A BOOK WHEN YOU WEREN'T SUPPOSED TO?** _____

32. **HAVE YOU EVER SPOILED THINGS FOR SOMEBODY?** _____

33. **WHO HAVE YOU MADE GUILTY?** _____

291

34. HAVE YOU EVER DONE SOMETHING YOU SHOULDN'T WHEN YOU WERE SUPPOSED TO BE IN BED OR ASLEEP? _____

35. HAVE YOU EVER TOLD OTHERS BAD STORIES ABOUT SOMEONE? _____

36. HAVE YOU EVER TRIED TO MAKE OTHERS BELIEVE THAT YOUR PARENTS OR TEACHERS WERE CRUEL TO YOU? _____

37. HAVE YOU EVER OFFERED AS AN EXCUSE FOR SOMETHING YOU HAVE DONE WRONG THAT YOU ARE ONLY A CHILD OR THAT YOU HAVEN'T GROWN UP YET? _____

38. HAVE YOU EVER FELT THAT YOUR PARENTS AND HOME WERE TOO GOOD FOR YOU? _____

39. HAVE YOU EVER FELT THAT YOUR PARENTS AND HOME WEREN'T GOOD ENOUGH FOR YOU? _____

40. IS THERE ANYTHING YOU SHOULD TELL YOUR PARENTS AND NEVER HAVE? _____

41. HAVE YOU EVER DONE SOMETHING TO YOUR BODY THAT YOU SHOULDN'T HAVE? _____

42. HAVE YOU EVER DONE ANYTHING TO SOMEONE ELSE'S BODY THAT YOU SHOULDN'T HAVE? _____

43. HAVE YOU EVER TOLD ANYONE THAT YOU DID SOMETHING WHEN YOU HADN'T REALLY DONE IT? _____

44. HAVE YOU EVER TOLD ANYONE THAT YOU HADN'T DONE SOMETHING WHICH YOU REALLY HAD DONE? _____

45. HAVE YOU EVER GANGED UP ON ANOTHER CHILD AND MADE FUN OF HIM BECAUSE HE WAS DIFFERENT FROM THE REST OF YOU? _____

46. HAVE YOU EVER MADE FUN OF ANOTHER BECAUSE OF THE WAY HE LOOKED? _____

47. HAVE YOU EVER DECIDED NEVER TO TALK TO SOMEONE AGAIN? _____

48. HAVE YOU EVER MADE YOUR PARENTS OR TEACHERS WORK HARDER THAN THEY SHOULD? _____

49. HAVE YOU EVER DECIDED THAT YOU WERE TOO BRIGHT OR TOO SMART FOR THE OTHER KIDS? _____

50. HAVE YOU EVER ANNOYED AN ADULT BY SOMETHING YOU DID OR SAID? _____

51. HAVE YOU EVER HURT A CHILD? _____

52. **HAVE YOU EVER MADE A CHILD CRY?** _____

53. **HAVE YOU EVER MADE A CHILD SULK?** _____

54. **HAVE YOU EVER KEPT ANOTHER CHILD FROM HAVING SOMETHING THAT REALLY BELONGED TO HIM?** _____

55. **HAVE YOU EVER FOUND ANYTHING AND FAILED TO RETURN IT TO ITS OWNER?** _____

56. **HAVE YOU EVER TOLD STORIES ABOUT SOMEONE BEHIND THEIR BACK?** _____

57. **HAVE YOU EVER LIED TO ESCAPE BLAME?** _____

58. **HAVE YOU EVER NOT TOLD THE WHOLE TRUTH ABOUT SOMETHING SO AS TO PROTECT SOMEONE?** _____

59. **HAVE YOU EVER FELT ASHAMED OF YOUR PARENTS?** _____

60. **HAVE YOU EVER FELT ASHAMED OF YOUR FRIENDS?** _____

61. **HAVE YOU EVER DISAPPOINTED YOUR PARENTS?** _____

62. **HAVE YOU EVER RUN AWAY WHEN YOU SHOULD HAVE STAYED?** _____

63. **HAVE YOU EVER FELT SURE YOUR PARENTS WOULDN'T UNDERSTAND SOMETHING THAT HAD HAPPENED IN SCHOOL, SO YOU DIDN'T TELL THEM?** _____

64. **HAVE YOU EVER NOT TOLD TEACHERS SOMETHING ABOUT YOUR FAMILY BECAUSE THEY WOULDN'T UNDERSTAND IT?** _____

65. **HAVE YOU EVER FAILED TO KEEP ANOTHER CHILD'S SECRET?** _____

66. **HAVE YOU EVER FELT IT WAS JUST NO USE TALKING TO SOMEONE?** _____

67. **HAVE YOU EVER HURT SOMEONE YOU DIDN'T MEAN TO?** _____

68. **HAVE YOU EVER BEEN SLOPPY ABOUT YOUR CLOTHES OR POSSESSIONS?** _____

69. **HAVE YOU EVER CRIED WHEN YOU SHOULDN'T HAVE?** _____

70. **HAVE YOU EVER BEEN A COWARD?** _____

71. **HAVE YOU EVER MADE TOO MUCH FUSS OVER A LITTLE HURT?** _____

72. HAVE YOU EVER TRIED TO MAKE YOUR PARENTS BELIEVE YOU WERE DOING BETTER IN SCHOOL THAN YOU WERE? _____

73. HAVE YOU EVER TOLD ON ANYONE? _____

74. HAVE YOU EVER TEASED YOUNGER CHILDREN? _____

75. HAVE YOU EVER MADE A MESS AND NOT HELPED TO CLEAN IT UP? _____

76. HAVE YOU EVER BROKEN OR DAMAGED SOMETHING AND NEVER TOLD ANYBODY IT WAS YOU WHO DID IT? _____

77. HAVE YOU EVER LET SOMEONE ELSE GET PUNISHED FOR SOMETHING YOU DID? _____

78. HAVE YOU EVER CRIED TILL YOU GOT YOUR OWN WAY? _____

79. HAVE YOU EVER DECIDED "SOMEDAY, WHEN I'M GROWN–UP, I'LL GET EVEN"? IF SO, WITH WHOM? _____

80. HAVE YOU EVER PICKED ON SOMEONE SMALLER THAN YOURSELF? _____

81. HAVE YOU EVER UPSET ANYONE BY THROWING A TEMPER TANTRUM? _____

82. HAVE YOU EVER HURT ANYONE BY TELLING THEM YOU DIDN'T LOVE THEM ANY MORE? _____

83. HAVE YOU EVER MADE OUT THAT YOU WERE MORE BADLY DAMAGED THAN YOU WERE IN ORDER TO MAKE SOMEONE STOP PICKING ON YOU? _____

84. HAVE YOU EVER PRETENDED TO LIKE SOMEONE THAT YOU DIDN'T LIKE IN ORDER TO SATISFY YOUR PARENTS? _____

85. HAVE YOU EVER DONE ANYTHING WRONG ACCORDING TO YOUR OWN RELIGION? _____

86. HAVE YOU EVER NOT UNDERSTOOD WHY SOMEONE WAS ANGRY WITH YOU? _____

87. HAVE YOU EVER PRETENDED NOT TO UNDERSTAND WHAT YOU HAD DONE WRONG? _____

88. HAVE YOU EVER PRETENDED NOT TO UNDERSTAND WHAT SOMEONE WANTED YOU TO DO? _____

89. HAVE YOU EVER BEEN IN PLACES WHERE YOUR PARENTS DIDN'T WANT YOU TO GO? _____

90. **HAVE YOU EVER SPIED ON ANYONE?** _____

91. **HAVE YOU EVER MADE FRIENDS WITH PEOPLE YOUR PARENTS DIDN'T APPROVE OF?** _____

92. **HAVE YOU EVER THOUGHT SOMEONE WAS CRAZY?** _____

93. **HAVE YOU EVER BROKEN UP A FRIENDSHIP?** _____

94. **HAVE YOU EVER LET YOUR TEAM OR SCHOOL OR CLUB DOWN?** _____

95. **HAVE YOU EVER TRIED TO KEEP SOMEONE FROM MAKING FRIENDS WITH ANOTHER CHILD?** _____

96. **HAVE YOU EVER PRETENDED NOT TO HEAR YOUR PARENTS OR TEACHER?** _____

97. **HAVE YOU EVER MADE A FUSS ABOUT DOING SOMETHING THAT YOUR PARENTS OR TEACHER WANTED YOU TO DO?** _____

98. **HAVE YOU EVER DONE SOMETHING TO SOMEONE THAT YOU'D HATE TO HAVE DONE TO YOU?** _____

L. RON HUBBARD
Founder

HCO WW SECURITY FORMS
7A AND 7B

(Employment Sec Checks)

(Reissued from HCO PLs of 13 Sept. and 18 Sept. 61)

These two Security Checks have been devised specifically for employment, i.e., to check applicants for employment, or personnel already employed. Each Sec Check should take no more than twenty minutes and is completely effective if expertly done.

HCO WW SECURITY FORM 7A

(For Staff Applicants)

_____   _____

Person's Name   Date

The following Security Check is for security use. All other Security Checks have passed into processing use and so can no longer be used for security, taking too much time, and the auditor seeking to clear every question:

DIRECTIONS

Use a standard organization approved or manufactured E-Meter such as the British Mark IV.

Make certain, by can squeeze, that the instrument is plugged in and adjusted.

Use the meter strictly in accordance with the manual _E-Meter Essentials_.

Read only _instant reactions_. Do not use latent reactions of the needle. If the needle reacts within ⅕th or ⅒th of a second after the question is asked, it is an _instant read_. This is valid. If it reacts ½ to 1 second after the question, this is invalid. Explore only _instant_ reads on any check. Ignore all latent reads.

It should take only 10 to 20 minutes to give this check. If it takes longer, you are doing something wrong.

All you do is put the applicant on the meter and read the questions to him with sensitivity set high (1 dial or more drop for can squeeze).

Keep the needle near center of dial. Don't adjust it while asking a question. Don't ask a question if it is uncentered.

If you get no reaction, go on to next question.

If you get a reaction, *compartment* the question (reading it word by word and phrase by phrase) and see if any one word or any one phrase falls rather than the question as a whole. Clear each word or phrase that reads on the needle. Then read the whole question. If it is the whole question that reacts, it is a flunk.

Don't clear flunks. Just go on to next question.

The person being checked does not have to answer anything verbally.

The person giving the check does not have to find out or get off any withhold as this is not a processing check.

A needle reaction must be clearly established to be a reaction to the question before it can be a flunk.

The tone arm action is ignored.

Rising needle is ignored.

The Auditor's Code is ignored.

Processing is ignored.

You'll find that the main trouble with giving this check is that it is so easy to give that people try to complicate it.

ANY question still reacting after it has been cleared word for word or phrase by phrase FLUNKS the applicant. That's it. One question that reacts and the person cannot be hired. It is not permitted to hire the person for anything or for any reason or for any purpose until the person is wholly cleared. You must not goof on this. Don't hire people who cannot pass this check.

If a person is guilty of any part of this check, the person *will* react on that exact question, providing the question is put to the person directly (not his shadow).

There are no null questions to be given the applicant.

The following statement is read *to the* applicant:

"This is a Security Check I am giving you. These are E-Meter electrodes. This is a very modern instrument developed after ten years of research. It can and does detect guilt very easily. If you pass this check, you will be trusted. If you fail to pass this check, you cannot be employed here without extensive processing with Scientology.

"You do not have to speak or answer if you do not want to. It makes no difference.

"Here is the first question:"

1. IF ANYONE FOUND OUT ABOUT SOMETHING YOU'VE DONE IN THIS LIFETIME, COULD YOU BE BLACKMAILED ABOUT IT?

2. ARE YOU A PERVERT?

3. HAVE YOU EVER STOLEN FROM AN EMPLOYER?

4. HAVE YOU EVER FALSIFIED RECORDS TO OBTAIN MONEY BY FRAUD?

5. HAVE YOU EVER TRIED TO GET A FELLOW WORKER IN TROUBLE BY TELLING LIES ABOUT HIM OR HER?

6. DO YOU HATE ALL EMPLOYERS?

7. ARE YOU OR HAVE YOU EVER BEEN A COMMUNIST?

8. IF YOU WERE EMPLOYED HERE, WOULD YOU TRY TO DAMAGE THIS ORGANIZATION?

9. ON YOUR LAST JOB DID YOU CONSISTENTLY COMPLAIN ABOUT BEING OVERWORKED AND UNDERPAID?

10. HAVE YOU EVER WORKED IN AN ORGANIZATION JUST TO SPY ON IT FOR OTHERS?

11. HAVE YOU EVER TAKEN MONEY FOR PASSING ON CONFIDENTIAL INFORMATION?

12. HAVE YOU EVER CONSCIOUSLY DRIVEN CUSTOMERS AWAY FROM YOUR EMPLOYER?

13. DO YOU PRIVATELY THINK WE ARE A FRAUD OR A RACKET?

14. HAVE YOU EVER SECRETLY BOUGHT ANYTHING YOURSELF AND SOLD IT TO YOUR EMPLOYER AT A PROFIT?

15. HAVE YOU EVER TAKEN A BRIBE OR A SECRET COMMISSION TO GIVE SOMEONE AN EMPLOYER'S BUSINESS?

16. IS THERE SOMETHING ABOUT YOUR PAST JOBS YOU ARE HOPING DESPERATELY WE DON'T FIND OUT?

17. DO YOU HATE WORK OF ANY KIND?

18. DO YOU HAVE A CRIMINAL RECORD?

19. ARE YOU WANTED ANYWHERE BY THE POLICE?

20. DO YOU INTEND TO QUIT SOON AFTER STARTING WORK HERE?

The interrogator can smooth out any ARC breaks caused.

If the needle gave consistent or unmistakable instant response on any of the above, the applicant may not be employed at this time.

The applicant, feeling falsely accused, should be informed he has the right to be security checked by another person with the same form.

Passed	Security Checker
Failed	Date

L. RON HUBBARD
Founder

HCO WW SECURITY FORM 7B

(For persons now employed)

Give this check in exactly the same way as HCO WW Security Form 7A.

Failure to pass one or more questions on this check results in suspension until processing has been given.

The Security Checker does not attempt to clear or process any of the following questions if they produce *instant* needle reaction. Clearing questions is an auditor's job and is done in an auditing session, not while receiving this check.

If a question produces instant needle response, clear it word by word and phrase by phrase until all words and phrases are as null as they can be made. Then test for reaction to the whole question. If it reacts then, it is a flunk.

The whole test is always completed.

It should take 10 to 20 minutes at the most. Read the following to the staff member:

"There is nothing personal about this check. It is for your protection as well as others. If you pass it, you have no worries. If you flunk it, you will be suspended immediately until processed on your own arrangements. If you feel you have been falsely flunked, if you are flunked, you can demand that another skilled person give you the same check over again. But you may only be checked by two people.

299

"Here is the check. You do not have to answer anything if you don't care to."

1. **HAVE YOU EVER COMMITTED ANY CRIMINAL ACT FOR WHICH YOU COULD BE BLACKMAILED NOW?** _____

2. **DO YOU OR YOUR CLOSE FAMILY CURRENTLY HAVE ANY CONNECTION WITH ORGANIZATIONS VIOLENTLY OPPOSED TO L. RON HUBBARD?** _____

3. **HAVE YOU EVER PERSONALLY ACCEPTED A COMMISSION, PERCENTAGE, BRIBE OR "GIFT" FOR GIVING ANY FIRM OR PERSON THIS ORGANIZATION'S BUSINESS?** _____

4. **HAVE YOU EVER STOLEN ANYTHING HERE?** _____

5. **HAVE YOU EVER FALSIFIED AN EXPENSE ACCOUNT HERE?** _____

6. **HAVE YOU EVER FALSELY ACCOUNTED FOR PETTY CASH?** _____

7. **HAVE YOU EVER MALICIOUSLY GOSSIPED ABOUT YOUR FELLOW STAFF MEMBERS OR YOUR SUPERIORS?** _____

8. **ARE YOU HERE PURPOSELY TO UPSET OR DAMAGE SCIENTOLOGY OR SCIENTOLOGY ORGANIZATIONS?** _____

9. **HAVE YOU EVER CAUTIONED ANYONE ABOUT FOLLOWING L. RON HUBBARD'S DIRECTIONS OR DATA OR TOLD THEM NOT TO?** _____

10. **HAVE YOU EVER MALICIOUSLY CRITICIZED SCIENTOLOGY, ITS ORGANIZATIONS, DATA OR PEOPLE TO PERSONS OUTSIDE THIS ORGANIZATION?** _____

11. **HAVE YOU EVER USED PEOPLE YOU MET HERE TO SECRETLY FURTHER YOUR PERSONAL GAIN OUTSIDE OF THE ORGANIZATION?** _____

12. **DO YOU FEEL SCIENTOLOGY IS A FRAUD OR RACKET?** _____

13. **DO YOU COMPLAIN ABOUT HOW OVERWORKED AND UNDERPAID YOU ARE?** _____

14. **DO YOU EVER PRIVATELY LAUGH AT THE ANTICS OF YOUR SUPERIORS?** _____

15. **HAVE YOU EVER SLOWED THINGS DOWN JUST BECAUSE YOUR SUPERIORS WANTED THEM SPEEDED UP?** _____

16. **DO YOU THINK IT REALLY DOESN'T MATTER WHETHER YOU DO A GOOD JOB OR NOT?** _____

17. **DO YOU INTEND TO QUIT JUST AS SOON AS YOU'VE ACHIEVED YOUR OWN ENDS?** _____

18. **DO YOU ILLEGALLY HAVE ANYTHING IN YOUR PERSONAL POSSESSION THAT REALLY BELONGS TO US?** _____

19. **DO YOU GET SATISFACTION OUT OF NOT DOING YOUR JOB?** _____

20. **HAVE YOU CONSISTENTLY COVERED UP THE BLUNDERS AND MISTAKES OF OTHER STAFF MEMBERS SO THEY WON'T BE FOUND OUT?** _____

_____

Passed _____   Security Checker _____

Failed _____   Date _____

Findings and Decision: _____

_____

_____

_____

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 29 SEPTEMBER 1961

All HCO Secs
All Assoc Secs

HGC ALLOWED PROCESSES

(Cancels all previous HCO Bulletins and Policy Letters
on HGC Allowed Processes)

HGCs must begin clearing.

All academies must get auditors trained up so their skill is adequate to clear.

In an HGC, all auditing is done by staff auditors of course. But if individual staff auditors cannot handle the skills of clearing, no clearing will get done.

Therefore, a program of increasing skills of staff auditors must be undertaken, not just in training but in gradient skills they are permitted to use on pcs. A staff auditor must only use skills he can command and with which he can win.

Saint Hill Special Briefing Course tape of 26 Sept. 61 is a part of this policy letter. It enjoins that auditors increase and use their skills as follows:

CLASS ONE: Relatively unskilled. HPA/HCA graduate, field auditor called in part or full time or current staff auditor or HGC or Academy personnel or executive. This auditor is asked what process he has had success with on pcs. What process he has confidence in. Whatever it is, as long as it's Scientology, a Class One Auditor is not permitted to use any other process on HGC pcs, regardless of their "cased requirements." This is mandatory.

CLASS TWO: Any auditor auditing on staff who has finally passed a *perfect* score on HCO quizzes on

1. E-Meter Essentials

2. Model Session

3. Security Checking HCO Bulletins

4. Saint Hill Special Briefing Course tape of 26 Sept. 61.

(These quizzes must embrace the most minute details of these items.) This auditor is thereafter permitted only to use Security Checks on HGC pcs, either standard checks or checks combined with specially devised checks.

CLASS THREE: Any staff auditor who has graduated up through Class Two skills and who is having excellent results with Class Two skills and who thereafter has been specially trained directly by a person who has attended and passed the Saint Hill Special Briefing Course and who has also passed a *perfect* examination by HCO on

1. All HCO Bulletins relating to Routine 3.

2. All Saint Hill tapes on Routine 3.

3. Who has a good grasp of the technical side of auditing and can run a smooth session.

This Class Three Auditor may use Routine 3 on HGC pcs but may only utilize goals and terminals and levels that have been checked out and verified by a person graduated from the Saint Hill Special Briefing Course. He may not run engrams on HGC pcs.

4. Who can find rudiments when out and get them in.

CLASS FOUR: Any Class Three Auditor who has achieved excellent results with Routine 3 and who has had his or her goal and terminal found and is a Release and who has had engrams run on his or her own goals terminal chain and who has excellent subjective reality on engrams. This auditor may run Routine 3 and engrams on HGC pcs.

In an HGC as of receipt of this HCO Policy Letter there are no other classes of auditors and no special permissions may be granted contrary to this policy letter.

All HCO Area Secretaries are enjoined to make this program stick, get this HCO Policy Letter immediately hat checked on all Central Org technical staff and all executives, including the Association Secretary. A copy of this HCO Policy Letter, carrying a list of all those who have passed a check on it and all who can't or won't should be airmailed back to me.

This is the first positive and effective step toward getting broad clearing done in HGCs. This is a very important step. It will be with us a long while. For even when we are routinely clearing, every new staff auditor will go up this ladder.

Rapidity in getting this into effect will bring the HGC that much closer to clearing.

It is not permitted that HGC pcs are security checked or run on Routine 3 or engrams until the auditor doing so has been awarded the class that permits him to do so.

If HCO Area Secs or Assoc Secs find anything else more important than getting this done, pause a bit and ask why.

For only broad general clearing in HGCs and training in Academies toward clearing skills will resolve any and all of a Central Org's problems.
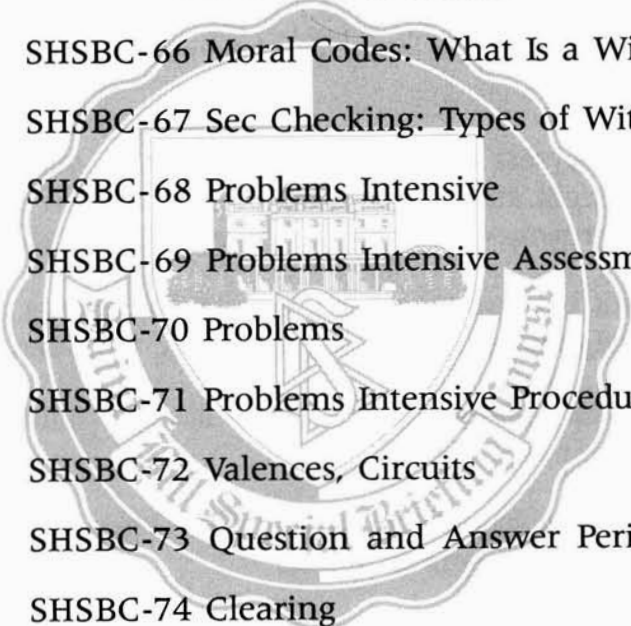
(Note: Pcs who are being run contrary to this policy letter on its receipt and who would be upset by a sudden change may be continued on whatever the auditor was running on receipt.)

L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

October 1961

In addition to several vital lectures on Security Checking, Ron's October Saint Hill Special Briefing Course talks covered two major breakthroughs in the handling of problems: the principle of the prior confusion and the Problems Intensive.

3 Oct. 1961   SHSBC-65 The Prior Confusion

4 Oct. 1961   SHSBC-66 Moral Codes: What Is a Withhold?

5 Oct. 1961   SHSBC-67 Sec Checking: Types of Withholds

10 Oct. 1961   SHSBC-68 Problems Intensive

11 Oct. 1961   SHSBC-69 Problems Intensive Assessment

12 Oct. 1961   SHSBC-70 Problems

17 Oct. 1961   SHSBC-71 Problems Intensive Procedures

18 Oct. 1961   SHSBC-72 Valences, Circuits

19 Oct. 1961   SHSBC-73 Question and Answer Period: Flows

24 Oct. 1961   SHSBC-74 Clearing

25 Oct. 1961   SHSBC-75 Importance of Goals Terminals

26 Oct. 1961   SHSBC-76 Security Checking: Auditing Errors

31 Oct. 1961   SHSBC-77 Rudiments

Missions

CLEAN HANDS MAKE A HAPPY LIFE

For the first time in the soggy stream that's history to the human race, it's possible that happiness exists.

This goal, repeated many times and sought so heavily, has been ungraspable as sun motes, unattainable as a loved one's sigh.

What makes mankind, basically good beings all, such strangers far to happiness?

The rich man geysers out his wealth. The poor man peers in every crack. But wealth buys nought and crevices are bare. The child hopes he will realize it when grown and, grown, wishes he were happy as a child.

We grasp it but like gossamer, it's nought. We marry a most perfect girl or man and then throughout our lives weep to make the other make us glad.

Often sought, but seldom found, there are no riches, gems or palaces as valued as mere happiness.

But listen! Here is happiness, just at our finger tips, awaiting only magic words "Start Session" to begin its quest.

But like we walk through rain toward a banquet hall, our happiness in processing is gained by passing through the phantom shadows of our "sins."

What has made all man a pauper in his happiness?

Transgressions against the mores of his race, his group, his family!

We care but little what these mores were or are. It was transgression did the trick.

We agree to fixed moralities and then, unthinking, we transgress, or with "good cause" offend, and there we are, the first dull bars of misery draw stealthily behind us.

And as we wander on, transgressing more, agreeing to new mores and then transgressing those, we come into that sunless place, the prison of our tears and sighs and might-have-beens, unhappiness.

Mutual action is the key to all our overt acts. Agreement to what ought to be and then a shattering of the troth works all the spell that's needed for a recipe of misery.

There must be pain. So we agreed. For pain restrains and warns, shuts off, forbids. But goodness now must then consist of bringing in no pain.

Mutual motion is agreed. And then we disagree and part and so are tied no more—tied not, save back there in our minds, with scars of broken faith. The faith we broke, and said it had to be.

We all agree to feel the sun and then protest it burns. We all agree to kiss and love and then are startled that such pain can follow in that wake.

Mutual motion is all right—until we act in cruelty to the rest.

Tied by agreements and coactions, we dare be cruel to that to which the hard steel clasps of promises have bound us.

And so in being cruel to part of self-extended self as in a couple or a group—we then find pain in self with great surprise.

The overt act sequence is simple now to grasp. The scope is limited. But it began when we first had a cruel impulse to others bound to us by mores or coacts.

Why does one suffer pain in his own arm when he or she has struck another's limb?

Because the cruel impulse has been a break of bond with others where pledge once lived.

The only overt act that can bring pain to self is that cruel act which then transgresses things to which we had agreed.

Share action with a group or person in your life, agree to mutually survive by some specific code and then be cruel to them and so transgress and you'll have pain.

All mankind lives and each man strives by codes of conduct mutually agreed. Perhaps these codes are good, perhaps they're bad, it's only evident they're codes. Mores bind the race.

Coaction then occurs. Thought and motion in accord. A oneness then of purpose and survival so results.

But now against that code there is transgression. And so because the code was held, whatever code it was, and man sought comfort in man's company, he held back his deed and so entered then the bourne in which no being laughs or has a freedom in his heart.

So down the curtains come across the brightness of the day and dull-faced clouds enmist all pleasant circumstance. For one has evilly transgressed and may not speak of it for fear *all* happiness will die.

And so we shut ourselves from off the light and enter gray-faced gloom. And seal within our deepest vault the reasons why we dare not face our friends.

307

And afterwards we go on making others guilty with the rest, when like some scrawny scarecrow of a priest whose tattered filthy robes are rough with sacrificial blood, we point the way to hell for those who kill.

And deep within us secret gnawings ache. And then at last we cannot even cry.

The road to hell—man's very good at painting ugly signs that point its course and way.

The road to heaven—man's often sent but never yet arrived—more like he found the "other place."

But now a road that's wide has opened up—in Scientology.

The meter and the process check, when done by auditors with skill, can open up transgression's rush and loose a cascade out until hell's spent.

And day will once more have a drop of dew upon the morning rose.

L. RON HUBBARD
Founder

Central Orgs
HCOs
City Offices

TRAINING OF STAFF AUDITORS

The following despatches to the Assoc Sec London and HCO Area London are of general interest:

HCO LONDON
HCO STHIL EGSTD

JOHN FROM RON INFO HCO
OCT 3 2242

In order to care for your special condition wherein the newcomers cannot run old processes, then temporarily modify the policy letter as follows:

Class such auditors as "Class II Under Training." Let them go right ahead and continue with Security Checking only. HCO should get very ambitious about making these auditors pass all the necessary bulletin, tape exams on Class II, and then confirm their status when they have passed.

Make available a tape recorder with headphones and let auditors standing in for exams listen to tapes and have HCO give them exams on these tapes.

On the two auditors that have very little reality on auditing, this would stem, of course, from their never having gotten any benefit from auditing or having any subjective reality on it. Therefore, they would be rather dangerous to let near a pc. Suggest you turn them loose on each other with Sec Checking and make them complete a thorough Form Three and other checks on each other.

You are going to get your wildest changes on cases at this time by doing excellent Sec Checking.

There is a current rundown down here which is part of Class II, which is sec checking against a chronic somatic. The tape of 3 Oct. goes into it very thoroughly. It gets rid of hidden standards and chronic somatics and has gotten to, under and into every pokey case we have around there. This is assessing for the prior confusion to the condition, and then sec checking the pc on personnel found in that assessed area. It is easy to do and hell to teach but when an auditor gets a reality on it—Wow, here we go.

I would be very happy to see a lot of wins coming out of Sec Checking only. This requires Model Session, meter, rudiments and TRs, and knowing never to leave a question as long as there are withholds on it. (Surest way in the world to blow a pc out of the HGC is to leave a question with charge still on it.)

I'm real keen to see you hit the easy trail now that it's taped so well. I have every confidence that if you work like mad in the HGC to make every auditor a top-grade security checker and run nothing but Security Checks (standard form and those you specially prepare for a particular pc) you will be getting quite startling case gains. This data includes assessing for the prior confusion and doing special Sec Checks on it as per tape here 3 Oct.

With just this you would be curing people left and right.

When you got that jolly well anchored in the hurricane and all staked down, we can then start educating auditors for Routine 3 complete. But that's away—a few months perhaps—up the line.

I feel that if we just settle down on this one program and saw wood we'll get a lot of wins and a lot of happy pcs and the bugs out of procurement and case gains. Then we can move on.

How about it?

Best,

RON

JOAN FROM RON 3R2

I am counting on you to exam staff routinely on the various HCOBs and tapes relating to:

> Model Session
> *E-Meter Essentials*
> New Rudiments
> How to Security Check.

I think we would err in spreading our attention too far on what we expect them to get down pat. If the TRs are obviously way out, blame the Academy and return the auditor to there on a weekend basis.

Don't classify any auditor as Class II until he or she never stutters an instant on any exam question on the above items.

The tape of 3 Oct. was tailored up to be of assistance in explaining the data about prior confusion that gets rid of somatics. This is part of Class II.

Security Checking includes the ability to locate the area of prior confusion. As this clears up most of the things a pc is worried about, you are in for a lot of wins.

The people you get in the HGC have psychosomatics, lots of PTPs of long duration and hidden standards. It is now very easy to relieve these things at the level of Class II by sec checking areas before the pc noticed the somatic.

I think auditors can easily learn these things and I know you will get very appreciative pcs as a result.

310

I want you to bear down hard on examination. The way you examine is very brief. You bring in the auditor or, having studied, the auditor comes in. You have a complete checksheet for the auditors, all he or she is supposed to know about this, bulletin by bulletin, tape by tape. You have a prepared exam. It is very intensive and minute. You keep asking questions from it until the student misses. The first time the student misses is a flunk and that is the end of the exam. This saves you lots of time and it brings the student up to reading the bulletin or hearing the tape time after time, and they get really familiar with the exam data. A seventy percent pass is no good. We only want one-hundred-percent passes.

Well that's it.

Best,

L. RON HUBBARD
Founder

Missions
Central Orgs
Tech Depts

RUDIMENTS, CHANGE IN

In *end* rudiments only of Model Session, delete "Are you withholding anything?"

Substitute before ARC breaks in end rudiments the following:

"Have you told me any half-truths or untruths in this session or have you said anything just to make an impression on me?"

This is to be used in end rudiments only in all types of sessions.

Be sure you give end rudiments in general enough time to do. You should start ending any session one-half hour before end of session time. That is to say, end the process of the session and begin on end rudiments one-half hour before end of session time. Fill in any extra time left over by running the Havingness Process of the pc or TR 10 as the last stage of end rudiments.

This new end rudiments step does not alter beginning rudiments. "Are you withholding anything?" remains in beginning rudiments.

This new end step has been developed to overcome the bad effects on the pc caused by his lying to the auditor, trying to get others in trouble by giving false withholds and trying to make an impression on the auditor by half-truths, etc.

It will be found that a certain proportion of "withholds" are in fact lies. If the auditor accepts these, the pc's case is damaged and session is hard to maintain on a pc who is consistently allowed to get away with this. This end rudiment step helps restrain the impulse and cleans off the ill effects of lying to the auditor or making bids for sympathy with half-truths.

Clean all instant needle reactions which occur by reason of this question. Do not leave it until it is free from instant reaction.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 9 OCTOBER 1961

Academies

HPA/HCA RUNDOWN CHANGE

(Amends HCOB of 7 June 61, ACADEMY
SCHEDULE, CLARIFICATION OF)

On the current rundown of the HPA/HCA Course as per HCO Bulletin June 7, 1961, ACADEMY SCHEDULE, CLARIFICATION OF, make the following change:

The Auditor's Code should be inserted in Unit One and omitted from Unit Two.

L. RON HUBBARD
Founder

PROBLEMS INTENSIVE FOR
STAFF CLEARING

Who Does Assessment?

The auditor assigned to audit the preclear does the assessment.

When Is Assessment Done?

This assessment is done at the beginning of the first intensive the preclear has. The last questions may be added to and done again at a later time.

Is This Part of the Preclear's Auditing Time?

Yes, it is. The questions asked are to a degree auditing because the auditor is asking the preclear to look and to recall.

Purpose of Preclear Assessment Sheet:

The purpose of this form is to establish auditor control over the preclear, to better acquaint the auditor with his preclear, to provide essential information required and to locate hidden standards and PTPs of long duration.

To Whom Is the Preclear Assessment Sheet Routed?

This sheet is routed to the Tech Sec as soon as possible, at the first session break if the auditor can do so. It must be routed at least by the end of the auditing day. After the Tech Sec reviews the sheet, it is returned to the auditor for keeping in his folder on the preclear.

Neatness of Preclear Assessment Sheet:

If you cannot write plainly and neatly, print all the data required. Information is wanted, not mysterious cryptographics.

PRECLEAR ASSESSMENT SHEET

Name of pc _____ Age of pc _____ TA position at start of
assessment _____

Auditor _____ Tech Sec's initials _____

A. *Family:*

1. Is mother living? _____ E-Meter reaction _____

2. Date of death _____ E-Meter reaction _____

3. Pc's statement of relationship with mother _____

_____

_____ E-Meter reaction _____

4. Is father living? _____ E-Meter reaction _____

5. Date of death _____ E-Meter reaction _____

6. Pc's statement of relationship with father _____

_____

_____ E-Meter reaction _____

7. List brothers, sisters and other relatives of the pc, date of death of any and E-Meter reaction.

Relation	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. *Marital Status:*

1. Married _____ Single _____ No. of times divorced _____

2. Pc's statement of relationship with spouse _____

_____ E-Meter reaction _____

3. List any marital difficulties pc presently has _____

_____ E-Meter reaction _____

4. If divorced, list reasons for divorce and pc's emotional feeling about divorce

_____

_____ E-Meter reaction _____

5. List children, date of death of any child and E-Meter reaction.

Children	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. *Educational Level:*

State the level of schooling pc has had, university education or professional
training _____

_____

_____ E-Meter reaction _____

D. *Professional Life:*

State main jobs pc has held.

Job	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

E. *Accidents:*

List any serious accidents pc has had, the date of such, any permanent
physical damage and E-Meter reaction.

Accident	Date	Physical Damage	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

F. *Illnesses:*

List any serious illness (excepting usual childhood diseases, colds, etc.) giving date of such, any permanent physical damage and E-Meter reaction.

Ilness	*Date*	*Physical Damage*	*E-Meter Reaction*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

G. *Operations:*

List any operation, the date of each and E-Meter reaction.

Operation	*Date*	*E-Meter Reaction*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

H. *Present Physical Condition:*

List any bad physical condition pc presently has and E-Meter reaction to such.

Physical Condition	*E-Meter Reaction*
_____	_____
_____	_____
_____	_____
_____	_____

I. *Mental Treatment:*

List any psychiatric, psychoanalytic, hypnotic, mystical or occult exercises or other mental treatment which pc has had, the date of the treatment and E-Meter reaction.

Treatment	*Date*	*E-Meter Reaction*
_____	_____	_____
_____	_____	_____
_____	_____	_____

J. *Compulsions, Repressions and Fears:*

List any compulsions (things pc feels compelled to do), repressions (things pc must prevent himself from doing) and any fears of pc.

Compulsions, etc.	*E-Meter Reaction*
_____	_____
_____	_____
_____	_____

K. *Criminal Record:*

List any crime committed by pc, prison sentence, if any, and E-Meter reaction.

Crime	*Sentence*	*E-Meter Reaction*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

L. *Interests and Hobbies:*

List any interests and hobbies of pc.

Interests and Hobbies	*E-Meter Reaction*
_____	_____
_____	_____
_____	_____
_____	_____

M. *Previous Scientology Processing:*

1. List auditors, hours and E-Meter reaction to any processing done other than in the HGC or Academy.

Auditor	*Hours*	*E-Meter Reaction*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List briefly processes run _____

_____

_____

3. List goals attained from such processing _____

_____

_____

4. List goals not attained from such processing _____

_____

_____

N. *Present Processing Goals:*

List all present goals of pc and E-Meter reaction to each.

Goal	*E-Meter Reaction*
_____	_____
_____	_____
_____	_____
_____	_____

O. *LIFE TURNING POINTS:*

List each major change the pc has experienced in life.

1. _____

_____ date _____

Meter _____

2. _____

_____ date _____

Meter _____

3. _____

_____ date _____

Meter _____

4. _____

_____ date _____

Meter _____

5. _____

_____ date _____

Meter _____

6. _____

_____ date _____

Meter _____

7. _____

_____ date _____

Meter _____

8. _____

_____ date _____

Meter _____

9. When did pc newly join any religious group? _____

_____

10. When did pc start going to church again? _____

_____

11. When did pc subscribe to a fad? _____

_____

12. When did pc begin dieting? _____

_____

13. When did pc leave a job? _____

_____

_____

_____

_____

_____

_____

14. When did pc have to take a rest? _____

_____

_____

_____

15. When is the time the pc noticed a body difficulty? _____

_____

_____

_____

16. When did the pc decide to go away? _____

_____

_____

_____

17. Whom did the pc decide to leave and when? _____

_____

_____

_____

18. When did pc decide to start being educated in some new line? _____

_____

_____

_____

19. When did pc's physical body change characteristics? _____

_____

_____

_____

20. When did pc collapse? _____

_____

_____

_____

21. When did pc start a new life? _____

_____

_____

_____

22. When did pc stop going to parties? _____

_____

_____

_____

23. Who has pc never seen again? _____

_____

_____

_____

24. What does pc now consider his or her major life change? _____

_____

_____

_____

DO SECTION P (FOLLOWING) SEVERAL TIMES.

P. *PROCESSING SECTION:*

1. Most needle action on above O Section was on number _____. (If neces-
    sary read them all off and assess for most reaction—not by elimination.)

    Note Occurrence Assessed _____

    _____

2. Ask pc "What problem existed immediately before _____
    (that occurrence)?"

3. Write down problem pc gives _____

    _____

    _____

    _____

4. Run "What was unknown about that problem with _____
    (descriptive word)?" until all tone arm action is off (20 minute test).

5. Locate confusion before that change (as per number above).

6. List persons present in the confusion _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. Assess persons.
   Most needle reaction on _____

8. Run Processing Check of withholds from that person.

9. Assess persons above and any new ones. (Add to above list.) Person now reacting _____

   Run Processing Check on that person.

10. Assess persons above and any new ones. (Add to above list.)

11. Person now reacting _____

   _____

12. Run Processing Check on that person.

13. Return to O. Assess and do all of P again.

                          L. RON HUBBARD
                          Founder

STUDENT PRACTICE CHECK

The following practice Security Check may be used by Academy students learning E-Meter use. It was developed by Dir PE Durban hopefully for use on co-audit. But it is doubtful if co-audit would win with such. A general repetitive process would be better. I have changed it to an Academy Practice Check.

———————

1. Do you feel you are making a fool of yourself by being at the Academy? ————

2. Is someone watching how you get on, to "judge" Scientology? ————

3. Have you made any derogatory remarks concerning Scientology? ————

4. Do you think Scientology might be a racket? ————

5. Is there something you're afraid you might have to face if you continue training? ————

6. Are you here for another purpose than you say? ————

7. Have your friends advised you against taking a course? ————

8. Have you had any criticisms of the course Instructor? ————

9. Have you had any criticisms of the Director of Training? ————

10. Have you made any criticisms of the way the organization is run? ————

11. Have you any criticisms of the way the course is run? ————

12. Have you seen any Scientology staff members who you'd hate to be like? ————

13. Do you know of anyone who seems to have got worse since they took up Scientology? ————

14. Have you got worse since you discovered something about yourself? ————

15. Do you think your tests were wrongly evaluated? ————

16. Do you think Scientology is a violation of your religion? _____

17. Do you think there is something wrong with making people more able? _____

18. Is there something you wouldn't dare mention here? _____

19. Is there something you're afraid you won't do properly? _____

20. Are you afraid of dealing with the mind? _____

21. Have you ever been to a psychiatrist/faith healer/numerologist? _____

22. Are you planning to tell people that Scientology is no good? _____

23. Do you dislike anybody on the course? _____

24. Are you shocked by anything that has happened since coming to the Academy? _____

25. Did you find it difficult to pay for the course? _____

26. Do you intend to pay for the course in full? _____

27. Are you waiting for Scientology to do something for you? _____

28. Are you looking for an excuse to say Scientology doesn't work? _____

29. Are you missing or neglecting doing something by coming onto the course? _____

30. Is there something you should be handling that you are expecting the course to help you to do? _____

31. Are you beyond help? _____

32. Do you deserve to be helped? _____

33. Do you think that the state of Clear is fictitious? _____

34. Have you ever been late for class? _____

35. Have you ever made an excuse to miss a class? _____

36. Have you ever suspected a Scientologist of anything? _____

37. Have you ever advised anyone against Scientology? _____

38. Does the idea of being more responsible frighten you? _____

L. RON HUBBARD
Founder

PROBLEMS INTENSIVES

Two important additions should be made to HCOB 18 Nov. 60, the Preclear Assessment Sheet.*

These are Sections O and P, which are attached to this bulletin.

Section O lists all the turning points, or changes, in the preclear's life. It forms an additional section to the actual preclear assessment, which is unchanged in every other respect.

Section P is the Processing Section. Using the data obtained from Section O, a Class II Auditor can run a complete Problems Intensive, following the procedure outlined in Section P. Section P is done in Model Session.

Full details of how to run a Problems Intensive are given in the Saint Hill tapes of 10th, 11th and 12th October, which will be sent to you soon. Meanwhile, study Sections O and P carefully. And mimeo out supplies of Sections O and P for use by staff auditors. (Do not however mimeo more than enough for your immediate needs, as these sections may be changed in form or detail.)

A Problems Intensive is very simple. The procedure is outlined very clearly in Sections O and P.

Turning points are simply self-determined changes in the pc's life. When did he start doing something new or stop doing something, get married, get divorced, take up a new activity—any change or turning point in the pc's life. These are listed briefly, and when—an approximate date will do. Typical entries would be: "Went to Canada, 1930"; "Took up slimming, 1936"; "Went to sea, 1924"; etc.

Each change, or turning point, was preceded by a period of confusion, or a PROBLEM. The Processing Section P consists of finding what problem existed immediately before the change. Run off the unknowns in the problem. Locate the confusion. Find the persons present in the confusion. Assess the persons for most reaction, take the one with most reaction and run a Processing Check on that person to get the withholds the pc had from that person.

This procedure is repeated again and again. Assess the changes. Find the one which reacts most (not by elimination). Run Section P on that change, find all the persons present in the prior confusion, get the withholds.

---

*[*Editor's Note:* HCOB 18 Nov. 60, PRECLEAR ASSESSMENT SHEET, was cancelled and replaced by HCOB 24 Apr. 69, PRECLEAR ASSESSMENT SHEET, which has since been cancelled and replaced by HCOB 24 June 78RA, NED Series 5RA, ORIGINAL ASSESSMENT SHEET. Sections O and P as referred to in the following text can be seen in this volume on pages 319–323.]

Basic stable datum: The change, or turning point, in the preclear's life is always the solution to the problem, or confusion, which immediately preceded it. It is the prior confusion which is the auditor's target. By sorting out these confusions and the personnel buried in them, a Class II Auditor can do a fine job on any preclear, and prepare the ground for clearing the pc on SOP Goals.

This program for Class II Auditors should be grooved in as soon as the data and tape material are thoroughly understood.

L. RON HUBBARD
Founder

Missions

SECURITY QUESTIONS MUST BE NULLED

The main danger of Security Checking is not probing a person's past but failing to do so thoroughly.

When you leave a Security Check question "live" and go on to the next one, you set up a nasty situation that will have repercussions. The person may not immediately react. But the least that will happen is that he will be more difficult to audit in the future and will go out of session more easily. More violently, a pc who has had a Sec Check question left unflat may leave the session and do himself or Scientology considerable mischief.

About the most unkind thing you could do to a person would be to leave a Sec Check question unflat and go on to the next one. Or to fail to null the needle on withholds in the rudiments and go on with the session.

One girl, being audited, was left unflat on a Sec Check question. The auditor blithely went on to the next question. The girl went out after session and told everyone she knew the most vicious lies she could create about the immoral conduct of Scientologists. She wrote a stack of letters to people she knew out of town, telling gruesome tales of sexual orgies. An alert Scientologist heard the rumors, rapidly traced them back, got hold of the girl, sat her down and checked auditing and found the unflat Sec Check question. The withhold? Sexual misdemeanors. Once that was pulled, the girl hastily raced about correcting all her previous efforts to discredit.

A man had been a stalled case for about a year. He was violent to audit. The special question was finally asked, "What Sec Check question was left unflat on you?" It was found and nulled. After that his case progressed again.

The mechanisms of this are many. The reactions of the pc are many. The summation of it is, when a Sec Check question is left unflat on a pc and thereafter ignored, the consequences are numerous.

THE REMEDY

The prevention of Sec Check questions being left unflat is easily accomplished:

1. Know *E-Meter Essentials.*

2. Know the E-Meter.

3. Work only with an approved E-Meter.

4. Know the various bulletins on Sec Checking.

5. Get off your own withholds so that you won't avoid those in others.

6. Repeat questions in various ways until absolutely sure there is no further needle reaction on a question with sensitivity 16.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 23 OCTOBER 1961
Issue II

HGCs

HGC PREPROCESSING SECURITY CHECK

(For pcs beginning intensives)

HCO WW Sec. Form 8

Pc's Name _____ Date _____

This check is to be given by HGC Admin on interviewing applicant. It is a preprocessing Security Check. Follow directions exactly. If any question still produces instant read after clearing any midway reads, report this fact to the D of P before permitting pc to proceed with other testing or auditing. Write down on a despatch paper the questions that produced instant reads and give them to the auditor prior to the pc's first session (excepting only questions 1, 6, 9, 13, 14, 16 or 17 which must be referred to D of P first. If pc is still accepted after this, give these questions to the auditor as well as any others producing instant read).

DIRECTIONS

Use a standard organization-approved or -manufactured E-Meter such as the British Mark IV.

Make certain, by can squeeze, that the instrument is plugged in and adjusted.

Use the meter strictly in accordance with the manual *E-Meter Essentials.*

Read only *instant reactions.* Do not use latent reactions of the needle. If the needle reacts within a 1/5th or 1/10th of a second after the question is asked, it is an *instant read.* This is valid. If it reacts 1/2 to 1 second after the question, this is invalid. Explore only *instant* reads on any check. Ignore all latent reads.

It should take only 10 or 20 minutes to give this check. If it takes longer, you are doing something wrong.

All you do is put the applicant on the meter and read the questions to him with sensitivity set high (1 dial or more drop for can squeeze).

Keep the needle near center of dial. Don't adjust it while asking a question. Don't ask a question if it is uncentered.

If you get no reaction, go on to next question.

If you get a reaction, *compartment* the question (reading it word by word and phrase by phrase) and see if any one word or any one phrase falls rather than the question as a whole. Clear each word or phrase that reads on the needle. Then read the whole question. If it is the whole question that reacts, it is a flunk.

Don't clear flunks. (Note: do not inform pc it is a flunk. This is not an employment Security Check.) Just go on to next question.

The person being checked does not have to answer anything verbally.

The person giving the check does not have to find out or get off any withhold as this is not a Processing Check.

A needle reaction must be clearly established to be a reaction to the question before it can be a flunk.

The tone arm action is ignored.

Rising needle is ignored.

The Auditor's Code is ignored.

Processing is ignored.

You'll find the main trouble with giving this check is that it is so easy to give that people will try to complicate it.

If a person is guilty of or has charge on any part of this check, the person *will* react on that exact question, providing the question is put to the person directly (not his shadow).

There are no null questions to be given to the pc applicant.

The following statement is read to the pc applicant:

"This is a preprocessing check I am giving you. These are E-Meter electrodes. This is a very modern instrument developed after ten years of research. You do not have to speak or answer if you do not want to. It makes no difference.

"Here is the first question:

 1. Have you ever had electric shock treatment?

 2. Are you a pervert?

 3. Do you knowingly intend to cause disorder here?

 4. Are you here knowingly to prove Scientology doesn't work?

 5. Are you under a doctor's care?

 6. Are you suffering from any secret illness?

 7. Have you ever been placed in the care of a psychiatrist?

 8. Have you ever been classified as legally insane?

 9. Are you planning harmful acts to yourself or others?

 10. Are you guilty of any major crime in this lifetime?

 11. Have you been sent here knowingly to injure Scientology?

 12. Are you or have you ever been a communist?

331

13. Are you addicted to drugs?

14. Have you falsified the statement of personal history given to the consultant?

15. Are you wanted in this country by the police?

16. Are you closely affiliated to any person or organization violently opposed to L. Ron Hubbard or Scientology?

17. Are you supposed to go insane?"

The interrogator should now smooth out any ARC breaks caused, by asking and clearing, "Has anything I have done here upset you?"

Note: If the pc applicant is accepted, write down *all* the questions that didn't clear after clearing midway reads, give them to the auditor (or if two auditors or more, the Security Check auditor) and instruct him to place those *exact* questions in the Security Check form at or very near the beginning of the Sec Check. The pc applicant is not to be informed of any special action on this. These questions are to be cleared, then, as part of the processing check in the same way as other Sec Check (processing) questions.

If any question continues to react, in accordance with instructions given in "directions" above, refer this to the D of P for his decision. In the event D of P cannot make a decision easily (due to any doubt as to whether policy would be violated on the acceptance of the pc), he is to refer the matter to the Organization Secretary and HCO Area Sec. If policy would be violated by the acceptance of a pc and the D of P *still* wants to have the pc audited, he must advise L. Ron Hubbard at once. The D of P should be well advised as to policy, however, and only refer cases where there is more likelihood of doing good than doing harm by having the pc audited at the HGC. Similarly, the HGC Admin, on asking the Sec Check questions, should not make a practice of referring matters to the D of P, but *only* when the *questions* mentioned above are in fact still reacting. It will be found that this will apply to a minority of applicants.

HGC Admin sign here on completion of interrogation:

_____

Auditor sign here on receipt of any reacting questions:

_____

D of P sign here: Pc has been accepted:

_____

Pc has not been accepted: _____

Reason if not accepted: _____

Note: Send completed form to Saint Hill with first week's auditor's reports. If pc applicant was not accepted, file in HGC unless required by L. Ron Hubbard.

L. RON HUBBARD
Founder

HCO BULLETIN OF 26 OCTOBER 1961

SAFE AUDITING TABLE

I have just isolated the reason why a pc sometimes gets a solidifying bank on Step 6 and at other times.

The reason is that no terminal, except as below, may be run that is not the pc's goals terminal.

A central valence or terminal is built in to demand total attention from the pc. When attention is given another terminal, too much, in life or auditing, the bank reacts to prevent that attention.

This is why some pcs gain weight. A terminal not the goals terminal has been run too long or concentrated upon too hard.

Therefore, I have composed a table of safe processes.

SAFE PROCESSES

1. *Security (Processing) Checking* as long as O/Ws (times when pc's attention was fixed on terminals other than goals terminal) are pulled off by meter properly per standard or composed Sec Checks. Sec checking a single terminal is less safe than Sec Checking in general which is totally safe unless a question on which pc has withholds is left unflat.

2. *The word "you"* as a terminal may be run so long as it does not eventually stick any flows.

3. *Areas of Prior Confusion* (prior to a stuck point or problem) may be run and will free the stuck point that occurs later in time. The run should be done on the prior confusion by sec checking the period earlier than the stuck point or problem. The questions are by deed rather than by terminal.

4. *Concepts* including *Rising Scale Processing* are perfectly safe as they include no terminals.

5. *ARC Straightwire, ARC Break Straightwire* and *Something you wouldn't mind forgetting?* are all completely safe as long as pc is cycled back up to present time at process period end.

6. *CCHs.*

7. *Touch Assists* and all familiarization processes.

8. *Havingness and Confront Processes* (The 36 commands).

9. *Rudiments Processes* if briefly used.

10. *Routine 3, finding pc's goal and terminal and Prehav runs* and other processes on the goal and terminal, if found and done by an expert. Otherwise, process is dangerous as incorrect goal and terminal might be used. By expert is meant a course completion with honors at Saint Hill. The wrong goal and wrong terminal run in any fashion disturbs the bank without release. (No goal or terminal found on any student before that student came to Saint Hill has so far proved correct.)

11. *Sec checking a goals terminal.* Running O/W or repetitive commands on a goals terminal is perfectly safe.

12. *Running engrams* on the goals terminal chain is perfectly safe if well done.

Other processes may on a good percentage of pcs produce a heavy bank reaction and not discharge but only worsen the bank. The bank generally fades down in from three to ten days, and responds well thereafter to the above.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

November 1961

Ron's first lectures of November 1961 gave additional data on effective Security Checking. The rest of the month's talks were devoted to the latest advance in clearing, Routine 3D.

1 Nov. 1961	SHSBC-78 Formation of Commands
2 Nov. 1961	SHSBC-79 How to Security Check
7 Nov. 1961	SHSBC-80 Routine 3A
8 Nov. 1961	SHSBC-81 Checking Case Reports
9 Nov. 1961	SHSBC-82 Effective Auditing
14 Nov. 1961	SHSBC-83 Routine 3D
15 Nov. 1961	SHSBC-84 Routine 3D (continued)
16 Nov. 1961	SHSBC-85 Points in Assessing
21 Nov. 1961	SHSBC-86 Running 3D
22 Nov. 1961	SHSBC-87 Reading the E-Meter
23 Nov. 1961	SHSBC-88 Auxiliary Prehave 3D Scale
28 Nov. 1961	SHSBC-89 Havingness
29 Nov. 1961	SHSBC-90 E-Meter Tips
30 Nov. 1961	SHSBC-91 Parts of 3D

HCO Secs
Assoc Secs
Ds of T

HCO WW SECURITY FORM 5A

(For all HPA/HCA and above students
before acceptance on courses)

Give this check in exactly the same way as HCO WW SECURITY FORM 7A.

Failure to pass one or more questions on this check results in nonacceptance of this student on course until processing has been given.

The Security Checker does not attempt to clear or process any of the following questions if they produce *instant* needle reaction. Clearing questions is an auditor's job and is done in an auditing session, not while receiving this check.

If a question produces instant needle response, clear it word by word and phrase by phrase until all phrases and words are as null as they can be made. Then test for reaction to the whole question. If it reacts it is a flunk.

The whole test is always completed. It should take 10 to 20 minutes at the most.

Read the following to the student applicant:

"There is nothing personal about this check. It is for your protection as well as others. If you pass it you have no worries. If you flunk it, you will not be accepted on this course until you have been processed on your own arrangements. Here is the check. You do not have to answer anything you do not care to."

1. **HAVE YOU EVER COMMITTED ANY CRIMINAL ACT FOR WHICH YOU COULD BE BLACKMAILED NOW?**

2. **DO YOU OR YOUR CLOSE FAMILY CURRENTLY HAVE ANY CONNECTION WITH ORGANIZATIONS VIOLENTLY OPPOSED TO L. RON HUBBARD?**

3. **ARE YOU HERE PURPOSELY TO UPSET OR DAMAGE SCIENTOLOGY OR SCIENTOLOGY ORGANIZATIONS?**

4. **HAVE YOU EVER CAUTIONED ANYONE ABOUT FOLLOWING L. RON HUBBARD'S DIRECTIONS OR DATA OR TOLD THEM NOT TO?**

5. **HAVE YOU EVER MALICIOUSLY CRITICIZED SCIENTOLOGY, ITS ORGANIZATIONS, DATA OR PEOPLE TO PEOPLE OUTSIDE THESE ORGANIZATIONS?**

6. **DO YOU INTEND TO USE PEOPLE YOU MEET HERE TO SECRETLY FURTHER YOUR PERSONAL GAIN OUTSIDE OF THIS COURSE?**

7. **DO YOU FELL SCIENTOLOGY IS A FRAUD OR RACKET?**

8. **DO YOU THINK IT REALLY DOESN'T MATTER WHETHER YOU DO A GOOD JOB OR NOT?**

9. **DO YOU INTEND TO QUIT THIS COURSE JUST AS SOON AS YOU'VE ACHIEVED YOUR OWN ENDS?**

10. **ARE YOU OR HAVE YOU BEEN A COMMUNIST?**

11. **ARE YOU WANTED BY THE POLICE?**

12. **HAVE YOU COME HERE WITH THE INTENTION OF HAVING SEX?**

13. **HAVE YOU COME ON THIS COURSE TO CREATE TROUBLE, DIRECTLY OR INDIRECTLY, TO SCIENTOLOGY?**

14. **HAS SOME GROUP OPPOSED TO SCIENTOLOGY, AS IT IS PRESENTLY PRACTICED, SENT YOU ON THIS COURSE?**

15. **DO YOU INTEND TO USE ANY INFORMATION GAINED ON THIS COURSE FOR ANY DEVIOUS PURPOSE?**

16. **HAVE YOU COME HERE TO PROVE TO YOURSELF OR OTHERS THAT SCIENTOLOGY DOESN'T WORK?**

17. **ARE YOU PRESENTLY UNDER MEDICATION OR TREATMENT?**

Passed

Failed

Findings and Decisions: _____

_____

_____

_____

Security Checker

Date

L. RON HUBBARD
Founder

Missions

THE PRIOR CONFUSION

A recent discovery I have made may well do away with the need to directly run problems, particularly on people who find them hard to confront.

The mechanism is this:

All problems are preceded by a prior confusion.

The handling consists of locating the problem, then locating the prior confusion and then sec checking that prior confusion.

The preclear tends to edge forward in time to the problem continuously and to "bounce" out of the prior confusion once located. The remedy is to locate the O/Ws in the prior confusion and keep the preclear out of the moment of the problem.

All somatics, circuits, problems and difficulties including ARC breaks are all preceded by a prior confusion. Therefore, it is possible (but not always feasible at the moment) to eradicate somatics by sec checking the area of confusion which occurred just before the pc noticed the somatic for the first time.

This is part of a Class II Auditor's skills.

A problem could be regarded as a mechanism by which to locate hidden areas of confusion in a pc's life.

All hidden standards are the result of a prior confusion.

The mechanism is extremely valuable. All rudiments could be run by finding the rudiment out, getting the difficulty expressed, locating the prior confusion and then finding the pc's O/Ws in that area of confusion.

A Problems Intensive based on this mechanism is under design and I will release it for Class II use when I am satisfied the form is complete.

L. RON HUBBARD
Founder

ROUTINE 3A

I have found a way to undercut the speed of a goals terminal run.

This consists of a discovery of a new piece of the puzzle—*the modifier.*

By use of the modifier, the basic terminal of a goals chain may be isolated without running off the upper terminal.

———————

Routine 3 consists of finding a goal, finding a terminal and running it on the Prehav Scale, combined with Sec Checking. Then one finds a new terminal for the goal, etc., etc.

———————

ROUTINE 3A consists of:

1. Having pc write a goals list.

2. Adding various types of goals to the list (secret, etc.).

3. Assessing the list and locating the goal by elimination.

   (The above steps are unchanged from Routine 3.)

4. Compiling a list of MODIFIERS by asking the pc what would make the goal impossible to attain, what would keep it from happening, what would be its consequences if attained, etc.

5. Assessing modifier list by elimination. (Assess modifiers without repeating goal.)

6. Combining goal and modifier as the question for terminal (who or what would [goal and modifier]) and compiling a terminals list.

   (Otherwise same as Routine 3)

7. Assessing terminals list by elimination to obtain *the* terminal.

   (Same as Routine 3)

8. Assessing Prehav Scale for level.

   (Same as Routine 3)

9. Forming multibracket commands and running or using a packaged command.

(Same as Routine 3)

Routine 3A is also combined with ordinary Sec Checks as well as a Dynamic Sec Check gained from a Dynamic Assessment.

Havingness and Confront are also found and used during auditing of terminal on levels.

The resulting terminal will be found to be more fundamental than the Routine 3-type terminal and should run much faster.

I developed this by deducing that if a goal is held in suspense in time, it must have another side to it like a problem.

A problem is postulate–counter-postulate.

To stay fixed, a goal must have a counter-postulate.

Both goal and modifier must be contained in one basic terminal, otherwise the postulates would not be out of reach of the pc.

This terminal may be far more real to the pc and the whole package may blow more rapidly.

In those cases where a goal has been found, do Routine 3A Steps 4 through 9.

Get modifier and terminal checked out when found.

So far the modifier list has been very short, the pc getting it on the first question in some cases and half a dozen in others. Ten would seem a fair number.

Definition: A modifier is that consideration which opposes the attainment of a goal and tends to suspend it in time.

In practice all modifiers so far found have Dianetic-type denyers in them which put them semantically out of sight.

Example: Goal: To be a willow wand. Modifier: So as never to be reached. Accordingly, the pc also never reaches the modifier in his thinking but dramatizes it.

340

Goal plus modifier for terminal use would be "Who or what would be a willow wand so as never to be reached." Terminal assessed from list: "A bending reed."

———

In those cases that have gone Clear, the modifier ran out, almost unnoticed. In those cases that haven't gone Clear, the pc is still dramatizing the modifier while running the goal and cleaning off one terminal from a chain.

———

I suppose we may find in some cases that we have the modifier but not the goal. In such a case the question would have to be (in Step 4 above) "What goal would make one eventually decide to be that way." I do not know positively of any such cases as yet; I am only providing for the possibility. Where the person's "goal" seems to be a defeat, I would suspect it was the modifier with the goal before it not yet found.

Nothing in this means that all terminals are wrong. Some may be found to be the same terminal as before. Others will be found to be more basic. A few will seem not to compare.

———

All cases now running on a goals terminal as per Routine 3 should be reassessed at once as per Routine 3A to save time in auditing.

L. RON HUBBARD
Founder

THE PROBLEMS INTENSIVE
USE OF THE PRIOR CONFUSION

All sticks on the time track stick because of a prior confusion.

The most stuck point on the track is a problem.

A problem is caused by a balanced postulate–counter-postulate. Neither postulate has dominance. The problem, therefore, hangs in time and floats in time. Force vs. force, endeavor vs. endeavor, all these are the anatomy of a problem.

One cannot have a problem without overts and withholds against the people involved in it, for one cannot be so individuated as to not influence others unless one has O/Ws on those others.

All somatics, aberrations, circuits and problems are postulate–counter-postulate situations.

All these items occur only where one has O/Ws on others.

By finding and sec checking the area of prior confusion to any problem, somatic, circuit or hidden standard, one can alleviate or blow that problem or condition.

THE PROBLEMS INTENSIVE

To give a Problems Intensive, the auditor first fills in the Preclear Assessment Form on the pc.

1. *COMPLETE CHANGE LIST*

The auditor then asks the pc for all the *self-determined* changes the pc has made this life. These are written with date first, followed by two or three descriptive words. This list is a long column on the page or two columns on the page.

It is important that no other-determined changes in his or her life are recorded as these are occurrences and assess because of engram content as in operations.

The pc must have made up his or her mind to change, to move, to diet, to seek adventure, to take up Thackeray, to go to church, etc., etc.

When the E-Meter no longer reacts to the question "Was there another time you decided to change your life?" when no needle action remains, consider list complete.

2. ASSESS CHANGE LIST

Now assess this list. It can be assessed by biggest needle reaction or, better, by elimination.

One change will react consistently. If none remain, find out about any more changes.

You will wind up with a charged, *self*-determined change.

Write it down.

3. OBTAIN PROBLEM

Ask the pc for the problem that preceded this change.

If you have the right change, the problem will *leap* into view. If you have the wrong change, the pc will appear to be in present time trying to figure out what problem there *might have been*.

This last indicates he is not stuck in the problem, therefore it isn't it. If pc obviously can't find any problem in the area, even when coaxed, do a better assessment.

When you have the problem, write it down.

4. DATE THE PROBLEM

By using any dating system on the E-Meter, find the date *in this lifetime* when this problem arose. This gets the pc into a time perspective with regard to the problem.

If the pc insists on going backtrack, play along with it. Do following steps anyway on backtrack. But do not encourage it. A Problems Intensive concerns this lifetime.

5. FIND PRIOR CONFUSION

Discuss the problem with the pc. Find out what people or type of person it concerns.

Locate on the meter the confusion which occurred minutes, days, weeks before this problem.

Find out the names of the people concerned in this confusion.

Write down these names.

Now ask searchingly with meter for any missing persons.

When satisfied you have the persons (and sometimes things) involved, end your list.

Note: At this point one could assess the list for the most heavily charged person but the step is not vital nor, in the light of terminal phenomena, since only a goals terminal can be safely run, is this really safe.

6. *COMPOSE SEC CHECK*

Composing a generalized Sec Check based on the type of confusion, and using the date of the confusion in every question, make ready to sec check the area.

7. *SEC CHECK CONFUSED AREA*

Get off all the pc's overts and withholds in the area of confusion.

8. *TEST FOR PROBLEM*

Test on E-Meter for the problem found above. If it is still reacting on meter, sec check further. Do this until problem seems quieted down.

9. *ASSESS FOR NEW CHANGE*

Return to change list and add any new self-determined changes pc now recalls.

Assess list.

Continue on with steps as above.

A Problems Intensive can key out present time problems of long duration, chronic somatics, circuits and hidden standards.

It is one of the skills of a Class II Auditor.

Excellent graph changes have been obtained by giving a Problems Intensive.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 14 NOVEMBER 1961

Saint Hill Students
Graduates, SHSBC
All Trained Auditors
 to R3 Level

ROUTINE 3D

This is the first routine to make Dynamic Clears. Earlier Clears were cleared on only one or two dynamics. Such selectivity also resulted in clearing procedures not working all the way to Clear on a large number of cases.

On receipt of this preview of Routine 3D transfer any case you are assessing or running over to this routine at once. Do not bother to end off unflat processes from Routine 3 or Routine 3A. On all persons already cleared go back through this routine completely with them. You may use the first valid checked-out goal located on the person to start in all cases. Beyond that use no other material. Naturally those persons who have been audited on a goals terminal or who have had considerable auditing or who have been cleared will go much faster because of that.

You will find that it will be more rapid to do this procedure in full on any person than to complete any existing activity.

There are several new words in this routine. They are obvious in meaning.

After I discovered modifiers I immediately went on to ease the difficulty auditors were having in finding them. And I found many additional shortcuts to clearing in general.

The skills necessary to use Routine 3D are the same as those needed to run Routine 3 with the addition that there is more assessing. Rapidity and extreme accuracy of assessment are mandatory in using Routine 3D. *The selection of a wrong goal, terminal, modifier, opposition or counter-postulate and forcing it off on the preclear and running it can do considerable damage to a case.* Any such damage can be remedied by going back over the whole thing and finding the correct item. If a wrong one has been found and used the Prehav Scale will show an increasing number of levels active on each successive assessment. I would prefer that only auditors trained and graduated at Saint Hill use Routine 3D. It is very fast but it demands deadly accuracy.

On the first test assessment in full after the goal had been more or less spotted but not checked, a full first assessment on all parts of Routine 3D required five and a half hours including getting rudiments in, keeping them in and final assessment on the Prehav Scale. This will not be found to be how much time it will averagely take. But is remarked to show that speed of assessment has nothing to do with accuracy of assessment.

The hardest part of Routine 3D is finding the first goal. After that the parts of Routine 3D are so plotted as to make easy completion.

The theory back of Routine 3D is that a goal has the anatomy of a problem and is not only postulate–counter-postulate but also terminal–counter-terminal.

NO MATTER WHAT HAS BEEN PREVIOUSLY FOUND ON THE PRE-CLEAR OR CLEAR AFTER THE FIRST GOAL (without modifier) USE ONLY THE ITEMS TURNED UP BY ROUTINE 3D AS FAR MORE RAPID AND SHORTCUT THAN ANY DATA FOUND ON THE CASE PREVIOUSLY. DO NOT LOCATE THE ITEMS IN ANY DIFFERENT ORDER THAN THAT GIVEN ON THE FOLLOWING STEP LIST. DO NOT FILL IN THE STEP LIST WITH DATA FROM EARLIER ASSESSMENTS. USE ONLY 3D DIS-COVERED DATA.

EACH TIME AN ITEM IS FOUND IT WILL BE DISCOVERED TO HAVE THE SAME NEEDLE PATTERN AS THE LAST ITEM. ALL PARTS FOUND WILL HAVE THE SAME NEEDLE PATTERN THROUGHOUT. THIS IS FOR CHECKING BY THE AUDITOR ONLY. IF SOME PART HAS A DIFFERENT NEEDLE PATTERN THAN THE ORIGINAL GOAL IT IS WRONG.

ALL PARTS OF ROUTINE 3D SHOULD BE CHECKED OUT BEFORE BEING RUN.

ROUTINE 3D

USE SEPARATE SHEETS OF PAPER. NUMBER EACH SHEET SO USED WITH THE SECTION NUMBER OF THE FOLLOWING. WHEN THE ITEM BEING ASSESSED HAS BEEN PROVED OUT WRITE IT ON THIS SHEET. DO NOT DESTROY ANY OF YOUR EXCESS SHEETS BUT STA-PLE THEM TO THIS SHEET WHEN COMPLETE. ALL ASSESSMENTS LISTS AND RESULTS FOR ANY ONE PC MUST BE CAREFULLY PRE-SERVED TO PROVIDE FOR RECHECK IF ANYTHING GOES WRONG.

PC'S NAME _____ DATE _____

AUDITOR _____ LOCATION _____

1. GOALS ASSESSMENT. (Make sure that any goal found and used is something the pc has really wanted to do, not a difficulty or something that came in a dream.)

   a. Write or have pc write a complete list of goals.

   b. Add to the list by meter any secret or additional goals the pc may have. Add to list any time pc adds another goal during assessment.

   c. Get rudiments in well before and during assessment.

   d. Assess goals list by elimination.

PC'S GOAL _____

Checked out by _____

2. OPPOSITION ASSESSMENT.

a. Ask pc, "Who or what would oppose that goal?" and carefully list every reply.

b. Add to list by meter any additional opposition terminals.

c. Get rudiments in well before and during assessment.

d. Assess opposition list by assessment by elimination.

OPPOSITION TERMINAL _____

Checked out by _____

3. OPPOSITION GOAL.

a. Ask pc, "What would be a _____ 's (Opposition Terminal above) goals that would be in opposition to _____ (pc's goal)?" You want to know what ideas the opposition would have that would directly counter the pc's goal. This must be in the form of a sort of goal. It is not the basic goal of the opposition terminal, but the goal that opposes the pc's goal.

b. Add to list by meter.

c. Get rudiments in well before and during assessment.

d. Assess Opposition Goals list by elimination.

OPPOSITION GOAL _____

Checked out by _____

4. MODIFIER. (In this you want to know what phrases are missing at the beginning or ending of the pc's goal. These will be found to be bouncers, denyers, down bouncers, call backs, etc., in old Dianetic terminology. Pc can skid all over track while giving these.)

a. Ask pc, "If your goal consistently failed what ideas would you add to it?" Make full list.

b. Add to list by meter.

c. Get rudiments in well before and during assessment.

d. Assess by elimination. NOTE: Several of these phrases may modify the pc's goal. This is the only part of a goal's assessment that does not reduce to just one. These remaining phrases will have to be added up and stacked in various ways to make sense with the pc's goal and to give a smooth meter checkout.

PC'S GOAL MODIFIER _____

Checked out by _____

5. GOALS TERMINAL FOR PC'S GOAL + MODIFIER. (Sec 1 + Sec 4 Above.)

PC'S GOAL TERMINAL + MODIFIER _____

_____

    a.   Ask pc, "Who or what would _____ (pc's G + M)?" and list every goals terminal the pc gives you.

    b.   Complete goals terminal list using meter.

    c.   Get rudiments in well before and during assessment.

    d.   Assess list by elimination.

PC'S GOAL TERMINAL (Term for G + M) _____

6. PREHAV LEVEL.

    a.   Using goals terminal, reversing the flow every question by asking "Would (goals terminal) _____ you?" for one level and "Would you _____ (goals terminal)?" for the next, assess by elimination (without repeater technique and repeating only levels which fell on subsequent coverage of scale) and obtain the one level that still reacts.

FIRST LEVEL _____	SEVENTH LEVEL _____
SECOND LEVEL _____	EIGHTH LEVEL _____
THIRD LEVEL _____	NINTH LEVEL _____
FOURTH LEVEL _____	TENTH LEVEL _____
FIFTH LEVEL _____	ELEVENTH LEVEL _____
SIXTH LEVEL _____	TWELFTH LEVEL _____

FURTHER LEVELS:

7. COMPOSE COMMAND.

    a.   Using goals terminal and opposition terminal compose command:

COMMANDS: _____

_____

_____

_____

_____

b. Clear commands with pc to make sure they make sense to him. (It is not whether he finds them easy but whether they can be answered by him despite duress caused.)

CLEARED COMMANDS: _____

_____

_____

_____

_____

c. Run command against TONE ARM, using only a TEN MINUTE test on an eighth of a TA Division.

d. When commands flat as in (c), reassess on Prehav as in (6) above. Compose new commands as in (7) on a separate sheet.

8. GOALS TEST.

a. When the goals terminal is flat from having been run on levels of the Prehav Scale and out the bottom, recheck all sections above from 1 to 5 inclusive for any reads on the needle.

b. If a new goals terminal can be found on the goals list or newly added to the goals terminal list, use it in section 6, noting it at the end of section 5 above that you have done so.

c. When no goals terminal can be found that reacts, form up pc's goal and opposition terminal and run one against the other. When flat, make new form.

VOCABULARY

GOAL—Something the pc wanted to be, to do or to have, whether the pc abandoned it, failed in it or not, just as in Routine 3.

MODIFIER—The unseen modification the pc has placed before or after his goal to insist upon winning or threaten with if he does not win, or to keep the goal in a games condition unknown even to himself. The modifier is difficult to directly reach as it is full of bouncers, denyers, down bouncers, call backs, etc. (see Dianetics). When the opposing factors are relieved by assessment the modifier is more easily exposed. Described in Routine 3A. One never asks for the modifier when doing step.

OPPOSITION TERMINAL—The person, group or object that has consistently opposed pc's goal, making it a terminal–counter-terminal situation of long duration.

OPPOSITION GOAL—The idea that is interlocked against the pc's goal, making it a postulate–counter-postulate situation of long duration. It is not actually the

goal of the Opposition Terminal as the Opposition Terminal would see it, but only what the pc believes it was as it affects him.

GOAL PLUS MODIFIER—The visible goal is added to the heretofore invisible modifier. This is the G + M, being the true whole track desire of the pc plus the threat to self or others if that desire is not accomplished.

GOALS TERMINAL—That valence into which pc has interiorized and which carries the goal, modifier and aberration which the pc attributes to self. This is the most important single item and is the "pc's terminal." It is this for which we are searching and which was the whole target of Routine 3 and which is the primary target of Routine 3D. This "is" the pc as he exists at the moment of the start of processing.

PREHAV LEVEL—That dominant doingness or thinkingness at the moment of the goals terminal, as taken from the Primary Prehav Scale.

CAUTIONS

No part given above is valid if it has been forced off on the pc by suggestions by the auditor. One *never* suggests any goal, terminal, opposition goal, opposition terminal, modifier or Prehav level to the pc. To do so is to prevent the pc going Clear. Helpfulness stems from doing excellent TRs, Model Session and meter handling. In Sec Checking one suggests. In assessing one *never* suggests. *Many* case failures can be traced to the auditor "knowing" better than the pc or the meter on these matters. An auditor can *suppose* all he pleases so long as he doesn't suggest it to the pc. It would be kinder to shoot the pc than to disobey this rule.

The pc's *goal* must be the pc's goal, see above definition. It must not be a difficulty. To invalidate something the pc has given you as a goal (or other part) is to break down the whole activity of 3D. Out-rudiments alone make pc's goal, etc., hard to find. The fastest way to drive them out is by invalidation or nonacceptance. A pc will accept the result of an assessment if correct. The pc will not accept, though appear to accept, the auditor's suggestion or even suggestion for assessment.

If the pc gives a *difficulty* (as different than a goal, a difficulty being a get-rid-of desire, a goal being an actual desire) the auditor may not reject it as a "goal" but, putting it down as a "processing goal" (not to be assessed), the auditor can make up a get-rid-of list as a Processing Goals List and write all get-rid-of goals on it as goals which will be reached in processing. He can even explain this to pc. He then appears to accept this goal, writes it down on something, acknowledges it and goes on. But the auditor can explain that he is listing for assessment "things to be attained in life and livingness." This keeps the pc from feeling invalidated.

Beware of get-rid-of type goals (get rid of my fear of height) because they will assess out, being a whole problem—pc vs. height, pc vs. bank. But the goal

could be missed. So use "Processing Goal" for "Get-rid-ofs," and "Life and Livingness Goals" for what you will assess and in the body of which list the pc's goal is going to be found.

Modifiers are sometimes given as goals. This only happens with an incomplete goals list. Of course, the modifier will assess out. Usually this happens when the goal is discreditable. When this happens the auditor flubbed in getting all the meter needle actions off the questions about secret, withheld or discreditable goals. Example: "Goal" assessed was "not to be found out." This is, of course, a modifier just by inspection. When an effort was made to find "the thing that would modify that goal," the actual goal came up which was "To tell lies." The G + M was "To tell lies and not to be found out." The goal, being discreditable in the pc's eyes (even though every pro playwright would have it), was missed by an inexpert auditor when the secret-withheld goals were being asked for. Surely it showed on the meter during the goals listing but was missed.

Modifiers threaten, give consequences, modify. They are not something the pc ever wanted to be, to do or to have.

Do R3D by definition and accuracy and you'll obtain accurate results.

When a pc gets the idea he or she can "beat the meter" all listing and assessing can go to pieces. Rudiments are hard to keep in, ARC breaks are frequent.

The primary sources of ARC breaks are, of course, all under the heading of "no auditing." Auditing is considered scarce and valuable by the pc—valuable to the point of not being able to have it at all. Bad auditing, slipshod auditing and even no auditing at all, come under this heading.

When the meter is seen to apparently flub, always by reason of poor auditing, the pc sees (down deep where he lives as a thetan) a betrayal of himself and a win for his valence. The pc hates this.

Just miss a withhold and see the eventual fireworks.

The pc who feels guilty will try to beat the meter. If he or she does, then it's an invalidation of auditing and disappointment causes chop and upset. The pc then proceeds to express the ARC break in invalidation of the auditor and, sometimes, the meter.

If a pc can force off a goal or the rest on the auditor by twitching a finger on the cans or convulsing each time a goal or whatever is mentioned and the auditor then "buys" it in assessment, the whole case runs thereafter like a 1918 tank. It doesn't.

It's a sloppy auditor who gets into this trouble but, such are the powers of persuasion of a valence, even a good auditor sometimes "buys" a goal, terminal, etc., the pc "sells" him or her by a convulsion every time or a shift of a finger. Study body reaction patterns as per *E-Meter Essentials* until they can be detected

and make a convulsing pc sit ramrod still when being checked out. About 5% of all pcs seem to try to "sell" with body convulsion. It's uniformly dangerous to "buy" a result accompanied by a convulsion. Even if it's right, the pc can still be made to sit still, you know. "It makes me double over" may be true, "It makes my hand twitch" may be a fact, but don't buy it until it's assessed and checked without the convulsion.

It's good practice to find out periodically on a pc if any withholds have been missed. And it's good practice to do the lot of rudiments and assessment at highest sensitivity if you can. If not, do it at least at a dial drop.

And when the pc ARC breaks a lot or seeks to invalidate the auditor, clear up two definite points:

1. Does the pc think auditing will happen? Not if auditing works, but just if the pc can believe that the auditor will work his very hardest at it.

2. Has anything invalidated metering to the pc?

_____

You want only instant reads that occur right after you finish question. You do not want latent reads that occur 1/2 to one second after you end. You want the instant read on what you're looking for, not the natural read on the goal or already known item or items. Don't sit staring at a meter waiting for it to finally read. Get on with the job.

_____

When you obtain an item, a secondary method of checking before getting it checked out, is to find if the item drops the same as the other items already found. If a goal rock slams, then finally, all other items in turn will rock slam. If a goal theta bops, then all other items of 3D will theta bop.

This is not used in selecting items. It is used to double check after they're found. If one is of a different needle reaction than the rest, it is probably wrong.

_____

PROCEDURE OF ASSESSMENT

In assessing:

Get rudiments in at highest sensitivity.

With sensitivity at 16, complete list by making sure that pc is null on your asking for more terminals or items. Say "Who or what would _____?" and get items until needle is null.

Get rudiments in at highest sensitivity.

Assess list by elimination with meter set for a 1 dial drop, on can squeeze. Read an item only 3 times.

Acknowledge pc as though pc spoke, which pc didn't. (Pcs are silent during assessment unless they have cognitions or wish to add to list.) Cover list often. Be rapid, accurate, sure. Tell pc if item is still in or is out. Go on to next. Read it three times. If it's still reacting on needle, leave it in by putting 1/2 of a cross beside it. If it didn't react, complete the X. Always acknowledge. Always tell pc if item was in or out. Barrel right along. The more chat, the more chance of out-rudiments.

Get rudiments in any time it looks like they're out.

If whole list nulls, add new ones to it by meter. Get rudiments in. Check *whole* list again even the "out" ones.

When adding to list use secret, discreditable, unworthy in questions about new items as well as just asking for them.

If a list is still null and even though all rudiments are in and you are very sure they are and there are no more items by meter, go back to the beginning of the 3D form and check it out. The whole thing may have blown. Start again at any point where you get a consecutive read and do it all again. Example: Goal still in. Oppterm still in. Okay, do an opposition goal list again.

Anytime the goal is gone, get rudiments in, check goal out. If it's still gone do a new Goals Assessment and continue.

Toward the end of clearing, this happens frequently that subsequent lists blow the goal and all. Eventually, not even a goal will stay in.

When looking for new goals *always* use the original list all over again and as added to from time to time. Always null meter at sensitivity 16 on question asking for new goals.

SECURITY CHECKS

A pc should be security checked throughout being run on Routine 3D, by another auditor or frequently a session on a Security Check form only. Use standard forms.

Also do a Dynamic Assessment on pc and dream up a Security Check for that dynamic found or use eventual Dynamic Sec Check forms 11 to 18 inclusive when they have been created and issued.

Sec Checks should be given more time earlier on case than later. Whole track type checking will eventually become necessary.

COMMANDS

Command patterns for R3D have not been completely worked out in formula at this writing.

Slow or unsuccessful assessments occur because of:

1. Unskilled auditing.

2. Out-rudiments.

Before we learned it was out-rudiments that hid goals and terminals, it was taking 3 months to find a goal! As it usually took me an hour or two, this long time for assessment exceeded my reality. I eventually pinned it down. It was out-rudiments. As soon as I found that, I had auditors locating goals within 2 weeks of 2½ hour per day sessions and sometimes both goal and terminal in that time.

R3D is easier to do as it removes invalidation to a large extent even while assessing. But Rules 1 and 2 above are extremely important.

First in assessment is accuracy.

Second in assessment is speed.

Don't waste time in assessing but take all you need in getting rudiments in and sec checking. That's saved time.

SUMMARY

Here is Routine 3D.

It takes a skilled auditor to use it. Be one. And make Clears!

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 15 NOVEMBER 1961

ADD ROUTINE 3D

When a pc has already been cleared or run a lot on Routine 3 on an earlier goal and terminal, the possibility of vanishment of levels brings the following rule.

If a pc as above or toward end of clearing on 3D has a goal or other item vanish, this is handled by ALWAYS COMPLETING THE FIRST FIVE STEPS, using as the necessary item to do the next step, the last item that nulled off the list.

Early in a new case items are undiscoverable or vanish *only* because of out rudiments.

If rudiments are definitely in at sensitivity 16, the first five steps of 3D *must* be completed anyway, no matter what happens to previous items by reason of blowing or half-blowing.

L. RON HUBBARD
Founder

SEC CHECKING

GENERALITIES WON'T DO

The most efficient way to upset a pc is to leave a Sec Check question unflat. This is remedied by occasionally asking, "Has any Sec Check question been missed on you?" and getting what was missed flattened.

The best way to "miss" a Sec Check question is to let the pc indulge in generalities or "I thought. . . ."

A Sec Check question should be nulled at sensitivity 16 as a final check.

A withhold given as "Oh, I got mad at them lots of times" should be pulled down to when and where and the first time "you got mad" and finally, "What did you do to them just before that?" Then you'll really get a null.

The pc who withholds somebody else's withholds and gives them as answers is a card. But he isn't helped when the auditor lets him do it.

Situation: You ask the pc for a withhold about Joe. The pc who says "I heard that Joe . . ." should be asked right there, "What have *you* done to Joe? You. Just you." And it turns out he stole Joe's last blonde. But if the auditor had let this pc go on and on about how the pc had heard how Joe was this or that, the session would have gone on and on and the tone arm up and up.

We have pcs who use "withholds" to spread all manner of lies. We ask this pc, "Have you ever done anything to the org?" The pc says, "Well, I'm withholding that I heard . . ." or the pc says, "Well, I thought some bitter thoughts about the org." Or the pc says, "I was critical of the org when . . ." and we don't sail in and get WHAT THE *PC DID*, we can comfortably stretch a 5-minute item to a session or two.

If the pc "heard" and the pc "thought" and the pc "said" in answer to a Sec Check question, the pc's reactive bank is really saying, "I've got a crashing big withhold and if I can keep on fooling around by giving critical thoughts, rumors and what others did, you'll never get it." And if he gets away with it, the auditor has missed a withhold question.

We only want to know what the pc did, when he did it, what was the first time he did it and what he did just before that, and we'll nail it every time.

THE IRRESPONSIBLE PC

If you want to get withholds off an "irresponsible pc," you sometimes can't ask what the pc did or withheld and get a meter reaction.

This problem has bugged us for some time. I finally got very bright and realized that no matter whether the pc thought it was a crime or not, he or she *will* answer up on "don't know" versions as follows:

Situation: "What have you done to your husband?" Pc's answer, "Nothing bad." E-Meter reaction, null. Now, we know this pc, through our noticing she is being critical of her husband, has overts on him. But she can take no responsibility for her own acts.

But she *can* take responsibility for his *not knowing*. She is making certain of that.

So we ask, "What have you done that your husband doesn't know about?"

And it takes an hour for her to spill it all, the quantity is so great. For the question releases the floodgates. The meter bangs around.

And with these withholds off, her responsibility comes up and she *can* take responsibility on the items.

This applies to any zone or area or terminal of Sec Checking.

Situation: We are getting a lot of "I thought," "I heard," "They said," "They did" in answer to a question. We take the terminal or terminals involved and put them in this blank.

"What have you done that _____ (doesn't) (don't) know about?"

And we can get the major overts that lay under the blanket of "How bad everyone is but me."

This prevents you missing a Sec Check question. It's a bad crime to do so. This will shorten the labor involved in getting every question flat.

Every session of Sec Checking you should ask the pc in the end rudiments, "Have I missed a Sec Check question on you?" In addition to "Are you withholding anything?" and "half-truths, etc."

And if your pc is very withholdy, you can insert this, "Have I missed a Sec Check question on you?" every few questions while doing a Sec Check.

Always clear up what was missed.

A pc can be very upset by reason of a missed Sec Check question. Keep them going up, not down.

L. RON HUBBARD
Founder

357

Students

ROUTINE 3D COMMANDS

I hasten to give you advanced information on Routine 3D commands and use.

Do not be discouraged on 3D. The routine behaves in a most disconcerting way after Steps 1 to 5 are completed.

The preclear should experience an enormous case gain just by reason of assessment. However, the tone arm may, by assessment end, be reading higher than usual or the needle stickier than usual. Don't let this worry you as long as you're sure ruds are *in*. You have, by assessment, brought into view the Goal Problem Mass.

If the pc has never had any mental masses before, he will have them now.

THE GOAL PROBLEM MASS

The goal has been balked for eons by opposing forces. The goal pointed one way, the opposing forces point exactly opposite and against it.

If you took two fire hoses and pointed them at each other, their streams would not reach each other's nozzles, but would splatter against one another in midair. If this splatter were to hang there, it would be a ball of messed-up water.

Call Hose A the force the pc has used to execute his goal. Call Hose B the force other dynamics have used to oppose that goal. Where these two forces have perpetually met, a mental mass is created.

This is the picture of any *problem*—force opposing force with resultant mass.

Where the pc's goal meets constant opposition, you have in the reactive mind the resultant mass caused by the two forces—goal = force of getting it done, opposition = force opposing it getting done.

This is the Goal Problem Mass. When contacted it raises the tone arm and sticks the needle.

In Routine 3 you did not run head-on into this mass. You pushed around, more or less hit or miss, and may have keyed it out (on which you would have made a first dynamic Clear) or you may have run into it and not keyed it out or erased it (at which time the case would have bungled along until it did key out).

In Routine 3D, the Goal Problem Mass is thrown into view in the assessment itself.

The running of the case keeps banging away at the Goal Problem Mass.

In Routine 3D, the Goal Problem Mass is erased, not keyed out.

METER BEHAVIOR ON COMMANDS

In assessment, the relief afforded the case by discovery of the items of the Goal Problem Mass tends to keep the tone arm more or less down most of the time, even though assessment heads the pc more and more at the mass.

You may not be aware of this until you start to run your first Prehav level. And then you may not get more than two or three commands in before the tone arm rises and sticks.

In any event, finish the bracket. By that time you will be sure the arm is stuck. The needle may still twitch in the pattern of the 3D items. Ignore it. Except for that the needle too will look stuck.

Reassess the G + M (Goal plus Modifier) terminal on the Prehav Scale (never assess an opposition terminal) and form another bracket.

Once more stick the arm. It may go more or less commands than the earlier level. In any event the arm will shortly stick, the needle freeze and only the twitch characteristic of the level or the goal will be seen.

Reassess the G + M terminal on the Prehav Scale. Once more form a bracket. Once more run it. And once more stick the tone arm and needle as above.

Continue to do this level by level. You will find pc's tone arm goes high and sticks. This is the Goals Problem Mass doing this. It is one of the bogs of the reactive bank. However, on subsequent runs you will notice that the pc's needle loosens faster after a level is finished and that the TA comes down quicker and lower after the level is flattened (even though the level appeared to stick it very hard indeed).

Eventually the G + M terminal is flat and levels if found produce neither a TA stick nor tone arm action.

Using the goal again, assess for a new 2, 3, 4 and 5 for that goal and try to run the result on the Prehav Scale.

It is important to complete any 3D assessment started. Get all 3D items. If you can find opposition terminals that react, you can find all subsequent items even if they are reacting minutely, for a Goals Problem Mass exists.

Assess on the Prehav and run any item found just as above, no matter how minute the reactions are, level by level.

When you can no longer find even minutely active opposition terminals for the goal, with meter sensitivity at 16, assess for a new goal and repeat the whole procedure as above.

Do not be fooled into thinking that as there is a tiny reaction on a goal it can be left. *Any* reaction left *must* be run into a complete 3D, all steps.

The byword in 3D is *once started, complete it all on all items.*

Also, there is no other process known than runs on the Auxiliary Prehav 3D Scale (HCOB 23 Nov. 61 or as amended) that will free a Goals Problem Mass.

TIPS ON ASSESSMENT

The task of assessment is to get the rudiments in, keep them in and make sure the pc is *in-session* before assessing anything (or later, running anything).

Out-rudiments stem from:

1. Withholds.

2. Present time problems.

3. Invalidation of items.

4. Slow assessment.

5. Distrust of auditor.

All in that order of importance.

An ARC-breaky pc is best handled by flattening Routine 1A (or as amended), complete with Sec Checks, before a 3D is attempted. This handles the (1) withholds and the (2) present time problems. It also handles to some extent (5) distrust of auditor.

In actuality the items 3, 4 and 5 are dependent upon the auditor doing a fast, expert job of listing and assessing by elimination.

In assessing, the less chat with the pc the better. You want the lists. In goals and other items you want the discreditable ones by meter. In goals listing you want the withheld, antisocial, secret goals by meter. In others you want the "unseemly" or "discreditable" items by meter.

Once you've got a complete list by meter, that's the list. You don't add to it every time you cover it. You add, of course, things the pc asks you to add when he asks you, but always at the bottom of the list.

You always *add* to lists, using the oldest known list. You don't make brand-new lists, discarding the old.

If rudiments out have killed all reads (the whole list nulls) you cover the *whole* list again, every item, when you've got the rudiments in again. Because a list nulls does not mean the wanted item isn't on it. It means the rudiments were out. Get them in by Sec Checks and various means and do all items on the list newly as though never before nulled.

You can copy lists. You never discard them.

Keep present time or present life names off opposition terminals lists. They foul up the reading.

When you assess, do so briskly, saying the item three times, acknowledging the pc, saying if it's in or out, marking it and going on to the next. You should be able to do 400 items per hour, new or old. It takes about 8 seconds to cover an item.

During nulling a pc should be made to sit back, relax and be silent. He can originate new additions. If he does, add them to list end, ack and go rapidly on. Don't ask pc what he's thinking about or looking at during assessment. An attitude of relaxed irresponsibility should be cultivated in the pc during nulling.

The target of the auditor is the pc's reactive mind. Once a list is made and complete by meter, the auditor has the meter, himself and the reactive bank of the pc. That's all he or she works with. Don't ask any help from the pc. Never ask him for the answer. That makes him "help" and wrecks the nulling. The pc who has been brought by inexpertness to "help" is put on a self-audit of anxiety and the whole operation goes to pieces.

In "bleeding the meter" for more items on a list, beware of mistaking a reaction denoting ARC break for more items present. Check by eliminating out all ARC breaks.

Remember that when a pc has an ARC break he is out of auditor control and an ARC break question does not always react because the "rudiments are out." To be sure you have to vary the ARC break question. To be *very* sure, run a few ARC break process commands varied to "Have you been unable to tell me something" and see if these react on the meter.

When a heavy ARC break is present, the meter can remain inactive until the ARC break is out. An ARC break is the only rudiment that can be undetectable on the meter, as then the pc is totally undetectable *to the auditor* who is auditing him or her. Hence, null rudiments, null lists.

Best detection method for an ARC break is to talk with the pc in a friendly way for a moment. Friendliness is greeted by friendliness, easy and unfeigned = no ARC break. Friendliness greeted by no answer = ARC break.

Pc not setting goals for session denotes heavy ARC break. It will be heavy enough to null the whole meter.

This is the only real frailty of an E-Meter. But it's *humanly* detectable. Other 3D items are *not* humanly or spiritually detectable by *any* means other than a *good* meter. Telepathy and intuition used to locate 3D items are disastrous! Use the meter!

In end rudiments, for all sessions of assessment, or that had any session or level to be found, always add "Have you done anything to influence the E-Meter?" And clean it. Pcs, even Scientologists, try to *throw* assessments and *sell* items.

If you buy what the pc *thinks* it is, you're sunk. So's the pc. If you purchase *sells* done by finger flicks, etc., the pc is sunk indeed. One hundred hours of wasted auditing has been traced to this on one pc.

Twenty-five percent of pcs will do "selling" by efforts to influence the meter, and wreck a 3D assessment in an effort to "help."

Short session restive pcs. Two sessions in two hours gives you four cracks at rudiments!

If you're going to run 1A or Sec Checks or Problems Intensives on a pc, do it before you start Routine 3D. Only sec check when a 3D is in progress and *before* you start running levels.

A Sec Check question that always works when ordinary questions fail is "What have you done that _____ doesn't know about?" And use various known proper names involved with the pc. This runs on *any* pc. Don't abuse it. It's the last shot in the locker.

TIPS ON RUNNING LEVELS

The Auxiliary Prehav Scale (HCOB 23 Nov. 61 or as amended) is the correct 3D list of levels.

This is assessed by reading each item only once to the pc and reversing flows, terminal to pc, pc to terminal. Several levels can be called off on one flow without mentioning the terminal except on the first level of that flow.

Cover the whole list, one read each level. Use a symbol on each level that reacted. Go back up the list on only those levels that did react, reading levels only once each time. Come back down, reading only those that reacted the second read, etc., until only one level is left.

Let the pc have his own Aux Scale in his folder. Note the level symbols and date on it each time it's used. Use different symbols each time you use it.

The model command (and the only one used for 3D) is:

WHAT HOW WHY (whichever makes the most sense for the level)

YOU ——————— LEVEL ——————→ TERMINAL

TERMINAL ——————— LEVEL ——————→ YOU

TERMINAL ——————— LEVEL ——————→ OPPOSITION TERMINAL

OPPOSITION TERMINAL ——————— LEVEL ——————→ TERMINAL

TERMINAL ——————— LEVEL ——————→ SELF.

362

Always use MIGHT in commands.

Example: Pc's Terminal—Waterbuck.
                    Opposition Terminal—Tiger.
                    Level—Interest.

Commands:

How might you interest a waterbuck?

How might a waterbuck interest you?

How might a waterbuck interest a tiger?

How might a tiger interest a waterbuck?

How might a waterbuck interest self?

In running 3D commands be as careful to get your rudiments in as if you were assessing.

RULES OF USING THE PROCESS

1. If an auditor can't assess accurately and quickly the obvious auditing error is that he or she can't read an E-Meter fully. Bad or slow assessments are best countered by (a) Getting the auditor the know-how to read a meter and stop covering up his or her ignorance and (b) Getting the auditor through 3D on his or her own case.

2. The pc's goal and the opposition goal, taken together, look like a problem to anybody. The pc's terminal and the opposition terminal taken together look like a conflict.

3. *Never* suggest a 3D item to a pc or lead him by suggestion into one. Let the meter, listing and assessment find it. An auditor who suggests is covering up an inability to read a meter with confidence or is dramatizing.

4. *Always* complete a full 3D on anything you start, even when the needle is floating too free to be read. This applies to Clears, half-Clears, new people, late in clearing and always. Complete a 3D in all sections. Always complete all 3D actions on any item that has been started on 3D, particularly past goals from Routine 3.

5. Don't take clearing for granted. Only when you, the auditor, have assessed and run out everything you can think of and have been unable to find any further way to halt a floating needle, should you state you've cleared someone and only then when you have watched the life and livingness activity of the case for three months after the end of auditing.

6. Until an auditor can do a perfect Class II auditing job, he or she should not attempt a 3D. All the skills needed in 3D are to be found in Class II activities—Sec Checking, rudiments, a Problems Intensive. When an auditor can do these *flawlessly,* it's time to permit him or her to run 3D. Yank a certificate if you find an unqualified auditor using Routine 3D. He'll kill somebody.

7. Always get a 3D item (Sections 1, 2, 3, 4, 5) (except Prehav levels) checked by another skilled auditor.

8. The moment you find the Prehav Scale getting more items alive on any one assessment than it did on the previous assessment, scrap the run. Go back and complete everything from section 1 forward. There's an error of magnitude. Example: In assessing Interest, 10 other levels were alive. Next assessment, Withdraw, finds 38 levels alive. Wrong 3D Assessment or pc self-auditing on other terminals at home. If not latter, scrap the run.

ADMINISTRATION AND RECORDS

In doing 3D keep a pc's papers all in one folder. Don't be sloppy about it.

Keep the goals lists, Sec Checks, all 3D lists, a 3D form for the pc (filled in) and a Prehav Scale for this pc only and auditor's reports and check sheets all together.

To lose a pc's records, not to make a proper clean copy of the goals list all in the pc's own words, to fail to keep the pc's 3D form or forms filled in to date, failure to keep all added assessment sheets, can result in a case ball-up of magnitude. You need these things.

The pc's own Prehav and Have Scales must be marked in so anyone can tell if more levels came alive on subsequent runs.

One can't straighten out a pc's 3D run case without records. We have to do it on elsewhere-assessed pcs all the time. (We have yet to find a correct assessment on Routine 3 here at Sthil where the pc was assessed elsewhere.)

Further, in filling out auditor's reports, use correct terminology. Don't call the Opposition Goal "The goal" or the Opposition Terminal "The terminal." Shorthand it if you wish, but so it can be understood. Opp goal, Opp term, Pc's goal, Mod, G + M, are all valid symbols. Call an Opp goal a "goal" and a case reviewer can't figure out what you were doing.

Keep good records. It will save the cases of a lot of pcs even if they're misrun. And you yourself will need them to run 3D.

L. RON HUBBARD
Founder

METER READING

A survey of auditing has brought up the datum that the gross auditing error in failure to obtain results from Security Checking and Problems Intensives lies wholly in the inability to read an E-Meter.

You may someday get a huge reality on the fact that, in supervising auditing, all failures are gross auditing errors, not fluky case differences.

Auditors one is supervising often demand "an extraordinary solution" because such and such a case isn't moving. The unwise Supervisor will actually furnish "extraordinary solution" after "extraordinary solution" "to handle this different case." It may be John Jones who "cannot think of any changes in his life" or it may be Mary Smith who "just doesn't respond to Security Checking." And the Supervisor burns the midnight oil and gives the auditor some new involved solution. Then, as often as not, the auditor comes back the day after and says, "That didn't work either." And the Supervisor goes a quarter around the bend and again burns the midnight oil. . . . If this seems familiar to you as a Supervisor, know you *should* have asked, "*What* didn't work?" Usually, the auditor can't even recall the solution—it was never used. Or it was applied in some strange fashion.

For *today,* the reasons for failure all lie under the heading "Gross Auditing Error."

Such an error would be, the auditor never arrived for the session, the E-Meter was broken throughout, the pc hadn't eaten or slept for three days, the din from construction next door made it impossible to give commands or hear answers, the auditor didn't run any known process. That is the order of magnitude of a "Gross Auditing Error." It is never, the pc was unhappy, the pc has difficulty remembering, etc. In supervising auditing, *always* look for the gross auditing error and *never* give out with an extraordinary solution.

Well, taking my own advice, when I saw some tricky elements in new clearing processes taking far too much time, I didn't look for "different" pcs. I looked for the gross auditing error. And found it.

The auditors who were having trouble couldn't read an E-Meter.

Impossible as that may seem, it proved to be true. I put Mary Sue on this at once. The errors found in E-Meter reading, where there had been trouble, were so huge as to have been missed on any casual inspection.

The errors went like this:

1. The auditor believed the E-Meter could not be read while the needle was swinging around. The auditor was waiting until it stopped every time before asking a question.

2. The auditor believed the needle had to be exactly at "set" on the dial before it could be read.

3. The auditor did not know a rising needle could be read by stopping the rise with a question or making the needle twitch.

4. The auditor had not done the body reaction drills in *E-Meter Essentials* and was reading only body reactions and ignoring all others.

5. The auditor thought an E-Meter could not be read if it showed breathing or heartbeat.

6. The auditor always looked at the pc for a few seconds after asking the question, then looked at the meter, and so missed all but latent (nonsignificant) reads.

7. The auditor sat staring at the meter for twenty seconds after the reading had registered.

8. The auditor thought E-Meters could be fooled so easily, it was more reliable to make up his own mind about what the pc's item or guilt was.

9. An auditor thought that if the needle rose on a rudiment question, the rudiment was out.

These and many, many more panned out to be:

> IF A SECURITY CHECK OR PROBLEMS INTENSIVE WAS PRODUCING NO RESULTS, IT WAS BECAUSE THE AUDITOR COULD NOT READ AN E–METER.

That's the gross auditing error.

In this bulletin, I am not trying to give you any methods to remedy this. I am just calling it widely to everyone's attention.

The fact is big enough to merit study by itself.

And to get cases started by no other mechanism than learning to really read an E-Meter or by teaching people to read it.

This one point remedied could change the entire future of Scientology, an organization or an auditor.

L. RON HUBBARD
Founder

R3D List
Sthil Students

AUXILIARY PREHAV 3D SCALE

For immediate assessment use on running 3D terminals. Do NOT use early scales for 3D assessment.

If you run out of levels, use secondary scales or Hartrampff's Vocabularies.

Do not abandon search for a level if the TA is high.

Always run a level to a stuck TA and needle. Never overrun a stuck TA by more than 20 minutes. Do not leave a level that still shows TA action and needle movement. Do not consider the twitching of the otherwise motionless needle, when 3D items or the level is mentioned, a still-moving needle.

Later in runs, after many levels flat, when TA will no longer stick (or move) on levels, still look for a new level that will produce TA motion.

---

65. FAITH IN

64. CAUSE

63a. PREVENT KNOWING

63. NO EFFECT ON

62. EFFECT

61. OBSESSIVELY CAN'T HAVE

60a. MAKE SOMETHING OF

60. CREATE

59. THINK ABOUT

58. PECULIAR INTEREST IN

57. DISPERSE

56. INTEND TO NOT
    COMMUNICATE

55. BADLY CONTROL

54. BETRAY

53. COLLECT FOR

52. SUBSTITUTE FOR

51. WITHDRAW FROM

50. DUPLICATE

49. ENTER

48. INHIBIT

47. DISAGREE WITH

46. ENFORCE UPON

45. AGREE WITH

44. DESIRE

43. KNOW

42. FAILED TO ENDURE

41. ENDURE

38. ABANDON

36. WASTE

35. FAILED TO PROTECT

34. PROTECT

33a. MAKE NOTHING OF

30. SURVIVE

27. FAILED IN IMPORTANCE TO

26. IMPORTANT TO

25. PROPITIATE

24. ATTENTION FOR

23. SEPARATE FROM

22. FAILED TO WITHHOLD FROM

21. WITHHOLD FROM

19. DESTROY

18. MOTION OF

17. FAILED TO ATTACK

16. ATTACK

15. DISLIKE

14. LIKE

13. COMPETE WITH

12. FAILED TO HELP

11. HELP

10. FAILED TO CONTROL

9. CONTROL

7. FAILED TO COMMUNICATE

6. COMMUNICATE

5. FAILED TO INTEREST

4. INTEREST

3. CONNECT WITH

1. HAVE

FAIL

REASON WITH

CHALLENGE

POSTULATE

MAKE BEAUTIFUL

TORTURE

MAKE UGLY

PANIC

TERRORIZE

HORRIFY

MAKE SUCCUMB

FEEL AFFINITY FOR

NO AFFINITY FOR

START

TRY TO STOP

CHANGE

TRY NOT TO CHANGE

CALM

WIN

UNDERMINE

LOSE

CIVILIZE

DISTRUST

IMAGINE

SHOW CONTEMPT FOR	IDOLIZE
MAKE TRUE	LIFT
BELIEVE	DROP
NOT BELIEVE	PUSH
OWN ALL	PULL
DENY	RAISE
OWN NOTHING	LOWER
MAKE RESPONSIBLE	CLOSE WITH
NOT RESPONSIBLE FOR	EXPOSE
MAKE RIGHT	SCORN
MAKE WRONG	PUNISH
TRY TO STAY WITH	CRUSH
ESCAPE FROM	MAKE EAGER
THROW OUT OF CONTROL	MAKE RESPONSIVE
ACCEPT	MAKE CONTENT
REJECT	SCANDALIZE
DRIVE CRAZY	BE INDIFFERENT
UNBALANCE	LOVE
DEGRADE	SPURN
TRY TO MAKE GUILTY	NEGLECT
BRUTALIZE	SUPPLICATE
EXHIBIT	EVADE
BURY	IDENTIFY
PAIN	ASSOCIATE WITH
WOUND	IMPRESS
MAKE APATHETIC	GET NO RESPONSE FROM
MOURN FOR	KILL
PLEAD WITH	REVIVE

369

RESIST	THREATEN
CONTRIBUTE TO	MAKE SERIOUS
CONTACT	HURT
DEPRIVE	MAKE IRRESOLUTE
MOVE	DOUBT
HUMBLE	CONSIDER
RUIN	REMEMBER
ENNOBLE	OCCLUDE
CONFUSE	RECEIVE
DISABLE	MAKE UNCONSCIOUS
EDUCATE	DIFFERENTIATE
SICKEN	IDENTIFY
SHUN	DISASSOCIATE FROM
SLANDER	EAT
INJURE	SEXUALLY SATISFY
BE WITH	SEXUALLY AROUSE
TAKE AWAY FROM	SEXUALLY REPRESS
PART FROM	CREATE A MYSTERY FOR
CONTINUE	TROUBLE
CRITICIZE	WORRY
PITY	FOOL
AVOID	GET INTO
PRESERVE	GET OUT OF
LOSE	APPROACH
FIND	FORCE
USE	ENERGIZE
DEFY	FREE
ADJUST	DREAM ABOUT

ASSOCIATE WITH

SATIATE (SATISFY)

LOOK AT

CONVINCE

LIE TO

FIXATE

ENTHRALL

ENTRANCE

FEEL

TOUCH

SMELL

PERCEIVE

HEAR

SPEAK TO

ENJOY

HOLD OFF

ATTRACT

DEFEND

HARASS

NAG

HEAL

DISTRUST

DESPISE

PROBLEM ABOUT

DISLOCATE

DENY

UNKNOWN

FORGET

NOT KNOW

HIDE

NEED

APPROVE

OWN

SHAME

BLAME

REGRET

FAIL

MAKE AMENDS

GRIEVE

SYMPATHIZE WITH

FEAR

RESENT

FEEL NO SYMPATHY FOR

ANGER

ANTAGONIZE

BORE

CONSERVE

ENTHUSE

EXHILARATE

TRUST

MAKE SERENE

L. RON HUBBARD
Founder

371

Special Briefing
Course

27 November 1961

ROUTINE 3D COMMAND SHEET

(Use no other commands for Routine 3D)

Preclear _____ Date _____

Auditor _____

LEVEL _____ TERMINAL _____ OPPTERM _____

1. **TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (term)** _____.

2. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

3. **TELL ME A PROBLEM A (term) _____ MIGHT HAVE HAD WITH YOU.**

4. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

5. **TELL ME A PROBLEM AN (term) _____ MIGHT HAVE HAD WITH AN (oppterm) _____.**

6. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

7. **TELL ME A PROBLEM AN (oppterm) _____ MIGHT HAVE HAD WITH AN (term) _____.**

8. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

9. **TELL ME A PROBLEM AN (oppterm) _____ MIGHT HAVE HAD WITH YOU.**

10. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

11. **TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (oppterm)** _____.

12. **HOW MIGHT (phlev) _____ HAVE BEEN A SOLUTION TO THAT PROBLEM?**

RUN LIBERAL QUANTITIES OF PC'S HAVINGNESS PROCESS WHENEVER THIS PROCESS OR SESSION IS ENDED.

Run to a stuck tone arm and test for 15 minutes. Or run all motion out of the TA.

Use a new sheet for every Prehav level. Mark all Prehav levels found into the pc's 3D form.

Get rudiments in and keep them in before every session. It is as important to get rudiments in and keep them in for a 3D run as it is for 3D assessment.

Note: This process can be overrun for an hour without damage to the pc. It cannot be overrun by a session or two and still have the needle loose for assessment. TA motion may be slow and sluggish long before process is flat.

Note: So far on all tests I have made this is the only process that will bring the tone arm down in anything like a reasonable time. IF OTHER LEVELS HAVE BEEN PREVIOUSLY RUN ON OTHER PROCESSES, RUN THEM CONSECUTIVELY IN THE ORIGINAL ORDER AGAIN, USING THIS PROCESS. The first run on another process did no damage to the pc but will help this one flatten faster.

L. RON HUBBARD
Founder

ROUTINE 3D IMPROVED COMMANDS OF 28 NOVEMBER 1961

Preclear _____ Date _____ Level _____

Auditor _____ Terminal _____

Oppterminal _____

Note: RUN ONLY AFTER ARC PROCESS IS FLAT TO A STILL ARM,
         NEEDLE AT SET, 20 MINUTES TEST.
         RUN THESE COMMANDS TO A STILL ARM, NEEDLE AT SET, 20
         MINUTES TEST.
         GET RUDIMENTS IN THOROUGHLY BEFORE RUNNING, EVEN
         BETTER THAN IN ASSESSMENT.
         RUN PC'S HAVINGNESS COMMAND LIBERALLY DURING
         PROCESS, AFTER PROCESS, AFTER END RUDS.

Info: 3D LEVELS CAN BE RUN CONSECUTIVELY OVER AND OVER
         ON DIFFERENT PROCESSES.

1. Tell me a problem you might have had with a (term) _____.

2. How might (phlev)* _____ have been a solution to that problem?

3. Tell me a problem (term) _____ might have had with you.

4. How might (phlev) _____ have been a solution to that problem?

5. Tell me a problem a (term) _____ might have had with a (oppterm) _____.

6. How might (phlev) _____ have been a solution to that problem?

7. Tell me a problem a (oppterm) _____ might have had with a (term) _____.

8. How might (phlev) _____ have been a solution to that problem?

9. Tell me a problem a (term) _____ might have had with another (term) _____.

*phlev: Prehav or Prehavingness Level.

10. How might (phlev) _____ have been a solution to that problem?

11. Tell me a problem another (term) _____ might have had with a (term) _____.

12. How might (phlev) _____ have been a solution to that problem?

13. Tell me a problem others might have had with a (term) _____.

14. How might (phlev) _____ have been a solution to that problem?

15. Tell me a problem a (term) _____ might have had with others.

16. How might (phlev) _____ have been a solution to that problem?

AFTER ASSESSING, CLEAR THE LEVEL WITH THE PC FOR USE IN THE COMMANDS AND MAKE SURE THE VERSION OF THE LEVEL THAT YOU USE ALSO REACTS ON THE METER LIKE THE ASSESSED LEVEL DID.

L. RON HUBBARD
Founder

(DISCARD OR DELETE ALL EARLIER COMMAND DATA)

HCO POLICY LETTER OF 29 NOVEMBER 1961

Sthil
Missions
CenOCon
BPI

CLASSES OF AUDITORS

(Adds to HCO PL 29 Sept. 61, HGC ALLOWED PROCESSES)

All auditors shall be considered Class I until validated Class II by a Saint Hill graduate or a Central Organization or at Saint Hill.

Classification as Class II may not be awarded by any class. It may be attained only by severe practical, demonstration and oral examination by an HCO Secretary or an appointee of HCO.

Class II Auditors trained by anyone may not have pay status as Class II in a Central Organization until given a complete examination after going on staff by the HCO Area Secretary, regardless of any earlier examination. The only exception is a Saint Hill graduate who has been specifically examined and specifically designated as Class II by HCO Examiners at Saint Hill.

No auditor may be designated as or draw pay in a Central Organization as a Class III Auditor unless first designated Class II and thereafter passing all examinations for Class III under the tutelage of a Saint Hill graduate and operating as a Class III Auditor. A Class III Auditor must have successfully and correctly assessed and run preclears. Class III Auditors must be examined and their preclears examined by HCO before the award of Class III is given.

A Class II Auditor may assess and run advanced procedures only under the close personal supervision of a Saint Hill graduate, and not by mail, telegrams or long-distance telephone, but personally.

At Saint Hill all enrollees will be trained up to and examined as Class II Auditors on arrival, regardless of any earlier training by anyone or any organization. No assessment or advanced procedures may be run by the Saint Hill trainee before Class II classification is awarded and only then under the closest supervision. When examined for Class II the passing grade is *perfect*.

(It follows that persons earlier classified as Class II will be able to reach Class II much more rapidly at Saint Hill. It also follows that a field classification as Class II may be able to reach Class II more rapidly in a Central Organization. But prior classification has no bearing on the Saint Hill Course and field classification has no bearing on Central Organization or city office classification.)

UNAUTHORIZED PROCESSES

Any auditor found using Class III skills in violation of the above shall be

subject to suspension of certificate and, if continuing in fault, subject to public warning and revocation of all certificates and awards.

Serious damage can be done to Scientology and preclears by unauthorized use of Routine 3, 3A and 3D.

While no penalty attaches to a Class I Auditor trying to security check and running Problems Intensives, he or she should clearly understand that all pc upset in their area is traceable to inexpert handling of Security Checks.

Class I Auditors are free to handle and use any procedure earlier than Security Checking (or 1 Oct. 60) except "Step 6" and Creative Processes.

Class I Auditors are urged to obtain Class II classification as soon as possible in order to increase their results and minimize area disturbance. Good use of Class II skills gives wins. Use by persons not yet classified gives loses. Any inexpert use of Class III skills can be ruinous by actual test. We have, in Class III skills, for the first time violated the maxim that any auditing is better than no auditing. This is still true of processes prior to 1 Oct. 60. With clearing at speed has come liability of misuse. If we're going to have Clears, we must have accurate Class III Auditors.

Appended to these policies, it is understood that Class II and Class III auditing will be done only on British Mark IV E-Meters or as improved. The discovery that 1958–59–60 and 61 American meters are wholly unsuitable for clearing and that squirrel meters are even less useful makes it mandatory upon us, in order to guarantee any result, to insist upon the use only of meters I have supervised in construction and which have been tested after manufacture by HCO WW. The only American meter suitable for clearing was the 1957 blue meter I supervised. Unknown to me, the pattern was thereafter altered. The only suitable UK meters prior to the Mark IV were the "Green and Gold" ACC Meter actually used on that London ACC, the Mark I, the Mark II and the Mark III. I cannot guarantee any meter I did not check on. This is not a commercial statement. It is a vital fact in clearing. Therefore, Class II and III Auditors may not be classified as such unless they own or are issued a British Mark IV (or improved) E-Meter checked out by HCO WW.

These policies are vital and are binding on receipt.

L. RON HUBBARD
Founder

ROUTINE 3D IMPROVED COMMANDS
OF 30 NOVEMBER 1961

(Discard or delete all earlier command data)

Note: RUN ONLY AFTER ARC PROCESS IS FLAT TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. RUN THESE COMMANDS TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. GET RUDIMENTS IN THOROUGHLY BEFORE RUNNING, EVEN BETTER THAN IN ASSESSMENT. RUN PC's HAVINGNESS COMMAND LIBERALLY DURING PROCESS, AFTER PROCESS, AFTER END RUDS.

Info: 3D LEVELS CAN BE RUN CONSECUTIVELY OVER AND OVER ON DIFFERENT PROCESSES.

1. Tell me a problem you might have had with a (term) _____.

2. How might (phlev)* _____ have been a solution to that problem?

3. Tell me a problem a (term) _____ might have had with you.

4. How might (phlev) _____ have been a solution to that problem?

5. Tell me a problem a (term) _____ might have had with a (oppterm) _____.

6. How might (phlev) _____ have been a solution to that problem?

7. Tell me a problem a (oppterm) _____ might have had with a (term) _____.

8. How might (phlev) _____ been a solution to that problem?

9. Tell me a problem a (term) _____ might have had with another (term) _____.

10. How might (phlev) _____ been a solution to that problem?

11. Tell me a problem another (term) _____ might have had with a (term) _____.

12. How might (phlev) _____ been a solution to that problem?

13. Tell me a problem (oppterm) _____ might have had with you.

14. How might (phlev) _____ have been a solution to that problem?

*phlev: Prehav or Prehavingness level.

15. Tell me a problem you might have had with a (oppterm) _____ .

16. How might (phlev) _____ have been a solution to that problem?

Note: Commands 13 and 15 may be term-others or oppterm-you, a tougher version.

AFTER ASSESSING CLEAR THE LEVEL WITH THE PC FOR ORDER OF MAGNITUDE OF LEVEL AND MAKE SURE THE VERSION OF THE LEVEL THAT YOU USE ALSO REACTS ON THE METER LIKE THE ASSESSED LEVEL DID AND MAKES SENSE TO THE PC IN THE COMMAND.

L. RON HUBBARD
Founder

379

Missions

ARC PROCESS 1961

IMPORTANT: FLATTEN THIS PROCESS ON ALL NEW PRECLEARS, HGC PRECLEARS, RAW MEAT PRECLEARS, BEFORE DOING ANYTHING ELSE, IN ORDER TO KEEP THEM MORE EASILY IN–SESSION AND TO GET YOUR E–METER TO READ. THE E–METER KNOWS BEST ON EVERYTHING BUT ARC BREAKS.

An E-Meter has a frailty I have just discovered. It operates only if the auditor has some, even small, command value over the pc, and operates hardly at all when the auditor has no command value over the pc. Thus, rudiments go out only on the ARC break section. When this is out, nothing registers on the E-Meter including a casual question about an ARC break. Thus, the E-Meter must be supplanted by an auditor's ability to recognize the existence of an ARC break. But once this is out of the way, the E-Meter is superior to any "knowingness" on the part of the auditor. With this reservation concerning registry of ARC breaks, the meter knows best, and auditors who think they know more than the E-Meter do nothing but get pcs in trouble. But conversely, the auditor who, on asking for ARC breaks (alone) and thinks that the E-Meter knows more than he or she does will also err. WHEN THE PC HAS A SEVERE ARC BREAK, IT WILL NOT REGISTER WHEN ASKED FOR ON THE E–METER, AND NOTHING ELSE WILL REGISTER EITHER. SO BE SURE THE PC IS WILLING AND ABLE TO TALK TO THE AUDITOR AFTER DOING GOALS AND BEFORE DOING ROOM, WITHHOLDS AND PTPs. MODEL SESSION WILL SHORTLY BE REWRITTEN TO ACCOMMODATE THIS AND THE NEW END QUESTION, "Have you done anything in this session to influence the E-Meter?" and untruths.

FLATTEN THE FOLLOWING:

Do each question several times by itself in order to get off any triggered automaticities and to let the pc get through any misemotion. Then do the whole sequence one time each, over and over consecutively. GET ALL TONE ARM MOTION OFF THE CONSECUTIVE RUN BEFORE LEAVING PROCESS. Run this process more or less muzzled. Get session started, set goals and life and livingness. Then run this process:

1. WHO HAVEN'T YOU BEEN WILLING OR ABLE TO TALK TO ABOUT YOUR DIFFICULTIES?

2. WHO COULD YOU HAVE TALKED TO ABOUT YOUR DIFFICULTIES?

3. WHOSE DIFFICULTIES HAVEN'T YOU WANTED TO HEAR ABOUT?

4. WHOSE DIFFICULTIES HAVE YOU BEEN WILLING TO LISTEN TO?

This process is run to a still tone arm for 20 minutes with needle kept at set.

FUTURE RUDIMENTS QUESTION IN LIEU OF AUDITOR AND ARC BREAK:

"DO YOU FEEL WILLING TO TALK TO ME ABOUT YOUR CASE?"

If negative, run above.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

December 1961

Continuing on with the main topic of his November lectures, Ron's December Saint Hill Special Briefing Course talks gave further aspects of Routine 3D and its use in clearing.

5 Dec. 1961	SHSBC-92 Aspects of 3D
6 Dec. 1961	SHSBC-93 Sec Checks Necessary
7 Dec. 1961	SHSBC-94 Expectancy of 3D
12 Dec. 1961	SHSBC-95 Sec Checks in Processing
13 Dec. 1961	SHSBC-96 Assessing 3D
14 Dec. 1961	SHSBC-97 Anatomy of Problems
19 Dec. 1961	SHSBC-98 3D Packages
20 Dec. 1961	SHSBC-99 Upgrading Auditing
21 Dec. 1961	SHSBC-100 Probabilities of 3D

HCO BULLETIN OF 3 DECEMBER 1961

RUNNING 3D LEVELS

To run a terminal found by 3D, you use ONLY the commands of 30 Nov. 61. Use NO OTHER commands. The old five-way bracket, any other bracket system, a two-way bracket, WILL ONLY GET YOUR PC IN TROUBLE. You are sending the pc up against the core of the reactive bank, the Goals Problem Mass, and so far as auditing commands are concerned, only the commands of 27, 28 and 30 Nov. are able to get him *through*. The 30 Nov. commands are best.

The Goals Problem Mass *is* a problem in structure. It is so tough you have to run the *top* off of it. This is done by 3D level runs. Dating bits of it might work. Prior confusion will not work early in it. All other known command routine combinations in Scientology do not faze it at all. Clears went unclear because the Goals Problem Mass could come back in. So we can only run it. And so far only 30 Nov. commands run it out. To use other previous command combinations, as used in Routine 3, can get your pc in trouble because you must use the opposition terminal and keep the mass in to be run.

To run levels on 3D terminal and "oppterm" (opposition terminal), do this:

1. Be sure the 3D items you are running are right by careful cross-checking and various two-way comm and height of Prehav level tests.

2. Be sure the "story" is right and that you really have the pc running his own terminal, not the oppterm. The story is logical. The oppterm *can* be run but it subjects the pc to more duress than needed and turns on the "winds of space."

3. Use the Auxiliary Prehav Scale for 3D only, or as supplemented. Use for test the first 65 levels for "height of terminal." Use the whole Auxiliary Scale for assessment of level to be run.

4. Check out 30 Nov. commands for "problem," "situation," etc., as will be released (the exact original version will work anyway).

5. Check out the found item for *intensity* and wording. Make sure the command will be answerable by the pc.

6. Run the level to a stuck needle, stuck TA and test for 10 or 20 minutes. (TA shifts because of body motion don't count.)

7. Regardless of any needle action the level already run still gets, assess again on Auxiliary Prehav and run the next level.

8. Run 6, 8 or 12 levels in this fashion, disregarding the fact that the needle may still twitch when a past level is mentioned. The rule here *could* be to run to "difficult Auxiliary Prehav assessment." I don't know this yet; I do know you need lots of levels run to stuck TA, stuck needle. This early first run can stick *fast* (sometimes in 2 commands, but you always complete a bracket; it does no harm to do 2 or 3 more brackets, though the pc will get uncomfortable). (It sometimes takes a session or two to get the pc to approach the Goals Problem Mass. You always run it muzzled. The pc will get there.) (If nothing sticks, on this first run of levels in a series, your 3D assessment is for the loons and cormorants. You should know this when the first level *won't* stick.)

RERUNS

9. Now having run a series of levels, you stick the final one and then go back and test the first level you found and ran. You see if it twitches on the needle. If it does, you run it again to a stuck TA, stuck needle; you leave it and check the next level. You take, in sequence, each level you can get to react by observing the needle as you say it and rerun it. You complete all levels this way.

THIRD RUN OF LEVELS

10. You now go back and repeat 9 as a third run of levels.

11. You now assess for more Auxiliary Prehav levels. Each time, however, before you run a new level, you recheck all former levels for an already run level still kicking.

This is a sort of washout by levels in sequence. You must always run levels in sequence. On the second and third run you can skip null levels, but always test and run in sequence. It doesn't matter how many times a level gets run. It does matter if you leave it before the needle and TA stick on the first and second and third run. You leave a level too live and it upsets the pc. You kill it too dead (by running a stuck TA and needle for a session or more after it sticks) and either way you get trouble.

Eventually, all levels assessed will have to be flat, null and went.

Stable data on 3D level runs:

Accurate assessment of items and levels makes Clears. Inaccurate assessment gives you a bad reputation and will sow all the trouble germs you'd ever want.

Always complete whatever you start. If an R3 was started, complete it by 3D using all existing parts *that check out* (use as much of an R3 as you can) (this contradicts the first bulletin on 3D but is right, I find). If a person was cleared on R3, use all R3 items used or run to assemble a 3D and run it according to book.

Only the assembly of the "story" is subject to judgment on 3D. All other 3D actions are by the book.

Me, you and the Mark IV meter got it licked.

L. RON HUBBARD
Founder

Sthil
Missions
CenOCon

SEC CHECKS VITAL

It has been brought home to me by careful study of many cases that Security Checks and Problems Intensives are vital to easy assessment and accurate clearing by the new and very important Routine 3D.

The command value of the auditor over the pc, the response value to life and present time of the pc have been so low in all cases studied who have not had Sec Checking that *it is a waste of auditing time* not to give a pc at least a Sec Check and a Problems Intensive before attempting assessment.

It may take up to 200 hours to assess some "raw meat" accurately on Routine 3D, and that with a magnifying glass on the E-Meter.

It may take up to 75 hours to assess on Routine 3D a Scientologist or processed person who has not been given 1A or a Problems Intensive or a thorough Security Check on a standard policy letter form.

I can state, and your experience will bear out, that it is wasted time and causes agony to the pc to do a clearing 3D assessment on a person who has not had:

1. Sec Checks standard forms

2. A Problems Intensive

3. The ARC Process 1961

4. Countless cracks at the rudiments through being given (1) and (2).

To do these may require up to 100 hours of auditing. To try to assess accurately through the messes of withholds, hidden standards and PTPs of the preclear will require up to 100 hours and *may* arrive at an improper assessment which will waste all the preclear's auditing—and painful auditing it was.

Now the Scientologist with his prior processing moves into his or her own. It all counts. Scientologists are *easier* to assess by half. Raw meat is either unassessable or assessable with difficulty unless the auditor has enormous altitude.

If anyone thinks he is saving time getting assessed for Clear at once, let him or her think again. The whole period may be wasted and nothing come of it *because:*

The whole of the preliminary steps may have to be done anyway after assessment if not done before to let the pc survive "going through the knothole," which is to say, running Routine 3D levels.

These are very hard to get through. Only one pat set of commands (30 Nov. 61, ROUTINE 3D IMPROVED COMMANDS) get a pc moving through to Dynamic Clear.

Now, as to auditor training, no auditor who does not have a quick enough eye and meter experience enough to Security Check and run a Problems Intensive will ever be able to do an accurate Routine 3D Assessment.

Therefore, it is economy to train an auditor to Class II level before permitting him or her to assess.

Class II requires a high ability on the meter, perfect Model Session, TRs and a perfect knowledge of Sec Checking.

Sec Check meter reactions are larger than 3D Assessment reactions. If an auditor cannot Sec Check, he or she surely can't read a 3D meter assessment.

A pc being given a Routine 3D Assessment for Clear by an auditor who has no perfect rating on the meter is in for endless wasted hours of upset and misery. These might better be spent on Rising Scale or Class I processes (all processes up to Feb. 1961, really). ARC Straightwire, "Something you wouldn't mind forgetting" or even old Dianetic engram running would do more for the pc than *fumbling* assessment. *Accurate,* fast assessment does marvels for a case, but only if done by an accurate, fast auditor.

Class II skills of Sec Checking, Problems Intensives or even Routine 1A, produce definite plus gains for the pc, greater than those obtainable by Class I if done by an expert Class II Auditor.

A Class III Auditor can only become one if he or she has already become a Class II by examination and you have a rapid assessment on new Routine 3D toward a high stability as Clear—providing that the pc has also had Sec Checks and other preparatory processes.

So there it is. Economy in auditing time entails the auditor becoming a Class II by examination and the pc becoming fit to be assessed through Class II skills. Very neat.

Micawber, a creation of my old friend Dickens, used to claim that twenty shillings earned, nineteen and six spent brought happiness, but that twenty shillings earned and twenty-one spent brought MISERY. I can paraphrase him broadly by saying, Class II skills reached by auditor and attained by pc bring happiness. Class I skills on Class III processes bring misery to auditor and pc alike.

In signing up anyone for auditing, in delivering any auditing, please point out these facts, please?

L. RON HUBBARD
Founder

RUN NO._____

7 December 1961

COMMAND SHEET FOR ROUTINE 3D

Preclear _____ Date _____ TERMINAL _____

Auditor _____ Level _____ OPP TERMINAL _____

Level Number _____ Levels alive this time on PH Scale _____

RUN COMMANDS CONSECUTIVELY. MAKE SURE EVERY ONE IS ANSWERED. RUN WITH THE RUDS IN, DO NOT RUN WITH RUDIMENTS OUT. Use plenty of havingness. Flatten to still TA and still needle for 20 minutes if TA goes up and sticks. If TA does not stick, run to a completely inactive tone arm and be sure neither goal nor modifier react on retest. Carefully keep rudiments in during run. Carefully keep pc's havingness up.

METER TEST THE FOLLOWING WORDS AND USE MOST REACTING WORD AFTER "TELL ME" AND "THAT": PROBLEM, SITUATION, DIFFICULTY, CONFUSION, MESS, TROUBLE, OTHER: _____

METER TEST THE FOLLOWING AND USE MOST REACTING WORD AFTER "MIGHT" IN EVEN NUMBERS: SOLUTION SOLVED MADE OKAY CURED FINISHED ENDED OTHER: _____

(Make Commands make sense. Add "ING" to Prehav level (phlev) if necessary in clearing command.)

COMMENTS AND ASSESSMENT

1. TELL ME A _____ YOU MIGHT HAVE HAD WITH A (term) _____.

2. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

3. TELL ME A _____ A (term) _____ MIGHT HAVE HAD WITH YOU.

4. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

5. TELL ME A _____ A (term) _____ MIGHT HAVE HAD WITH ANOTHER (term) _____.

6. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

7. TELL ME A _____ ANOTHER (term) _____ MIGHT HAVE HAD WITH A (term) _____.

8. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

9. TELL ME A _____ A (term) _____ MIGHT HAVE
   HAD WITH A (oppterm) _____.

10. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

11. TELL ME A _____ A (oppterm) _____ MIGHT
    HAVE HAD WITH A (term) _____.

12. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

13. TELL ME A _____ A (oppterm) _____ MIGHT
    HAVE HAD WITH OTHERS.

14. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

15. TELL ME A _____ OTHERS MIGHT HAVE HAD
    WITH A (oppterm) _____.

16. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

17. TELL ME A _____ A (term) _____ MIGHT HAVE
    HAD WITH OTHERS.

18. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

19. TELL ME A _____ OTHERS MIGHT HAVE HAD
    WITH A (term) _____.

20. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

21. TELL ME A _____ YOU MIGHT HAVE HAD
    WITH A (oppterm) _____.

22. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

23. TELL ME A _____ A (oppterm) _____ MIGHT
    HAVE HAD WITH YOU.

24. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

25. TELL ME A _____ YOU MIGHT HAVE HAD
    WITH YOU.

26. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

27. TELL ME A _____ YOU MIGHT HAVE HAD WITH
    OTHERS.

28. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

29. TELL ME A _____ OTHERS MIGHT HAVE HAD WITH YOU.

30. HOW MIGHT (phlev) _____ HAVE _____ THAT _____?

L. RON HUBBARD
Founder

Tech Depts
Missions

VARYING SEC CHECK QUESTIONS

You *only* vary a Sec Check question when by repeating it you would create an impasse.

Example: "Have you stolen anything?"

"Yes, an apple."

"Good. Have you stolen anything?"

"No."

"Good." (Look at meter.)

"Have you stolen anything?"

"No." (Meter reacts.)

Now vary the question. And always end by making sure the *original* question "Have you stolen anything?" is null.

This *all* comes under the heading of getting one auditing question answered before you ask a second.

If you create an impasse you will pile up missed withholds, throw ruds out and really mess it up. Therefore until you *do* find out what the answer was on a Sec Check question you do NOT repeat the question—only variations (except to test for null after getting a withhold) until the meter nulls on the first question.

L. RON HUBBARD
Founder

RUDIMENTS, MODERNIZED

I have been threatening to give you new rudiments questions for months. I am finally satisfied with their form and use and here they are.

The demands made on an auditing session by the new value and workability of Process Checks (Sec Checking), Problems Intensives and especially 3D have made it necessary to upgrade the form and use of rudiments.

For auditing to take place at all, the pc must be IN–SESSION, i.e., willing to talk to the auditor *and* interested in own case: The new rudiment question "Do you feel willing to talk to me about your case?" can give the auditor an idea as to whether the pc is likely to go into session or not and can, if any reaction to the question is followed up, indicate whether the pc is ARC broken or is withholding.

Where an ARC break is found or is stated by the pc, probably the speediest method of handling is to locate the prior confusion to the disagreement—or whatever caused the ARC break—and run a Sec Check form of O/W (without mentioning any terminal in any way); e.g., clear, by Sec Check-type questioning, this question, "During that confusion, what did you do wrong?" then—when that no longer reacts—"During that confusion, what did you withhold?" This brings up the little (and big) overts and withholds which precede ARC breaks AND PTPs and, indeed, this Sec Check-type O/W on prior confusions can be used on *any* out-rudiment to which it can be applied. When the meter shows no further reaction to overt or withhold, the rudiment question is asked again and, if a reaction shows, repeat procedure.

Where a pc is extremely prone to out-rudiments, lots of pc's HAVINGNESS process 1961 (HCOB of 30 Nov. 61 ROUTINE 3D IMPROVED COMMANDS OF 30 NOVEMBER 1961) run to a motionless tone arm for, say, 15 to 20 minutes. This can be followed by General O/W: "What have you done?"—"What have you withheld?" Also self O/W: "What have you done to yourself?"— "What have you withheld from yourself?"

Prerequisites to all this in the auditor, of course, are technical excellence in TRs, E-Meter reading and ability to control the pc with ARC, so that the pc will assign command value to the auditor.

To maintain rudiments, auditors must be thoroughly familiar with the following listed HCO Bulletins:

      HCOB 30 Nov. 61, ARC PROCESS 1961
      HCOB 23 Nov. 61, METER READING
      HCOB 16 Nov. 61, SEC CHECKING

HCOB 2 Nov. 61, THE PRIOR CONFUSION
HCOB 19 Oct. 61, SECURITY QUESTIONS MUST BE NULLED
HCOB 9 Oct. 61, RUDIMENTS, CHANGE IN

There are *many* more bulletins, tapes and publications on this subject.

On the actual rudiments questions, if the rudiments are believed to be out, it should be remembered that each question should be asked in several different ways, to make sure that the question is thoroughly understood and so that the pc's reality on the meaning of the question is reached.

It should be remembered that the whole meter can go out if ARC break is present. It alone does not read on the meter (ARC Process 1961) when very severe.

Any Havingness Process which loosens the needle can be used to handle any other rudiment.

A rudiment question can get a needle reaction if the pc is ARC broken about getting on with session. One clears this and asks the question again.

Out-rudiments, on assessing for the changes in a Problems Intensive or 3D, can cause everything to null. The remedy is to get the ruds in and go over the list again with ruds in, at least from the point where ruds went out.

In 3D, the test before running a level or assessing is to repeat a known 3D item that has been found and proved to the pc. If it doesn't react, rudiments are out. Get ruds in until item reacts before continuing assessment or a level.

Out-rudiments are the sole cause of difficulty in finding goals and other 3D items. It is a saving of time to run a pc on Processing Checks and other preparatory measures for as much as 75 hours before an assessment is done. By that time rudiments can be kept in and needle response should be adequate for assessment.

Rudiments at the beginning of session involve:

1. Setting goals

2. Getting pc comfortable in environment

3. Getting pc willing to talk to auditor about pc's own case

4. Getting off withholds

5. Checking for and handling PTPs.

The above are the beginning rudiments. One humanly detects number 3. All others are handled by meter only. Excepting number 3, in rudiments, if the others do not react you do not handle but get on with session.

The end rudiments are:

1. Half-truths or untruths or effort to impress auditor

2. Any effort to influence E-Meter

3. Missed answering commands

4. Missed withholds

5. ARC break

6. Havingness

7. Goals and gains

Number 5 is humanly detected. The remainder are meter detected only. Number 6 may be used profitably to finish up session time.

In Model Session, the beginning rudiments questions should be changed to:

1. "What goals would you like to set for this session?"

   "Are there any goals you would like to set for life or livingness?"

2. "Look around here and tell me if it's all right to audit in this room."

3. "Are you willing to talk to me about your difficulties?"

4. "Are you withholding anything?"

5. "Do you have a present time problem?"

In end rudiments, the Model Session wording should be changed to:

1. "Have you told me any half-truth, untruth, or said something only to impress me in this session?"

2. "Have you deliberately tried to influence the E-Meter?"

3. "Have you failed to answer any question or command I have given you in this session?"

4. "Have you withheld anything from me?"

5. "Are you willing to talk to me about your difficulties?"

6. "Look around here and tell me if you can have anything."

7. "Have you made any part of your goals in this session?"

   And "Have you made any other gains you would like to mention?"

Rudiments, as in any assessment or Process Check item, are read on INSTANT NEEDLE READS only. Latent reads (taking place after a pause of half a second or more) are not pursued at all, either as rudiments questions, Processing Check questions, Problems Intensive items or 3D assessment items.

(Note: Unapproved meters, many of them, have needle comm lags built into them "to protect the meter movement" which is usually poor. The needle acts only after a half of a second or more. Therefore, only 1957 American and British Mark IV meters can be used with confidence in modern auditing. This "comm lag" may also be true of most "lie detectors," including some costing $18,000. The 1957 American was the first fully workable E-Meter. The British Mark IV is its only fully developed successor. The 1958, '59, '60 and '61 "American Hubbard Meters" may or may not work, as their manufacturers

refused to submit them to be checked out by me and HCO finds many were cheaply built and do not instant read or read sensitively. Few if any squirrel meters have ever worked to the level of modern demands.)

No assessment has any value if obtained by a faulty meter.

No session, whether Sec Checking (Process Checking), running a Problems Intensive, assessing or running 3D has any value if run with the rudiments out.

To make sessions have value, keep the rudiments in.

A rudiment is only run long enough to get it in, which is to say to get the exact rudiment question null on the meter or, in the case of ARC, to get the pc to talk easily to the auditor. Rudiments are not sessions. They are there to make sessions count.

L. RON HUBBARD
Founder

COMMAND SHEET ROUTINE 3D

Pc _____ Date _____ Level No. _____ LALV*_____

1. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH A (term) _____.

2. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

3. TELL ME A PROBLEM A (term) _____ MIGHT HAVE HAD WITH YOU.

4. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

5. TELL ME A PROBLEM A (term) _____ MIGHT HAVE HAD WITH ANOTHER (term) _____.

6. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

7. TELL ME A PROBLEM ANOTHER (term) _____ MIGHT HAVE HAD WITH A (term) _____.

8. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

9. TELL ME A PROBLEM A (term) _____ MIGHT HAVE HAD WITH A (oppterm) _____.

10. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

11. TELL ME A PROBLEM A (oppterm) _____ MIGHT HAVE HAD WITH A (term) _____.

12. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

13. TELL ME A PROBLEM A (term) _____ MIGHT HAVE HAD WITH OTHERS.

14. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

15. TELL ME A PROBLEM OTHERS MIGHT HAVE HAD WITH A (term) _____.

*LALV: Short for Levels alive this time on Prehav Scale

16. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

17. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH YOU.

18. HOW MIGHT (phlev) _____ HAVE SOLVED THAT PROBLEM?

3D COMMANDS WHOLE TRACK O/W

NOTE: USE ON TERMINAL ONLY. BEFORE THIS CAN BE USED MANY LEVELS SHOULD BE RUN AND IT MUST BE PROVED BEYOND ANY POSSIBLE DOUBT BY ROUTINE TEST THAT PC *IS* RUNNING HIS TERMINAL. THIS IS NOT A SUBSTITUTE FOR PH LEVEL RUNS BUT IS USED BETWEEN LATER RUNS.

1. WHAT ACTION OR ATTITUDE HAVE YOU HAD TOWARD A (term) _____ ?

2. WHAT ACTION OR ATTITUDE HAS A (term) _____ HAD TOWARD YOU?

3. WHAT ACTION OR ATTITUDE HAS A (term) _____ HAD ABOUT OTHERS?

4. WHAT ACTION OR ATTITUDE HAVE YOU HAD ABOUT OTHERS?

5. WHAT ACTION OR ATTITUDE HAVE OTHERS HAD ABOUT A (term) _____ ?

6. WHAT ACTION OR ATTITUDE HAVE OTHERS HAD ABOUT YOU?

7. WHAT ACTION OR ATTITUDE HAVE YOU WITHHELD FROM A (term) _____ ?

8. WHAT ACTION OR ATTITUDE HAS A (term) _____ WITHHELD FROM YOU?

L. RON HUBBARD
Founder

397

E–METER ELECTRODES
A DISSERTATION ON SOUP CANS

I have just rediscovered a very important item about E-Meter electrodes and the behavior of the instrument in Security Checks and assessments.

Any "E-Meter" will register proper tone arm position, can squeeze and body motion. Whether it was built by the Communist Party or the local cat-food factory. *Any* meter will register *body* reactions.

Only a specially built meter will also register mental responses. Thus, any meter can act like an E-Meter so far as body reactions go. The TA and needle rise and fall, sensitivity increases and decreases. It all looks just like an E-Meter until you measure *amount of mental response* to a security or assessment question. The amount of mental response depends on the surface area contact and the circuit.

The history of it is this: In early 1951 Mathison delivered the first pair of mains-current meters he had made for me. They responded to body action but I could get no valuable *mental response* on the needle. Jim Elliot and I worked with them and came up with the idea that a bigger electrode was necessary. Jim took two soup tin cans, put battery (crocodile jaw) clips on the leads, and we found that only then could we make these meters work to the *mind*. The soup can made enough skin contact with the pc to let his *thoughts* register as well as his physical tone. The old meters still would not let some pcs on at the bottom and lots of pcs left them at the top, but they were valuable.

At length Mathison refused to build anything that would register thinking, cut back to one-hand electrodes and generally developed his meter beyond any possible use to us and so we parted.

Many years later, after a lot of work, I had Don Breeding design a transistor meter. This, often refined and held on the rails by me, and often derailed by mind-is-matter "improvements" by others, became the modern meter. In England I did a great deal more developmental work and the British Mark IV finally resulted.

There are only five pieces of research I have not myself done in Scientology. One is the effect of vitamins on mental response, done by a New York nurse for us. One is the effect of restimulation on IQ, which I proposed and Don Rogers carried out. One is the basic meter made by Mathison after a lecture by myself.

One is the actual circuit of the modern transistor meter done by Don Breeding. And one is the following, which is enormously important because there's a mistake in it:

In England, around 1957, the "mains meter" made by HASI London used aluminum electrodes, small pipes about an inch in diameter. I challenged their use. We used only soup cans on the 1957 American meter. I turned a test project over to the electronics department in DC and eventually they reported to me:

"There is no difference of meter response of any kind in using the thin aluminum tubes and American soup cans."

I relaxed about it then and for some years permitted aluminum tubes to be used, despite my original work in the early Mathison mains meter. After all, the experts had said they were okay.

And just two nights ago I found with horror that the aluminum electrodes are at fault!

You yourself can make the test. The same test I made. Take two old *aluminum* electrodes. Put a Kleenex wadded on the end of one for insulation and have a pc hold both in one hand. Now take a known item that gets constant mental response on a meter, such as the pc's goal or terminal or other 3D item or some hot button. Note that the *physical* response of the meter, the rise and fall of the tone arm, the can squeeze, all look good. Now say the pc's goal or button and watch the needle. You may not even be able to detect a needle action!

Now have the pc hold the electrodes one in each hand as is usual. Say the pc's goal or button. You will be able to see some instant response.

Now remove the aluminum electrodes and put soup cans on the E-Meter leads. Say the same item to the pc as before.

You will find *three times* as much needle response as with the aluminum electrodes.

If the item gave you one dial-division reaction with aluminum electrodes, you will get nearly three dial-divisions of response with soup cans.

So that's that. The moral of the tale is: Use soup cans.

Throw away your aluminum electrodes no matter how pretty they are or how nicely they fit.

Put the battery-clip-type end on your E-Meter leads nearest the pc. These are a set of spring jaws with a screw in one end to fasten the wire. The jaws have teeth. The can end is about a third of an inch of teeth. These are simply bitten onto the edge of the soup can. The soup cans can then be snapped off or on, stowed or replaced at will.

The double wire of the lead should be pulled apart about two-and-a-half feet up from the clips so that when the pc stretches, he can hold the cans as much as five feet apart without their becoming unclipped.

These clips can be bought at any dime store in the electrical department. Use the same plug-in jack that goes into the meter and came with the meter. If

you buy new wire, get a long, double, plastic-covered wire of *copper,* rather heavy so it won't part invisibly in the meter.

And as for the most important part, the soup cans, go down to the store and take a foot rule with you. Find some canned juice or soup with a *paper,* not a painted, label. The can should be exactly three inches in diameter and four-and-a-half inches long. That's a very standard can. Don't get them thinner or thicker than this or shorter or longer. Buy four, so you'll have two spares.

Now, at home, use great care and a patent opener and open with a smooth edge. Consume the juice or soup or give it to the poor. In removing the top, make sure you leave no rough edge.

Clip the crocodile jaws over the open edge of the can and you've done it.

Those withholds you've been missing will now read. 3D items are a breeze. Rudiments can be found when out without cranking sensitivity to the moon.

Soup cans give enough skin contact and steadiness of grip to give you mental reaction.

Can squeeze tests are unchanged. But are more reliable.

No meter registry is shifted in any way, regardless of the increased size.

Pcs eat the tin off steel cans so be neat and get new cans often. Old cans get to looking pretty grim and feeling rough. Try new kinds of soup.

Well, it sounds like a fuss or to-do over soup cans.

But it's the difference between withholds found and withholds missed, rudiments in to rudiments out and 3D items discovered where none seemed to exist before.

I have my own additional moral to the story. If I didn't do the actual research on something, it's liable to be a miss.

So bottoms up with the vegetable juice and onward and upward better meter reads.

L. RON HUBBARD
Founder

3D RULES OF THUMB

Current practice in finding and running 3D items, according to data to hand, gives us the following rules of thumb:

1. Get any package you can get that checks out and reads consistently.

2. Orient the pc as to which is term and which is oppterm.

3. Do not try for another package. Assess and run what you've got.

4. The closer to present time and the more downgraded, the more confusion as to which is term or oppterm, as the items grow more identified with each other the later they are on track.

5. Watch early runs with a hawk eye to be sure the Prehav Scale isn't being brought more alive. The moment the scale becomes liver on successive level assessments, get off it and reorient package and look for new comparable level items.

6. Sudden beefing up of the whole Prehav Scale means *bad assessment,* choosing *wrong* items, not making a mistake in which is term or oppterm.

7. Run the side of the package that gives the pc sharp somatics. Avoid the side that merely makes pc dizzy or feeling fuzzy.

8. When somatics become unchanging and many levels have been run or when the first item being run as term blows off, reassess.

9. Ignore comparable level. A present time sort of item as term can be run against a backtrack item as oppterm.

10. In reassessing always upgrade the package, never downgrade. Ignore items of lesser magnitude and later on track than original package. Seek items of larger magnitude earlier on track.

11. By the rule of prior confusion, earlier track items run best.

12. Be as careful in orienting a second package as the first and as alert to the Prehav Scale coming alive.

13. Assessment becomes easier the more *any* 3D is run.

14. Attempt to upgrade whenever pc ceases to change for two or three sessions or the black masses will not move.

15. It is easy to choose wrong 3D items as the packages are so confused. Always be alert to the possibility of having done so. The goal may have been right, the selected terminal slightly off. Goals are more likely to be correct than terminals and oppterminals.

16. Chanting the term's modifier at the pc, *if* it is right, can get the package reading again.

17. Item reads don't go null by running so much as null by invalidation. Keep invalidation by pc off the package at all times.

L. RON HUBBARD
Founder

Clean Hands Congress Lectures

Washington, DC
30 December 1961–1 January 1962

Taking a short break from his heavy schedule of research, lectures and instruction at Saint Hill, Ron flew to Washington, DC where he delivered nine hours of lectures to the Clean Hands Congress at the Mayflower Hotel. He instructed the delegates in the tech of the Goals Problem Mass and its handling, valences, withholds, Sec Checks, havingness and rudiments.

|	
30 Dec. 1961	Scientology, Where We Are Going
30 Dec. 1961	Auditing Perfection and Classes of Auditors
30 Dec. 1961	Parts of the 3D Package
31 Dec. 1961	The Goals Problem Mass
31 Dec. 1961	The E-Meter and Its Use
31 Dec. 1961	Havingness, Quality of Reach
1 Jan. 1962	The Valence, How It Works
1 Jan. 1962	Goals Package Balance of Valences and Identification
1 Jan. 1962	Effectiveness and Your Effectiveness Now

1962

Ron's most major activity in 1962, on the technical line, was overseeing the Saint Hill Special Briefing Course. He delivered over 150 lectures to Briefing Course students, updating them on each research development and refinement as it was made and inspecting and correcting their application of what they were learning.

Among the technical advances of 1962 were refinements of metering and Security Checking technology, as well as great forward strides in the technology of Goals Processing.

In September Ron took a short break from his intensive technical and administrative work at Saint Hill and flew to Washington, where he delivered 9 lectures in 3 days to delegates at the Clearing Success Congress.
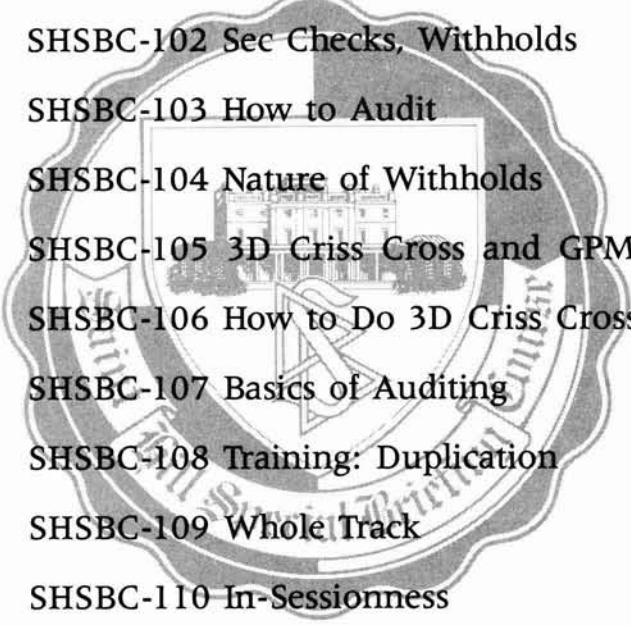
Saint Hill Special Briefing Course Lectures

January 1962

On his return from the Clean Hands Congress in Washington, DC, Ron resumed his lectures to students on the Saint Hill Special Briefing Course with a new refinement of Routine 3D, called Routine 3D Criss Cross.

9 Jan. 1962	SHSBC-101 Twenty-Ten, 3D Criss Cross
10 Jan. 1962	SHSBC-102 Sec Checks, Withholds
11 Jan. 1962	SHSBC-103 How to Audit
16 Jan. 1962	SHSBC-104 Nature of Withholds
17 Jan. 1962	SHSBC-105 3D Criss Cross and GPM Anatomy
18 Jan. 1962	SHSBC-106 How to Do 3D Criss Cross
23 Jan. 1962	SHSBC-107 Basics of Auditing
24 Jan. 1962	SHSBC-108 Training: Duplication
25 Jan. 1962	SHSBC-109 Whole Track
30 Jan. 1962	SHSBC-110 In-Sessionness
31 Jan. 1962	SHSBC-111 Usages of 3D Criss Cross

HCO POLICY LETTER OF 6 JANUARY 1962

CenOCon
Missions

HCO SECURITY FORM 19

**LAUDATORY WITHHOLDS
KNOW TO MYSTERY PROCESSING CHECK**

(A Class II Auditor's skill)

This is a most interesting and revelatory processing check. It may be done at any time but preferably after the last two pages of the Joburg (Form 3) and Form 6 on old Scientologists and Form 8 HCOB 21 Sept. 61, CHILDREN'S SEC CHECK, on others. Doing this check at once on brand-new people engages their interest and eases the way to more severe checks.

This check is run as follows:

Run 3 questions or 20 minutes of the check. Then run 10 minutes of the pc's Havingness Process. On any particularly hot trio of this check, go over the 3 again and again on that subject each time the last question of the trio is cleared. It will be noticed that the check is divided in sections of 3 questions each for that purpose.

Use the current HCO British E-Meter. Many withholds do *not* show on other meters even when their *electrical* responses are the same as the British meter. The *mental* responses are not the same.

NEVER LEAVE A QUESTION UNFLAT ON ANY PROCESSING (SECURITY) CHECK. Null the needle reaction before leaving any question (although an unflat question can be interrupted to run Havingness).

Run in Model Session 26 Dec. 61 or later with rudiments *IN*. Short session a pc to keep them in when the pc is restive. Do a thorough job on the withhold question in the rudiments even when doing a Processing (Sec) Check.

Use only instant reads. Repeat question exactly as written and see if it is null before leaving it.

1. Have you ever withheld a vital piece of information?

2. Have you ever made anyone guilty of withholding vital information?

3. Have you ever prevented anyone from making others give vital information?

---

4. Have you ever withheld looking?

5. Have you ever made anyone guilty of not looking?

6. Have you ever prevented anyone from making others look?

---

7. Have you ever withheld emotion?

8. Have you ever made anyone guilty of being emotional?

9. Have you ever prevented anyone from making others emotional?

---

10. Have you ever withheld effort?

11. Have you ever made anyone guilty of using effort?

12. Have you ever prevented anyone from making others use effort?

---

13. Have you ever withheld thinking?

14. Have you ever made anyone guilty of thinking?

15. Have you ever prevented anyone from making others think?

---

16. Have you ever withheld symbols (words)?

17. Have you ever made anyone guilty of using symbols (words)?

18. Have you ever prevented anyone from making others use symbols (words)?

---

19. Have you ever withheld eating?

20. Have you ever made anyone guilty of eating?

21. Have you ever prevented anyone from making others eat?

---

22. Have you ever withheld sex?

23. Have you ever made anyone guilty of sex?

24. Have you ever prevented anyone from making others have sex?

---

25. Have you ever withheld a mystery?

26. Have you ever made anyone guilty of a mystery?

27. Have you ever prevented anyone from causing others a mystery?

---

28. Have you ever withheld waiting?

29. Have you ever made anyone guilty of waiting?

30. Have you ever prevented anyone from making others wait?

---

31. Have you ever withheld unconsciousness?

32. Have you ever made anyone guilty of unconsciousness?

33. Have you ever prevented anyone from making others unconscious?

---

34. Have you ever withheld anything?

35. Have you ever made anyone guilty of withholding?

36. Have you ever prevented anyone from telling a withhold?

---

37. Have you ever withheld Security Checking?

38. Have you ever made anyone guilty of Security Checking?

39. Have you ever sought to prevent another from Security Checking?

The check may be continued using any specific knowledge, any perception, any emotion (see Tone Scale), any version of effort (force, strength), any version of thinking (including doubt and suspicion), any version of symbols (including books), any version of sexual actions, any eating or consumption of anything (including money), any version of mystery (including stupidity), any version of waiting and any version of unconsciousness (including sleep and chemical or physical means of producing sleep).

By running the general version first and then doing a survey of any pc's announced difficulties along the Know to Mystery Scale and then by putting down these items in the appropriate places in the check, great case gains can be made.

L. RON HUBBARD
Founder

Sthil Course
3D List

3D CRISS CROSS

To prevent misassessment I have been developing some new methods of obtaining a 3D package. Because goals lists get lost there is a need also for ways of getting a 3D package without having the goal.

One of these is to run O/W on self, list the pc's answers and then ask the pc, "Who would you treat like that?" Bleed the meter and null and you will find an item of the 3D package you can then use, either as criss cross or to get a goal and modifier. This is very workable and useful. It is most useful in 3D Criss Cross.

Further, if a pc blows clear on assessment, you can do the above, find his goal and modifier and get the Goals Problem Mass keyed back in again. The GPM will always key back in by finding the modifier to a goal.

Criss Cross, complete, consists of the following steps:

1. Ask the pc, "What kind of person or being haven't you liked?" and make a complete list.

2. Null the list and locate one item that remains in (or was the last in). (Make sure ruds are in in all nulling.) (There may be more than one item staying in. If so take strongest read.)

3. Ask the pc, "What kind of person or being have you liked?" and make a complete list.

4. Null the list and locate one item as in (2).

The two resulting items are called TEST ITEMS. They are not necessarily 3D package items.

5. Write the item found in (2) at the top of a sheet of paper. Ask the pc, "Who or what would oppose (item)?" Make a complete list. (Never suggest any item to a pc ever.) Bleed the meter for all items.

6. Null this list down to one item (assessment by elimination as always, of course).

7. Write the item found in (4) down at the top of a sheet of paper and proceed as in (5).

8. Null this list down to one item.

411

9. Write the item found in (5) at the top of a sheet and proceed as before.

10. Null the list to one item.

11. Write the item found in (8) at the top of a sheet and proceed as before.

12. Null down to one item as before.

Continue to do lists and items as in 9, 10, 11 and 12.

BE VERY ACCURATE IN FINDING THE RIGHT ITEM EACH TIME.

The two lists will eventually collide as a solid package. It will not be easy (or perhaps even possible) to find anything else on the case. When this condition is reached, you have 3D package items of high level, capable of being run.

When doing Listing and Nulling, carefully note whenever an item gave the pc a painful somatic or a dizziness. It will be the painful somatic type of item that is the terminal, the dizzy or "winds of space" item that is the oppterm.

13. Select which is terminal, which is oppterm by usual tests.

14. Find the goal, opp goal and modifier for the package.

15. Run with 3D-type commands.

When this package is well discharged or blows, do another 3D Criss Cross using the items that were being run in 15 as the starting points for steps 5 on.

You will be rather amazed how much this type of assessment does for the case and how low a level case it can be done upon.

You're welcome.

L. RON HUBBARD
Founder

412

CenOCon
Missions

SECURITY CHECKING
TWENTY–TEN
THEORY

All valences are circuits are valences.

Circuits key out with havingness.

This is the final definition of havingness:

Havingness is the concept of being able to reach. No-havingness is the concept of not being able to reach.

A withhold makes one feel he or she cannot reach. Therefore, withholds are what cut havingness down and made runs on havingness attain unstable gains. In the presence of withholds havingness sags.

As soon as a withhold is pulled, ability to reach is *potentially* restored but the pc often does not discover this. It requires that Havingness be run to get the benefit of having pulled most withholds.

Therefore, on these principles, I have developed Twenty-Ten. Providing the following items are observed and the procedure followed exactly, Twenty-Ten will appear to work miracles rapidly.

REQUISITES

1. That the auditor is Class II (or Class IIb at Saint Hill).

2. That a British HCO WW Tech Sec approved meter is employed and no other.

3. That the auditor knows how to find the pc's Havingness Process (36 Havingness processes).

4. That the Havingness Process is tested for loosening the needle at the beginning of each time used.

5. That standard HCO Policy Letter form Sec Checks are used. The last two pages of the Joburg and Form 6 for Scientologists, the childhood check and Form 19 for newcomers, the remainder of the Joburg and other checks for all.

6. That the procedure of Twenty-Ten is exactly followed.

TWENTY–TEN
A Class II Auditor's Skill

1. Use Model Session HCOB of 21 Dec. 61 or as amended.

2. For every twenty minutes of Security Checking run ten minutes of Havingness.

3. If the security question is not null when the twenty minute period is ended, say to the pc, "Although there may be withholds remaining on this question, we will now run Havingness."

4. If an unflat question is left to run Havingness, return to it after ten minutes of Havingness and complete it.

5. Run by the clock, not by the state of the question or meter on both security questions and Havingness.

6. Be prepared to have to find a new Havingness Process any time the one being used fails to loosen needle after eight to ten commands. Do can-squeeze test before first Havingness command and after eight to ten questions every time Havingness Process is used.

7. Do not count time employed in finding a Havingness Process as part of time Havingness is to be run.

8. Use "Has a withhold been missed on you?" liberally throughout session. Use it heavily in end rudiments.

APPLICATION TO GOALS PROBLEM MASS

The GPM is often curved out of shape by present-life enturbulence to such an extent that only lock valences are available for assessing.

This gives a "scratchy needle" and also can lead to finding only lock valences.

Lock valences are appended to a real GPM 3D item. They register and even seem to stay in but are actually impossible to run as 3D items. An item found by an auditor and then proven incorrect by a checker was usually a lock item. If this happens, even the new item found by the checker may also be a lock item.

To uncover correct 3D items, it is better to run Twenty-Ten and other preparatory processes for 75 to 200 hours before attempting to get a 3D package.

If the whole GPM keys out, one need only find a goal and MODIFIER to key it in again.

Preparatory time is not wasted as the same or greater amount of time is all used up anyway, at a loss to the pc, if a pc has a twisted GPM with earlier lock

circuits abundantly keyed in in present time. In such cases (the majority) the preparatory time would be eaten up in keeping the pc in session, let alone improper items.

Twenty-Ten is urgently recommended for immediate use in all HGCs.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 11 JANUARY 1962
Issue II

PROGRESS REPORT

Now and then I like to tell you how we are making out around the world and with cases.

The consensus and summary report is: "Wonderful!"

I have lately been accused of underplaying the processing results being obtained with 3D. Right now this is very easy to do. It would be difficult to overstate what is happening.

With Security Checking as a processing tool and with the advent of Routine 3D, we are attaining gains we had never before approached.

Upgraded clearing (actually the road to OT) has given us *early* case gains we had never had before.

With the advent of "Twenty-Ten" (combining Security Checking and Havingness Processes) and 3D Criss Cross Assessment the experienced and well-trained auditor is able to crack cases more easily and with less auditor strain then has ever before been known.

Our concern now is wholly with getting processing done right. That is the only hold on the road and it is ironing out well.

These are the immediate things we want to get done:

1. All auditors up to Class II.

2. All auditing done with British Mark IV meters only. (Other, older ones miss registering withholds.)

3. Getting Twenty-Ten in use everywhere.

4. Getting all cases prepared in HGCs and the field for assessment. (It takes from 75 to 200 hours of Class II-type auditing before a person can be accurately assessed.)

5. Getting Central Org rudiments in.

6. Getting selected auditors trained at Saint Hill so assessments everywhere can be accurate.

This is the entirety of current programing.

The end results of this planning are, of course, easy to visualize. We are no

longer dealing in random efforts to go forward. We have a steady, well-planned advance and its end product is as inevitable as sunrise.

The reason, I suppose, you haven't found me beating any drums lately is because I am myself so relaxed about our future and so busy coordinating it that I haven't taken any time to tell you about it.

For instance, what I have seen happening to cases lately when audited well by trained auditors is amazing. It's at a point where I have no qualms about taking on cases of any level of aberration.

The only trouble we're having is getting auditors not to miss withholds on pcs and getting people to use the British Mark IV and throw away meters that, although they register all right electronically, do not register adequate mental reaction to reach all withholds. Pcs only get upset after withholds are missed.

The Washington, DC, January congress just given was a great success and contained a summary of all recent data. I hope you get a chance to use that congress elsewhere. It's what people want to know.

L. RON HUBBARD
Founder

RESPONSIBILITY AGAIN

The common denominator of the Goals Problem Mass is "no responsibility." This is the end product that continues any circuit or valence.

This is a deterioration of pan-determinism over a game into "no responsibility," as follows:

No Previous or Current Contact = No responsibility or liability.

Pan-Determinism = Full responsibility for both sides of game.

Other-Determinism = No responsibility for other side of game.

Self-Determinism = Full responsibility for self, no responsibility for other side of game.

Valence (Circuit) = No responsibility for the game, for either side of the game or for a former self.

The Goals Problem Mass is made up of past selves or "valences," each one grouped and more or less in a group.

Therefore, the characteristic of the part (the valence) is the characteristic of the whole, the collection of valences known as the Goals Problem Mass.

The way a being is hung with persistent masses is the mechanism of getting him to believe certain things are undesirable. These he cannot then have. He can only combat them or ignore them. Either way they are not as-ised. Thus, they persist.

Only undesirable characteristics tend to persist. Therefore, the least desirable valences or traits of valences persist.

The way not to have is to ignore or combat or withdraw from. These three, ignoring or combating or withdrawing, sum up to no having. They also sum up to no responsibility for such things.

Thus, we can define responsibility as the concept of being able to care for, to reach or to be. To be responsible for something one does not actually have to care for it or reach it or be it. One only needs to believe or know that he has the ability to care for it, reach it or be it. "Care for it" is a broader concept than, but similar to, start, change or stop it. It includes guard it, help it, like it, be interested in it, etc.

418

When one has done these things and then had failures through overts and withholds, one cycles down through compulsive and obsessive care, reach and be, and inverts to withdraw from, combat or ignore.

Along with ignore goes forgetting or occlusion. Thus, a person has occlusion on past valences, and past lives go out of sight. These return to memory only when one has regained the concept that they can be reached or that one dares be them again or that one can care for them.

Herein is the cause and remedy of whole track occlusion.

There are many uses of these principles.

Sec Checking gets off the overts and withholds and opens the gates.

All chronic somatics and behavior patterns are contained in valences and are not traceable to the current lifetime since one can reach present life, is caring for present life and is being present life, so present life is an area of responsibility.

All real difficulty stems from no responsibility.

However, one can use these principles even on present life with considerable gain.

L. RON HUBBARD
Founder

419

Sthil
CenOCon

3D CRISS CROSS
METHOD OF ASSESSMENT

The proper sequence of action in a 3D Criss Cross Assessment is as follows:

(1) LIST LIST

However the test item of a list is determined, the essence of the first step is to list a list. This can be the list to determine a test item or an opposition list.

There are several LINES in 3D Criss Cross. Each line is derived from a test item and is thereafter continued by opposition items. LINES are lettered. Each line is an independent zig-zag of opposition items. A line can begin by using any terminal established in old Routine 3, 3A or original 3D. Or it can begin by a test item derived from an arbitrary list such as Dislike, Like, Who by O/W, Dynamic Assessment, a Pre-hav level assessment on the pc and "Who or what would _____ ," a list of withholds or outflows.

The essence of all this is that one takes a button and pushes it to get a list.

The List is *always* derived from the pc, without suggestion by the auditor. It is the pc's list and what happens to it is up to the pc.

The auditor pushes the button and thereafter is an interested writer of a list (while keeping the pc in session).

We do not care how short or how long this list is. The average list is about 25 items. If less than 12, we consider the pc is ARC broke. If more we only know that the "can't reach phenomenon" has set in. In the "can't reach phenomenon" the pc keeps listing because he "can't quite say exactly what it is." This is an actual sensation. The answer is to go on listing until the pc has expressed it to his satisfaction. The phenomenon is: the pc *couldn't* reach the right wording as it is too heavily charged and only by giving more and more items is the charge bled off and then the pc, able to reach it, can say it.

The essence is to get a list as thorough as possible without putting the pc under a strain. Pc must remain interested. Forcing pc to list more and more and more when he's had enough wrecks the value of 3D Criss Cross.

The list should be numbered, should be on legal (foolscap) in two columns. *Readable.* You don't recopy lists.

Date the list, put the pc's name on it, and the full question the pc is being asked to get it at the top of the page. The back side of the paper can be used.

Additional sheets can be used. But if so, name, date and item from which list is coming must be written at the top of second sheets.

Numbering the items has little value but it may be done.

Do not keep pc on meter while listing.

(2) RUN HAVINGNESS

You will see a pc getting dopey or drowsy while listing or nulling. It is good auditing to run the pc's havingness process each time you notice this. Nulling is accurate even when the pc is anaten, but things blow *much* faster if havingness is run.

After listing (or during listing if, as rarely happens, pc goes drowsy) run some havingness.

Put pc on meter while running havingness. Test havingness process each time used.

(3) DIFFERENTIATE THE LIST

Assessment in 3D Criss Cross is aimed at straightening up the bank as much as obtaining items.

Lists which won't null on repetitive assessment by elimination have not been differentiated, or the ruds are out, or the list is incomplete in that the wanted item isn't on it. A 3D item is heavily charged and when mentioned discharges much of the list.

The essence of this Differentiation Step is to read each item to the pc and have pc briefly explain how the item _____ (whatever the list came from).

This is done easily and in a friendly and interested fashion. It's the pc's list. The answer that must be ascertained by the auditor is whether the *pc* wants the item left on or taken off the list. This makes the pc look. And it blows charge rapidly.

This step is done with the pc off the meter. The atmosphere is easy and pleasant. When the differentiation is in progress pc may want to add to the list. Let the pc add what he or she likes. Put whatever is added always at the bottom of the list.

Pc is taken off the meter for this step.

(4) NULL LIST

Put the pc on the meter. Make sure there are no session invalidations or withholds (as different from life invalidations and withholds) and begin nulling out the list.

This action is done in a brisk, businesslike, staccato fashion. Each item on the list is said exactly three times with only enough pause to see if there is an instant read (about ½ second between speaking the item each time). The auditor

then acknowledges and says, "It's in" or "It's out." Patter would be, "Tiger, Tiger, Tiger. Thank you. It's in." Mark.

"Cat, Cat, Cat. Thank you. It's out." Mark. No interval between items read except the split second necessary to mark.

Pc is expected to be silent during nulling. One does not consult the pc unless the ruds go out. One answers the pc if the pc originates but then only TR 4. One doesn't enter into discussions with the pc. If ruds go out all will go null. If this happens, quickly pull *session* invalidations or withholds, and get going with nulling.

If the item clearly reads in any one of the three reads leave it in. If in doubt leave it in.

Null with sensitivity at 16.

If consecutive items which have heretofore been live vanish, suspect session invalidations and withholds, clear them, and pick up the earliest consecutive X where this might have happened and carry forward with nulling as before.

Treat the list as a wheel. When you arrive at the bottom begin at once at the top.

Use a slash mark / before the item if it is in. Use a cross if the item goes out. If whole list goes bad and you have to re-null it, use other side of item (to right of item), then use a different colored ballpoint. Black for original and second nulling. Red for third nulling. Green for fourth nulling. A second nulling goes after the item. This code applies only to flubbed lists as a whole—for instance whole list goes null.

You can be left with two items in a list derived from a *test* item. Use both, but only if they are clearly of opposite character, not the same thing in another form. At the end of nulling a test item list (first item of a line), you should have one or two live items. If one, put it under the line you're doing on a line plot. If two, put one under the line you are doing and use the other for a new line. There are rarely two left on opposition lists.

(5) CHECK ITEM

When the item is found, check it out.

Get ruds in, run a bit of havingness.

See if item is still registering. If not get the ruds in better and do so until item reads well.

Now read an already nulled item on the list, then read the found item, then read a nulled item, then the found item.

Do this until you are sure all items on the list except the found item are null.

If found item goes out, get the ruds in.

422

When you have found the item and checked it out, put it under its proper line on the pc's line plot.

The line plot is a sheet of white foolscap (legal) with three columns across the top of each side, Line A, Line B, etc., with an indication of how each line was derived (Dislike, Like, Who O/W, Dynamic Assessment, etc.).

Every one of these lines is itself. It does not cross over to other lines.

A line is a list of found 3D items each in opposition to the last item on that line. The line is a series of zig-zags, with an item at each zig and at each zag. Any pair, a zig plus a zag, could be a 3D package that would run. We want at least five lines. We want all the items we can get on one line.

Inevitably, sooner or later, all lines will either coincide into a 3D package that will only derive itself when listed or the pc goes to OT by assessment.

There is a basic problem between every pair of items on one line in a line plot. Getting the pc to describe that problem helps blow charge.

When listing, differentiating or nulling, every time the pc gets a pain, write "PN" after the item. Every time an item makes a pc feel dizzy or he gets winds of space, write "SEN" after that item. When you finally come to run a package you could tell what is the pc's term (PAIN) and what is the pc's oppterm (SEN) by studying the lists to see what type of item consistently gives the pc pain or sensation. Thus no error is made on selecting the terminal or further test needed.

ERRORS IN ASSESSMENT

The whole action 1 to 5 above is called *assessment*.

The first error is poor E-Meter skill.

The second error is just lousy, ARC breaky auditing.

The third error is carrying a line by oppterms too deep beyond the other lines. Do lines one at a time in rotation. Don't keep oppterming a line on and on and forget the other lines.

Fourth error is failing to note the ruds going out and getting off *session* invalidations and withholds.

Fifth error is not getting a long enough list to include the 3D item you're after.

You can unburden a case of hundreds of found 3D items (thousands of list items). This makes terrific case gains, item by item found. You have never seen

such fast case gains as a well done 3D Criss Cross by assessment alone providing the auditing is well done and these steps are followed.

Use only a Mark IV E-Meter. The others don't register well enough to detect 3D Criss Cross reads.

Chanting a modifier is not done in 3D Criss Cross.

Don't let anybody not a Class II even attempt to learn 3D Criss Cross.

L. RON HUBBARD
Founder

Missions
Sthil

FLOW PROCESS

(A Class I or Class IIb Skill)

First mentioned at the June congress 1952 at 1407 North Central, Phoenix, Arizona (the first Scientology congress), compulsive outflow and obsessive withhold are alike aberrated.

With the advent of Security Checking as a *process* (as opposed to a prevention of subversion) and the 1960 work on overt-withhold and responsibility, still continuing, means of "cracking cases" now lie open to the skilled auditor which, if expertly done, are capable of cracking the most resistant case.

The main emphasis has been lately upon withholds. These, coming after the confusion of an overt, of course hang up on the track and tend to stop the pc in time. The overt is the forward motion, the withhold coming after it is the inward motion.

While not ranking with the power of the O/W mechanism, there are, however, some very important flows which could be released and which, if released from the bank, could assist Security Checking. These are "laudable outflows" and some others.

The most important flows can be listed as follows:

1. Outflow

2. Restrained outflow

3. Inflow

4. Restrained inflow

All ridges and masses develop around these flows.

You recognize in 1, outflow, the overt act, as its most important item. In 2, restrained outflow, you recognize all withholds. In 3, inflow, we have a less well-studied flow, and in 4, restrained inflow, we have a newcomer to Scientology.

In that we have heretofore considered inflow as other-determined, it has not seemed aberrative on the basis that all acts that influence a thetan are done by himself.

But inflow and restrained inflow can be self-determined actions, as well as other-determined, and therefore merit study.

Thus, all four principal flows can be self-determined or they can be other-determined. Thus, all four flows can be aberrative.

In an effort to speed up Security Checking as class of processes, I am now studying 3, inflow, and 4, restrained inflow.

An example of inflow would be eating. An example of restrained inflow would be dieting.

A general process which covers all four of these flows in the most general form would be:

FLOW PROCESS

WHAT HAD TO BE OUTFLOWED?

WHAT HAD TO BE WITHHELD?

WHAT HAD TO BE INFLOWED?

WHAT HAD TO BE HELD OFF?

This process is a safe process for a Class IIb or an auditor in-training to run on HGC pcs or others.

It is a cyclic process and is ended with the cyclic wording in Model Session.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

February 1962

Ron's lectures in February documented his newest discoveries on the importance of handling missed withholds and introduced the technology of Prepchecking. Other lectures covered auditing basics and the Auditor's Code.

1 Feb. 1962	SHSBC-112 Flows
6 Feb. 1962	SHSBC-113 Withholds
7 Feb. 1962	SHSBC-114 Missed Withholds
8 Feb. 1962	SHSBC-115 3D Criss Cross Assessment
13 Feb. 1962	SHSBC-116 Prepclearing
14 Feb. 1962	SHSBC-117 Directing Attention
15 Feb. 1962	SHSBC-118 Prepchecking
20 Feb. 1962	SHSBC-119 What is a Withhold?
21 Feb. 1962	SHSBC-120 Use of Prepchecking
22 Feb. 1962	SHSBC-121 Prepclearing and Rudiments
27 Feb. 1962	SHSBC-122 Prepchecking and Basics
27 Feb. 1962	SHSBC-123 Auditor's Code

Missions

FLOWS, BASIC

A flow is a progress of energy between two points. The points may have masses. The points are fixed and the fixedness of the points and their opposition produce the phenomena of flows.

There are two flows, when viewed from one point.

a. Outflow

b. Inflow

These flows are modified by being accelerated and restrained.

The acceleration and restraint as applied by a thetan can be classified by many attitudes. The basic attitudes are covered in the CDEI Scale—curiosity, desire, enforce, inhibit.

For purposes of processing, these attitudes become:

1. Permissible

2. Enforced

3. Prohibited

4. Inhibited.

This scale inverts from outflow to inflow so that you have:

Permissible

Enforced

Prohibited

Inhibited

Inhibited

Prohibited

Enforced

Permissible.

This gives us eight attitudes toward flows. We have two flows, inflow and outflow, and so there are then sixteen basic flows that affect a case strongly. As

we add brackets (another for another, self for others, etc.) we get additional flows, of course. But these sixteen are basic.

Since it is an *inversion,* expressed in the same way above and below Inhibited, we can list flows for processes, rudiments, assessments, Sec Checks and other purposes as *eight,* remembering we have an inversion that will occur in the processing, but the lower and upper harmonic covered by the same words. For all general purposes, these then are the listed flows that are actually used by the auditor in lists, commands, etc.:

Permissible Outflow

Permissible Inflow

Enforced Outflow

Enforced Inflow

Prohibited Outflow

Prohibited Inflow

Inhibited Outflow

Inhibited Inflow.

If you wish to "see" this better, make a point on a piece of paper and draw the flows. Or audit them or get audited on them.

The basic aberration is *withheld* flow, and all of these flows in a session are aberrative only if the pc is withholding telling the auditor about the flow.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 1 FEBRUARY 1962

All Auditors
  doing 3DXX

3D CRISS CROSS ASSESSMENT TIPS

LISTING: To get a list to differentiate and null rapidly, the list must be *complete.*

It is assumed there will be one or more heavily charged items on a list. Unless this charge is blown, a SCRATCHY NEEDLE, DISINTEREST IN DIFFERENTIATION and HARD NULLING may result. The bulk of the list consists, not of errors, but of LOCK VALENCES. When the lock valences are off the top of the item, the pc can state the item.

There is a phenomenon here wherein the pc "can't quite say it," "can't reach it," "hasn't said it right . . ." All this adds to an actual feeling of distance from the item, or wrongness. It is a feeling. It has flows connected with it. So long as the pc has this *feeling* of not quite right, the list does *not* contain the actual item. And if it does not, then disinterest in differentiation, hard nulling and scratchy needle may result.

The answer to this phenomenon (call it incompleteness) is to get more items listed. Do *not* let the pc just sit and comm lag and reject wordings. Take them all down. Every one rejected is really a lock valence, so get it down on the list. Keep the pc giving items, "trying to phrase it right." And put down whatever pc says.

If pc is on meter during listing, you'll see a heavy fall when the item comes on.

Don't consider a list complete until the pc can answer an unequivocal "Yes" to this question: "Are you sure that you've stated the correct item yet?" or "Are you satisfied we've got all the things that would_____?" or "Have you phrased the item to your complete satisfaction?"

This is the complete list. It is better to complete a list by questioning the pc about its completeness than by bleeding meter, as an unskilled auditor can get a read on ARC break and keep asking for items each time he gets the ARC break read caused by asking for items.

A poor list can be caused by:

1. Line being started is of no possible interest to pc. (True only of the start of a line and for the question being used to get a line.)

2. A dissatisfaction on the part of the pc as to having stated the item correctly.

The best ways to start a line in order of workability are:

1. Assessment of the 8 flows for the pc's chronic flow and use it for a line, "Who/what would (flow)." This can be done over and over, getting one flow, then another, each time by assessment of remaining flows.

2. Assessment of Prehav Scale on "You" for a level and getting items for that Prehav level. (Auxiliary Prehav Scale) Listing "Who/what would _____" or appropriate wording. Then doing new Prehav assessment for next line.

3. A Problems Intensive to locate chronic problems, etc., and listing "Who/what would oppose _____."

4. Dynamic Assessment. Finding dynamic, listing "Who or what would represent (dynamic)." Finding new dynamic when first items found.

5. The direct question, "What do you really consider is wrong with you?" or "What are you being audited to change?" (Best for new HGC pcs on their *first* intensive.)

6. Assessing whole Know to Mystery Scale for most reaction. Then "Who or what would _____?"

7. Arbitrary selection, dislike, like, first dynamic O/W, etc.

DIFFERENTIATION

There is no pat wound-up-doll question for differentiation. The more the wound-up-doll repetitive question approach is used the less good the pc gets out of differentiation.

In differentiation of a list, we want the pc to:

1. Look.

2. Decide if item belongs or doesn't.

3. What the item named is in relation to the item the list came from.

To do differentiation, the pc must be in-session. Differentiation *blows* the lock valences. A pc with ruds out blows nothing. Therefore, there is no substitute for ruds in and pc in-session.

Auditors who interpret this on their own flow patterns, think in-session means different types of flow from pc. It's just "Willing and able to talk to the auditor." And "Interested in own case."

An auditor who's interested in the pc is also interested in the list. Stiff, rugged, mechanical formality and differentiation just don't go together.

During differentiation remove any item from the list that the pc says to remove, add any new item pc wants added.

Don't suggest any item to pc ever or suggest the removal of an item.

Nulling and checking are covered earlier.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 3 FEBRUARY 1962

All Sthil Students

3DXX FLOWS ASSESSMENT

Assess the following list by elimination (as in nulling).

List "Who or what would (line found)." Complete list. (Continue listing until pc knows he's said it.) Find item by usual steps.

Do whole operation twice for two items. Both go on same line.

All items on a flow line are done by assessing flows not by oppterming as in other lines. You can continue to repeat the same operation for item after item:

PERMISSIBLE OUTFLOW
ENFORCED OUTFLOW
PROHIBITED OUTFLOW
INHIBITED OUTFLOW
PERMISSIBLE INFLOW
ENFORCED INFLOW
PROHIBITED INFLOW
INHIBITED INFLOW
PERMISSIBLE OUTFLOW FROM SELF
ENFORCED OUTFLOW FROM SELF
PROHIBITED OUTFLOW FROM SELF
INHIBITED OUTFLOW FROM SELF
PERMISSIBLE INFLOW ON SELF
ENFORCED INFLOW ON SELF
PROHIBITED INFLOW ON SELF
INHIBITED INFLOW ON SELF
PERMISSIBLE OUTFLOW FROM ANOTHER
ENFORCED OUTFLOW FROM ANOTHER
PROHIBITED OUTFLOW FROM ANOTHER
INHIBITED OUTFLOW FROM ANOTHER
PERMISSIBLE INFLOW ON ANOTHER
ENFORCED INFLOW ON ANOTHER
PROHIBITED INFLOW ON ANOTHER
INHIBITED INFLOW ON ANOTHER
PERMISSIBLE OUTFLOW FROM OTHERS
ENFORCED OUTFLOW FROM OTHERS
PROHIBITED OUTFLOW FROM OTHERS
INHIBITED OUTFLOW FROM OTHERS

PERMISSIBLE INFLOW TO OTHERS
ENFORCED INFLOW TO OTHERS
PROHIBITED INFLOW TO OTHERS
INHIBITED INFLOW TO OTHERS

There are thirty-two flows on a flows assessment for Sec Checks, or 3DXX.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 FEBRUARY 1962

Missions

URGENT

MISSED WITHHOLDS

The one item Scientologists everywhere must get an even greater reality on is MISSED WITHHOLDS and the upsets they cause.

EVERY upset with Central Orgs, field auditors, pcs, the lot, is traceable to one or more MISSED WITHHOLDS.

Every ARC breaky pc is ARC breaky because of a missed withhold. Every dissatisfied pc is dissatisfied because of MISSED WITHHOLDS.

We've got to get a flaming reality on this.

WHAT IS A MISSED WITHHOLD?

A missed withhold is not just a withhold. Please burn that into the stone walls. A missed withhold is a withhold that existed, *could have been picked up* and was MISSED.

The mechanics of this are given in the Saint Hill Special Briefing Course Lecture of 1 Feb. 62, "Flows."

The fact of it is stated in the congress lectures of the DC congress of 30–31 Dec. 61, 1 Jan. 62.

Since that congress, even more data has accumulated. That data is large, voluminous and overwhelming.

The person with complaints has MISSED WITHHOLDS. The person with entheta has MISSED WITHHOLDS. You don't need policies and diplomacy to handle these people. Policy and diplomacy will fail. You need expert auditing skill and a British Mark IV meter and the person on the cans and that person's MISSED WITHHOLDS.

A MISSED WITHHOLD is a withhold that existed, was tapped and was not pulled. Hell hath no screams like a withhold scorned.

A MISSED WITHHOLD program would not be one where an auditor pulls a pc's withholds. A MISSED WITHHOLD program would be where the auditor searched for and found when and where withholds had been available but had been MISSED.

The withhold need not have been asked for. It merely need have been available. And if it was not pulled, thereafter you have a nattery, combative, ARC breaky or entheta-inclined person.

THIS is the only dangerous point in auditing. This is the only thing which makes an occasional error in the phrase "Any auditing is better than no auditing." That line is true with one exception. *If* a withhold were available but was missed, thereafter you have a bashed-up case.

HOW TO AUDIT IT

In picking up *missed withholds,* you don't ask for withholds, you ask for missed withholds.

Sample question:

"What withhold was missed on you?"

The auditor then proceeds to find out what it was and who missed it. And the Mark IV needle is cleaned of reaction at sensitivity 16 on every such question.

Gone is the excuse "She doesn't register on the meter." That's true of old meters, not the British Mark IV.

And if the pc considers it no overt, and can't conceive of overts, you still have "didn't know." Example: "What didn't an auditor know in an auditing session?"

SAMPLE MISSED WITHHOLD SESSION

Ask pc if anyone has ever missed a withhold on him (her) in an auditing session. Clean it. Get all reactions off the needle at sensitivity 16.

Then locate first auditing session pc had. Flatten "What didn't that auditor know?" "What didn't that auditor know about you?" For good measure get the ruds in for that first session. In auditing an auditor, also do the same thing for his or her first pc.

Then pick up any stuck session. Treat it exactly the same way. (If you scan the pc through all his auditing ever from the cleaned first session to present time, the pc will stick in a session somewhere. Treat that session the same as the first session. You can scan again and again, finding the stuck sessions and get the withholds off in that session and the ruds in as above.)

Clean up all sessions you can find. And get what the auditor didn't know, what the auditor didn't know about the pc, and for good measure, get in the other ruds.

Cleaning up an old session will suddenly give you all the latent gain in that session. It's worth having!

This can be extended to "What didn't the org know about you?" for those who've had trouble with it.

And it can be extended to any life area where the pc has had trouble.

SUMMARY

If you clean up as above withholds that have been missed on any pc or person, you will have any case flying.

This then is not just emergency data for use on flubbed intensives. It is vital technology that can do wonders for cases.

ON ANY CASE THAT HAS BEEN AUDITED A PART OF AN INTENSIVE, BEFORE GOING ON THE AUDITOR SHOULD SPEND SOME TIME LOCATING WITHHOLDS HE OR SHE MIGHT HAVE MISSED ON THAT PC.

Any pc that is ending a week's auditing should be carefully checked over for withholds that might have been missed.

Any pc that is ending his or her intensives should be most carefully checked out for missed withholds. This makes sudden auditing gains.

Any case not up to recognizing overts will respond to "didn't know about you" when the case doesn't respond to "withhold."

Any student should be checked weekly for missed withholds.

Any person who is giving an auditor, the field, the organization, a course or Scientology any trouble should be gotten hold of and checked for missed withholds.

It is provenly true on five continents that *any* other meter reaches only occasionally below the level of consciousness and the British Mark IV reaches deeply and well. It is dangerous to audit without a meter because then you really miss withholds. It is dangerous to audit without knowing how to really use a meter because of missing withholds. It is dangerous to audit with any other meter than a British Mark IV. It is SAFE to audit if you can run a meter and if you use a British Mark IV and if you pull all the withholds and missed withholds.

EVERY blowup you ever had with a pc was due ENTIRELY to having missed a withhold whether you were using a meter or not, whether you were asking for withholds or not.

Just try it out the next time a pc gets upset and you'll see that I speak the usual sooth.

L. RON HUBBARD
Founder

437

Sthil
CenOCon

HOW TO CLEAR WITHHOLDS
AND MISSED WITHHOLDS

I have finally reduced clearing withholds to a rote formula which contains all the basic elements necessary to obtain a high case gain without missing any withholds.

These steps now become THE way to clear a withhold or missed withhold.

AUDITOR OBJECTIVE

The auditor's object is to get the pc to look so that the pc can tell the auditor. The auditor's objective is *not* to get the pc to tell the auditor. If the pc is *in-session*, the pc will talk to the auditor. If the pc is not in-session, the pc won't tell the auditor a withhold. I *never* have any trouble getting the pc to tell me a withhold. I sometimes have trouble getting the pc *to find out* about a withhold so the pc can tell it to me. If the pc will not tell the auditor a withhold (and the pc knows it), the remedy is rudiments. I always assume, and correctly, that if the pc knows about it the pc will tell me. My job is to get the pc to find out so the pc has something to tell me. The chief auditor blunder in pulling withholds stems from the auditor assuming the pc already knows when the pc does not.

If used exactly, this system will let the pc find out and let the pc get all the charge off of a withhold as well as tell the auditor all about it.

Missing a withhold or not getting all of it is the *sole source* of ARC break.

Get a reality on this now. All trouble you have or have ever had or will ever have with ARC breaky pcs stems only and wholly from having restimulated a withhold and yet having failed to pull it. The pc never forgives this. This system steers you around the rock of missed withholds and their bombastic consequences.

WITHHOLD SYSTEM

This system has five parts:

0. The difficulty being handled.

1. What the withhold is.

2. When the withhold occurred.

3. All of the withhold.

4. Who should have known about it.

Numbers 2, 3 and 4 are repeated over and over, each time testing 1 until 1 no longer reacts.

Two, 3 and 4 clear 1. One straightens out *in part* 0.

Zero is cleaned up by finding many 1's and 1 is straightened up by running 2, 3 and 4 many times.

These steps are called:

0. Difficulty

1. What

2. When

3. All

4. Who.

The auditor must memorize these as What, When, All and Who. The order is never varied. The questions are asked one after the other. None of them are repetitive questions.

USE A MARK IV

The whole operation is done on a Mark IV. Use no other meter as other meters may read right electronically without reading *mental* reactions well enough.

Do this whole system and all questions at sensitivity 16.

THE QUESTIONS

0. The suitable question concerning the difficulty the pc is having. Meter reads.

1. What. "What are you withholding about _____ ?" (the difficulty) (or as given in future issues).
   Meter reads. Pc answers with a W/H, large or small.

2. When. "When did that occur?" or "When did that happen?" or "What was the time of that?"
   Meter reads. Auditor can date in a generality or precisely on meter. A generality is best at first, a precise dating on the meter is used later in this sequence on the same W/H.

3. All. "Is that all of that?" Meter reads. Pc answers.

4. Who. "Who should have known about that?" or "Who didn't find out about that?"

Meter reads. Pc answers.

Now test 1 with the same question that got a read the first time. (The question for 1 is never varied on the same W/H.)

If needle still reads, ask 2 again, then 3, then 4, getting as much data as possible on each. Then test 1 again. 1 is only *tested*, never worked over except by using 2, 3 and 4.

Continue this rotation until 1 clears on needle and thus no longer reacts on a test.

Treat every withhold you find (or have found) in this fashion always.

SUMMARY

You are looking at a preview of PREPARATORY TO CLEARING. "Prepclearing" for short. Abandon all further reference to Security Checking or Sec Checking. The task of the auditor in Prepclearing is to prepare a pc's rudiments so that they *can't* go out during 3D Criss Cross.

The value of Prepclearing in case gain is greater than any previous Class I or Class II auditing.

We have just risen well above Security Checking in ease of auditing and in case gains.

You will shortly have the ten Prepclearing lists which give you the 0 and 1 questions. Meanwhile, treat every withhold you find in the above fashion for the sake of the preclear, for your sake as an auditor and for the sake of the good name of Scientology.

(Note: To practice with this system, take a withhold a pc has given several times to you or you and other auditors. Treat the question that originally got it as 1 and clean it as above in this system. You will be amazed.)

L. RON HUBBARD
Founder

Sthil

3D CRISS CROSS ITEMS

All items found by 3D Criss Cross must be checked out for consistent read by an Instructor before being placed on a pc's line plot.

The item must be checked out by the pc's auditor first as usual before being checked out by an Instructor.

An Instructor is only to see if item reads consistently on meter and to instruct student appropriately if it does not. The Instructor is not to find the correct item but direct that it be found.

Completeness of list is not to be otherwise checked or checked separately.

L. RON HUBBARD
Founder

441

CenOCon
Missions
Co-audit Centers

CO–AUDIT AND MISSED WITHHOLDS

It could be that co-audit falls off because of missed withholds.

Drop at once any general O/W on the co-audit or *any* effort to pull withholds except by an Instructor.

This should improve co-audit attendance.

Use the old Comm Process or Responsibility Process or any other co-audit instead.

L. RON HUBBARD
Founder

Missions
CenOCon

WITHHOLDS, MISSED
AND PARTIAL

I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge.

I don't appeal to reason. Only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But, at the moment, it may not seem reasonable. So just try it, do it well and day will dawn at last.

What are these natterings, upsets, ARC breaks, critical tirades, lost PE members, ineffective motions? *They are restimulated but missed or partially missed withholds.* If I could just teach you that and get you to get a good reality on that in your own auditing, your activities would become smooth beyond belief.

It is true that ARC breaks, present time problems and withholds all keep a session from occurring. And we must watch them and clear them.

But behind all these is another button, applicable to each, which resolves each one. And that button is the restimulated but missed or partially missed withhold.

Life itself has imposed this button on us. It did not come into being with Security Checking.

If you know about people or are supposed to know about people, *then* these people expect, unreasonably, that you know *them* through and through.

Real knowledge to the average person is only this: a knowledge of his or her withholds! That, horribly enough, is the high tide of knowledge for the man in the street. *If* you know his withholds, if you know his crimes and acts, then you are *smart*. If you know his future, you are moderately wise. And so we are persuaded towards mind reading and fortunetelling!

All wisdom has this trap for those who would be wise. Egocentric man believes all wisdom is wound up in knowing his misdemeanors.

IF any wise man represents himself as wise and fails to discover what a person has done, that person goes into an antagonism or other misemotion toward the wise man. So they hang those who restimulate and yet who do not find out about their withholds.

This is an incredible piece of craziness. But it is observably true.

This is the WILD ANIMAL REACTION that makes man a cousin to the beasts.

A good auditor can understand this. A bad one will stay afraid of it and won't use it.

The end rudiment for withholds for any session should be worded "Have I missed a withhold on you?"

Any ARC broken pc should be asked, "What withhold have I missed on you?" or "What have I failed to find out about you?" or "What should I have known about you?"

An auditor who sec checks but cannot read a meter is dangerous because he or she will miss withholds and the pc may become very upset.

Use this as a stable datum: If the person is upset, somebody failed to find out what that person was sure they would find out.

A missed withhold is a should have known.

The only reason anyone has ever left Scientology is because people failed to find out about them.

This is valuable data. Get a reality on it.

L. RON HUBBARD
Founder

CLEAN HANDS CLEARANCE CHECK

In order for an auditor who is regarded as a security risk to be considered to have clean hands, it is necessary for him to receive a Clean Hands Clearance Check from HCO.

The Clean Hands Clearance Check consists of that auditor having the following rudiments put in very thoroughly by an HGC Class II staff auditor using prepclearing techniques:

1. *Auditor:* Are you willing to talk to me about your difficulties?

2. Withholds—Last two pages of Joburg Form 3 or all of Form 3A (to be released soon); and all of an HCO WW Sec Form 6A. Plus asking "Has a withhold been missed on you?" frequently, as all such persons specialize in getting them missed.

This will be checked out on completion by the HCO Area Secretary for any questions on Form 3 or 3A and Form 6A which may be still alive and for any missed or partial withholds.

If there are questions which are alive or if there are any missed or partial withholds, the person must go back to the HGC to have them cleaned up before he is considered to have clean hands. If no questions are alive and there are no missed or partial withholds, then the person will be awarded a clean hands seal on his certificate and will be considered to be in good standing with HCO.

L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

March 1962

In March, Ron lectured to students on the Saint Hill Special Briefing Course for the first time on Model Session, and expanded on the tech of Prepchecking, Sec Checking and Routine 3D Criss Cross.

1 Mar. 1962	SHSBC-124 Model Session, Part I
1 Mar. 1962	SHSBC-125 Model Session, Part II
19 Mar. 1962	SHSBC-126 The Bad "Auditor"
19 Mar. 1962	SHSBC-127 Mechanics of Suppression
20 Mar. 1962	SHSBC-128 TV Demo: 3D Criss Cross Assessment, Part I
20 Mar. 1962	SHSBC-129 TV Demo: 3D Criss Cross Assessment, Part II
21 Mar. 1962	SHSBC-130 Object of Prepchecking
21 Mar. 1962	SHSBC-131 Prepchecking, Zero Question
27 Mar. 1962	SHSBC-132 Prepchecking Data
29 Mar. 1962	SHSBC-133 CCHs
29 Mar. 1962	SHSBC-134 Question and Answer Period: CCHs, 3D Criss Cross

Missions

PREPCHECKING

(A Class II skill)

A new way of cleaning up a case in order to run Routine 3D Criss Cross has suddenly emerged as more powerful in obtaining case gains than any previous process in Scientology.

I developed Prepchecking in order to get around an auditor's difficulty in "varying the question" in pulling withholds. Auditors had a hard time doing this, hence Prepchecking.

But Prepchecking became quickly more important than a "rote procedure for Sec Checking." The potentiality in really cleaning up a case's withholds is MEST Clear! If, of course, done by Prepchecking.

Any goal Freud ever had is *easily* achieved by Prepchecking in a relatively few hours if done by a thoroughly trained Class II Auditor. Goals Freud never dreamed of rise beyond that point.

In Prepchecking, one uses the withhold system, HCOB 12 Feb. 62, HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS. But Prepchecking has *exact* targets and exact procedure.

In Prepchecking, one uses the rudiment questions one at a time as the body of Model Session. Havingness, however, is taken up last as a Prepcheck question.

The target of a Prepcheck question is a chain of withholds.

A withhold chain behaves exactly like any chain. The bottom of the chain is the *basic*. The withholds on the chain will stay partially alive, even when covered, until the basic (first) withhold on the chain is fully recovered. Then the entire chain goes null.

The definition of a chain is: a series of incidents of similar nature or similar subject matter. (See *Dianetics: The Modern Science of Mental Health.*)

The first incident of any chain is fully or partially unknown to the person.

THE MECHANICS OF PREPCHECKING

One uses the whole subject to be cleared as the *Zero* Question. Sub-Zero Questions are marked 0_A.

Each 0_A has a Number 1 question which is taken from a withhold given on asking the 0_A Question.

The Number 1 question is worked with the When, All, Who of the withhold question until it either disappears or obviously won't clear easily. Many withholds may be given relating to Number 1. If it doesn't clear, one steers earlier by asking Number 1_A, text taken from the withholds given in Number 1. If 1_A's *What* question doesn't clear on the meter after several withholds and When, All, Who is used liberally on each, one asks Question Number 1_B.

Continuing What questions are asked and worked with the withhold system until the earliest incident of the chain is found and cleaned up. This should clear the whole chain.

One then reworks all the previous What questions on the 0_A chain and leaves 0_A when all the previous Whats are clean.

One can clean some of the What questions, find a new branch and ask more What questions.

ADMINISTRATION

The auditor writes down only what the auditor says (the 0 and What Questions) plus any cognitions of the pc he cares to write. He doesn't do a steno record of what the pc says, only the Zeros and "Whats" the auditor asks.

THE MAGIC PHRASE

The magic question is, "Is there any incident like that earlier?" Or any version of it.

The pc's attention tends to stick near present time. The auditor must press the pc gradually back down the chain to basic, cleaning up what he can as he goes, realizing, if the chain is long and hot, that it won't clean until basic is reached.

The pc, on a charged chain, cannot go earlier until charge is moved off it by using the withhold system on each withhold the pc gives (When, All, Who, test What. If What still charged on meter, another When, All, Who).

Basic is sometimes wholly unknown to pc, sometimes known only as a picture.

Unknown parts exist throughout the chain.

Sample:

0. Are you willing to talk to me about your difficulties?

0_A. Have you ever done anything to an organization? (Zero A found by Dynamic Assessment.)

1. What about being jealous of a leader? (1. Question found from a withhold given by pc in response to the 0_A being asked, "I was jealous of my lodge president." This is enlarged at once by auditor to be more general.)

Several withholds come off, all about leaders, each withhold well worked by the When, All, Who of the withhold system.

Then the 1 is still alive but pc gives a withhold about stealing money from an organization. This is a new *type* of withhold, but is *similar* on the chain as it's still about organizations.

1_A. What about stealing money from an organization? (Question 1_A derived by pc's given withhold.)

This 1_A is worked by the withhold system until pc gives a withhold still on organizations but having to do with wrecking a car belonging to a company.

1_B. What about damaging organization property?

Etc., etc.

When the first overt is found and fully revealed by the When, All, Who of the withhold system (maybe 1_F), then 1_F will clear fully as a *What* question. One then reworks the 1_E, 1_D, 1_C, 1_B, 1_A and one. The auditor may clean 1_E, 1_D and find a new series on the same chain, giving him a new 1_E and 1_D after which all Whats including the Number 1 will go clean if worked a bit more. This up and down may happen more than once. This ends the chain labeled in Zero A as organizations, providing Zero A is now null.

CONTROL PC'S ATTENTION

Work only one subject at a time. Keep pc on the subject of the chain. Try not to start new chains when old Zero A's exist uncleared. Start new Zero A's only when an old Zero A is cleared fully.

The pc is doing well only when you have TA action. Complete chains started always but choose those that will give TA action during Prepchecking.

DON'T USE O/W

Use no version of withholds to clean up rudiments for a Prepcheck session. You'll find yourself steered off yesterday's Zero A. Use only old non-O/W processes to clean rudiments in a Prepcheck session. For withhold rud, add "Since last session."

HOW TO DERIVE ZEROS

The modern Model Session rudiments are the Zeros in all cases.

HOW TO DERIVE ZERO As

Derive Zero A's as follows:

For "Are you willing, etc.," do a Dynamic Assessment on pc and use its result. When this is cleared, do another Dynamic Assessment, etc. Finally, pc will talk to auditor about anything.

For withhold rudiment, use the Joburg and (on a Scientologist) Form 6A as 0_A questions.

For present time problem, use the whole of the Problems Intensive HCOB 9 Nov. 61, THE PROBLEMS INTENSIVE, USE OF THE PRIOR CONFUSION.

For half-truth, use "Have you ever told a half-truth?"

For untruth, use "Have you ever told a lie?"

For impress anyone, use "Have you ever tried to impress anyone?"

For damage, use "Have you ever damaged anyone?"

For meter, use _____ itself.

For withholds, use "What withhold have you only partially revealed?"

For goals, use "Have you ever set impossible goals for anyone?"

For gains, use "Have you ever propitiated anyone?"

For orders and commands, use "Have you ever made anyone obey?"

The purpose of Prepchecking is to set up a pc's rudiments so they will stay in during further clearing of the bank.

If a pc goes backtrack and out of this lifetime, let him or her go backtrack using the same system. Don't persuade pc to go backtrack.

Asking the *What* question is the most skilled action of Prepcheck. The rule is as follows:

The What question must ask about the part of the withhold most dangerous to the pc's survival, and must not be too broad to miss the chain or too narrow to get only that one withhold. The supposition is that the pc has done similar things; the What question must also be capable of getting these.

There is only one exception to converting the pc's withhold to a What question directly.

If the pc does one of four things, the auditor asks a What question directly relating to the subject mentioned by the pc.

These four things are:

Pc gives somebody else's withhold, gives a MOTIVATOR, gives a CRITI-CISM of someone or an EXPLANATION, then auditor gives a What question, in each case, as follows: "What have you done to (subject mentioned by pc)?"

Learning to prepcheck is like learning to ride a bicycle. All of a sudden you can ride it.

Prepchecking gives high pc gains when done well, higher than any previous process.

The auditor expects the pc to talk to him. The auditor does not prevent the pc from giving up withholds. Pcs, unlike in Sec Checking, talk glibly and easily while being prepchecked.

The only middle ruds you use are (frequently) "Have I missed a withhold on you?" and the half-truth, etc., end rud question.

Use "Have I missed a withhold on you?" in the end rudiments rather than "Are you withholding anything?" while prepchecking.

There are some tapes extant on Prepcheck sessions I have given.

Good hunting.

L. RON HUBBARD
Founder

Missions
Sthil
CenOCon

THE BAD "AUDITOR"

It is time we spent time on improving auditing skill.

We have the technology. We can make Clears and OTs with it as you will find out. Our only remaining problem is getting it applied skillfully.

This is why I started the Saint Hill Special Briefing Course. The extremely high caliber of auditor we are turning out is causing gasps of amazement whenever these fine graduates return into an area. We are not trying for cases at Saint Hill. I can always make Clears. We are trying for skilled auditors. But we are getting there on cases, too, faster than anywhere else on the average.

This training has been almost a year in progress. I have learned much about training that is of great benefit to all of us, without at the same time skimping the training of the Saint Hill student.

Looking over incoming students I find we have, roughly, two general categories of auditor, with many shades of gray between:

1.   The natural auditor.

2.   The dangerous auditor.

The natural auditor ties right into it and does a workmanlike job. He or she gets lots of bulletin and tape passes in ratio to flunks, absorbs data well and gets it into practice, does a passable job on a pc even at the start of training, and improves casewise rapidly under the skilled training and auditing at Saint Hill. This is true of the Clears and Releases that come on course as well as those who have had much less case gains prior to this training. These, the natural auditors, make up more than half the incoming students.

The other category we will call the "dangerous auditor." The severe examples of this category make up about 20 percent of the incoming students and are very detectable. In shades of gray the other 30 percent are also, at the start, to be placed in the category of "dangerous auditor unless tightly supervised."

At Saint Hill, with few exceptions, we only get the cream of auditors and so I would say that the overall percentage across the world is probably higher in the second category than at Saint Hill.

Thus it would seem we must cure this matter at the Academies and cure it broadly throughout Scientology, and if we do, our dissemination, just on this effort alone, should leap several thousand percent. If all pcs audited everywhere were expertly audited, well, think of what that would do. To accomplish this we need only move the dangerous auditor out of the danger class.

452

I have found out what makes a pc suffer a deterioration of profile (missed withholds) and have found out why a dangerous auditor is dangerous. Therefore, there are no barriers to our handling the matter as even the dangerous auditor, oddly enough, wants to be a good auditor but doesn't quite know how. Now we can fix it up.

The difference between a natural auditor and a dangerous auditor is *not* case level as we have supposed, but a *type* of case.

The earliest observation on this came in ACCs. About 1 percent of the students (say two students every ACC) could be counted on to be miserable if his or her pc made gains and happy if the pc was collapsing. This was an observation. What were these students trying to do? What did they think they should accomplish in a session? They are an extreme case of "dangerous auditor."

This is how to detect a "dangerous auditor" in any shade of gray:

Any auditor (a) who cannot achieve results on a pc, (b) who finds items slowly or not at all, (c) who gets low marks on tape tests, (d) who has a high flunk-to-pass ratio on taking tests for classification, (e) whose own case moves slowly, (f) who does not respond well to a "think" process, (g) who chops a pc's comm, (h) who prevents a pc from executing an auditing command, (i) who obsessively changes processes before one is flat, (j) who apologizes or explains why he or she got no results session after session, (k) who tries to make pcs guilty, (l) who blames Scientology for not working, (m) whose pcs are always ARC breaking or (n) who will no longer audit at all *is suffering not from withholds but from the reverse of the withhold flow, "Afraid to find out."*

The person with withholds is afraid he or she will *be* found out. The other type of case may have withholds *but* the dominant block is exactly the reverse. Instead of being afraid he or she will *be* found out, the opposite type of case is *afraid to find out* or afraid of what he or she may find out. Thus it is a *type* of case that makes a dangerous auditor. He or she is afraid of finding out something from the pc. Probably this case is the more usual in society, particularly those who never wish to audit.

A person with withholds is afraid to be found out. Such a person has auditing difficulties as an auditor, of course, because of restraints on their own comm line. These difficulties sum up to an inability to speak during a session, going silent on the pc, failures to ask how or what the pc is doing. But this is not the *dangerous* auditor. The only dangerous thing an auditor can do is miss withholds and refuse to permit the pc to execute auditing commands. This alone will spin a pc.

The *dangerous* auditor is not afraid to be found out (for who is questioning him or her while he or she is auditing?). The *dangerous* auditor is the auditor who is afraid to find out, afraid to be startled, afraid to discover something, afraid of what they will discover. This phobia prevents the "auditor" from flattening anything. This makes missed withholds a certainty. And only missed withholds create ARC breaks.

All cases, of course, are somewhat leery of finding things out and so any old-time auditor could have his quota of ARC breaks on his or her pcs. But the *dangerous* auditor is neurotic on the subject and all his or her auditing is oriented around the necessity to avoid data for fear of discovering something unpleasant.

As auditing is based on finding data, such an auditor retrogresses a case rather than improves it. Such an auditor's own case moves slowly also as they fear to discover something unpleasant or frightening in the bank.

Today, the increased power of auditing makes this factor far more important than it ever was before. Old processes could be done with minimal gain but without harm by such an auditor. Today, the factor of fear-of-discovery in an auditor makes that auditor extremely dangerous to a pc.

In prepchecking, this becomes obvious when an auditor will not actually clean up a chain and skids over withholds, thus "completing" the case by leaving dozens of missed withholds and an accordingly miserable pc.

In Routine 3D Criss Cross this becomes obvious when the auditor takes days and weeks to find an item, then finds one that won't check out. An item every three sessions of two hours each is a low average for Routine 3D Criss Cross. An item a week is suspect. An item a month is obviously the average of an auditor who will not find out and is dangerous. The auditor who uses out-rudiments always to avoid doing 3D Criss Cross is a flagrant example of a no-discovery-please auditor.

In the CCHs, the dangerous auditor is narrowed down to prevention of executing the auditing command. This, indeed, is the only way an auditor can make the CCHs fail. In any of the CCHs, the commands and drills are so obvious that only the prevention of execution can accomplish not-finding-out. The dangerous auditor is never satisfied the pc has executed the command. Such an auditor can be seen to move the pc's hand on the wall after the pc has in fact touched the wall. Or the pc is made to do a motion over and over which is already well done. Or the pc is run only on processes that are flat and is halted on processes that are still changing.

The pc is never permitted to reveal anything by the dangerous auditor. And so "auditing" fails.

The remedies for the dangerous auditor, by class of process, are:

Class I—Repetitive Process, run in sequence

REVELATION PROCESS X1:

What could you confront?

What would you permit another to reveal?

What might another confront?

What might another permit you to reveal?

What would you rather not confront?

What would you rather not have another reveal?

What might another hate to confront?

What might another object to your revealing?

What should be confronted?

What shouldn't anyone ever have to confront?

(Note: This process is subject to refinement and other processes on the same subject will be released.)

Class II—Prepchecking Zero Question

Have you ever prevented another from perceiving something?

(Other such Zero Questions are possible on the theme of fear-of-discovery.)

CCHs should be used if tone arm action during any Prepchecking is less than ½ of a division shift per hour.

Class III—Routine 3D Criss Cross

Find line items as follows:

Who or what would be afraid to find out? (then get oppterm of resulting item)

Who or what would prevent a discovery? (then oppterm it)

Who or what would startle someone? (then oppterm it)

Who or what would be unsafe for you to reveal? (then oppterm it)

Who or what would be dangerous for another to reveal? (then oppterm it)

Note: Well-run CCHs, run according to the very earliest data on them, given again on two Saint Hill Briefing Course tapes (6106C22, "Running CCHs," and 6106C27, "CCHs—Circuits"), benefit any case and are not relegated to the psychotic by a long ways. The CCHs do a remarkable job in making a good auditor for various reasons. The first CCH (Op Pro by Dup) was invented exclusively to make good auditors. The CCHs 1 to 4 are run each one in turn, only so long as they produce change and no longer, before going on to the next. When is a CCH flat so that one can go on to the next CCH? When three complete cycles of the CCH have a uniform comm lag, it can be left. My advice in straightening out or improving any auditor is to first flatten the CCHs 1 to 4, and then flattening all in one run Op Pro by Dup. This would be regardless of the length of time the auditor had been auditing in Dianetics and Scientology. Then I would do the Class II and Class III processes above, preferably doing the Class III items first, then the Class II so it could go whole track, or doing the Class II, then the Class III and then the Class II again.

SUMMARY

Following out any part of this program in any organization, in the field and on any training course will vastly improve the results of auditing and enormously diminish auditing failures.

L. RON HUBBARD
Founder

Missions
Sthil
CenOCon

(Add HCOB 8 Mar. 62, THE BAD "AUDITOR")

SUPPRESSORS

The discovery of the "other side of withholds" type of case, the person who is afraid to find out, brings to view the reason behind all slow-gain cases.

My first release was directed at auditing because good auditing is, of course, my primary concern at the moment.

But let us not overlook the importance of this latest discovery. For here is our roughest case to audit, as well as our roughest auditor.

Every case has a little of "afraid to find out." So you may have taken HCOB of 8 Mar. 62, THE BAD "AUDITOR" more personally than you should have. BUT everyone's auditing can be improved, even mine, and adding a full willingness to find out to one's other auditing qualities will certainly improve one's auditing ability. Here probably is the only real case difference I have had. My own "afraid to find out" is minimal and so I had no reality on it as a broadly held difficulty. Where I ran into it was in trying to account for differences amongst students *and* in auditors who sought to audit me. Some could, some couldn't. And this was odd because my ability to as-is bank is great, therefore I should be easy to audit. But some could audit me and some couldn't. Two different auditors found me reacting as two different pcs. Therefore, there must have been another factor. It was my study of this and my effort to understand "bad auditing" on myself as a pc that gave us the primary lead-in. I made a very careful analysis of what the auditor was doing who couldn't or wouldn't audit me, an easy pc. The answer, after many tries and much study of students, finally came down, crash, to the "afraid to find out" phenomena. Thus, my first paper on this (HCOB of 8 Mar. 62, THE BAD "AUDITOR") enters the problem as a problem of auditing skill.

THE ROUGH PC

The characteristic of the rough pc is *not* a pc's tendency to ARC break and scream, as we have tended to believe, but something much more subtle.

The first observation of this must be credited to John Sanborn, Phoenix, 1954, who remarked to me in an auditor's conference, "Well, I don't know. I don't think this pc is getting on (the one he was staff auditing). I keep waiting for him to say, 'Well, what do you know!' or 'Gosh!' or something like that and he just grinds on and on. I guess you'd call it 'No cognition' or something." John, with his slow, funny drawl, had put his finger on something hard.

The pc who makes no gain is the pc who will not *as-is*. Who will not confront. Who can be audited forever without cogniting on anything.

The fulminating or dramatizing pc may or may not be a tough pc. The animal psychologist has made this error. The agitated person is always to blame, never the quiet one. But the quiet one is quite often the much rougher case.

The person whose "thought has no effect on his or her bank" has been remarked on by me for years. And now we have that person. This person is so afraid to find out that he or she will not permit anything to appear and therefore nothing will as-is. Therefore, no cognition!

The grind case, the audit-forever case, is an afraid-to-find-out case.

We need a new word. We have *withholds,* meaning an unwillingness to disclose past action. We should probably call the opposite of a *withhold,* a *"suppressor." A "suppressor" would be the impulse to forbid revelation in another.* This of course, being an overt, reacts on one's own case as an impulse to keep oneself from finding out anything from the bank and of course suppresses as well the release of one's own withholds, so it is more fundamental than a withhold. A "suppressor" is often considered "social conduct" insofar as one prevents things from being revealed which might embarrass or frighten others.

In all cases a suppressor leads to suppression of memory and environment. It is *suppression* that is mainly overcome when you run Havingness on a pc. The pc is willing to let things appear in the room (or to some degree becomes less unwilling to perceive them). The one-command insanity eradicator, "Look around here and find something that is really real to you" (that sometimes made an insane person sane on one command), brought the person to discharge all danger from one item and let it reveal itself. Now, for any case, the finding of the suppressor mechanism again opens wider doors for Havingness Processes. "Look around here and find something you would permit to appear" would be a basic Havingness Process using the suppressor mechanism.

Thus, we have a new, broad tool, even more important in half the cases than withholds.

Half the cases will run most rapidly on withholds, the other half most rapidly on suppressors. All cases will run somewhat on withholds and somewhat on suppressors, for all cases have both withholds and suppressors.

Withholds have been known about since the year one. Suppressors have been wholly missing as a pat mechanism. Thus, we are on very new and virgin search ground.

Additionally, adding to the data in HCOB 8 Mar. 62, THE BAD "AUDITOR" another symptom of a dangerous auditor would be (o) one who Q-and-As with a pc and never faces up to the basic question asked but slides off of it as the pc avoids it and also avoids it as an auditor. All dangerous Q and A is that action of the auditor which corresponds to the pc's avoidance of a hot subject or item. If the pc seeks to avoid by sliding off, the auditor, in his questions, also slides off. Also, the auditor invites the pc to avoid by asking irrelevant questions that lead the pc off a hot subject.

Also add (p) who fails to direct the pc's attention. The pc wants to cut and run; the auditor lets the pc run.

Also add (q) who lets the pc end processes or sessions on the pc's own volition.

Also add (r) who will only run processes chosen by the pc.

Also add (s) who gets no somatics during processing.

Also add (t) who is a Black Five.

The common denominator of the dangerous auditor is "action which will forestall the revelation of any data."

Because the auditor is terrified of finding out anything, the whole concentration of the auditor is occupied with the suppression of anything a process may reveal.

Some auditors suppress only one type of person or case and audit others passably. Husbands as auditors tend more to fear what their wives may reveal to them and wives as auditors tend to suppress more what their husbands may reveal to them. Thus, husband–wife teams would be more unlucky than other types of auditing teams as a general rule, but this is not invariable and is now curable if they exclusively run on each other only suppression-type processes.

Add Class I:

REVELATION PROCESS X-2

WHAT WOULDN'T YOU WANT ANOTHER TO PRESENT?

WHAT WOULDN'T ANOTHER WANT YOU TO PRESENT?

WHAT HAVE YOU PRESENTED?

WHAT HAS ANOTHER PRESENTED?

Class II

Added Zero Question:

HAVE YOU EVER SUPPRESSED ANYTHING?

Class III

Add Lines:

WHO OR WHAT WOULD SUPPRESS AN IDENTITY? (oppterm it)

WHO OR WHAT WOULD MAKE KNOWLEDGE SCARCE? (oppterm it)

WHO OR WHAT WOULD NOT WANT A PAST? (oppterm it)

WHO OR WHAT WOULD BE UNCONFRONTABLE? (oppterm pc)

WHO OR WHAT WOULD PREVENT OTHERS (ANOTHER) FROM WINNING? (oppterm it)

WHO OR WHAT SHOULD BE DISREGARDED WHEN YOU'RE GETTING SOMETHING DONE? (oppterm it)

WHO OR WHAT WOULD MAKE ANOTHER REALIZE HE OR SHE HADN'T WON? (oppterm it)

(In choosing which one of the above to oppterm first, read each one of all such Class III lines [including those of HCOB 8 Mar. 62, THE BAD "AUDITOR"] once each to the pc, watching the meter for the largest reaction. Then take that one first. Do this each time with remaining lines. One does the same thing [an assessment of sorts] on line plot items when found to discover the next one to oppterm.)

L. RON HUBBARD
Founder

PREPCHECKING DATA
WHEN TO DO A WHAT

Prepchecking can be defeated by failing to ask a *What* question at the proper time.

If you ask the *What* question when a pc gives you a vague generality, you will find yourself doing a "shallow draft" Prepcheck that never gets any meat.

When you obtain a generality early on after the Zero question, you make it a Zero A.

YOU NEVER ask a What question until you have managed to get a single specific overt.

Only when the pc has been steered into stating an actual overt, do you ask the *What* question and write it down.

And when the pc gives you a specific overt, you frame the *What* question so as to take in the whole possible chain of similar overts. A chain is a repetition of similar acts.

Example:

Wrong: Pc says, "I used to disconcert my mother." Auditor says and writes down, "What about disconcerting your mother?" as his What question. Of course the prepchecking goes lightly nowhere.

Right: Pc says he used to disconcert his mother. Auditor steers pc in to a specific time. Pc finally says, "I jumped out on her and startled her one time and she dropped a tray of glasses."

Now the auditor has a specific overt. The chain will be startling his mother. The What question, then, which is written down and asked is, "What about startling your mother?" and the first incident the pc gave is worked over. If the needle doesn't free when this What is asked, then the auditor asks for an earlier time he startled his mother. This What question is worked on different startlings of mother and *only* on startlings of mother until the needle is cleaned on that *What* question.

Then one asks the Zero A, "Have you ever disconcerted your mother?" The needle reacts. The auditor fishes around for a specific other incident. Finally gets, "I used to lie to her." Now, it would be an awful goof to give the *What* question on this one, as the pc has given no specific incident. But the needle reacted, so the auditor writes a Zero B, "Have you ever lied to your mother?" and then nags away at the pc until a specific time is recovered: "I told her I was

460

going out with boys when in actuality I dated a girl she hated." Now write the *What* question: "What about lying to your mother about dating girls?" and work over that one time the pc gave with the When, All, etc. If the needle reacts on the *What* question after a couple times over the When, All, etc., ask for an earlier time. Get another specific incident, work it over.

Test the What question, work over exact withholds and find more incidents earlier until that *What* question is clean on the needle. Then ask the Zero B. If it's clean, write null after it. If not, find a new What on that subject as above.

When the Zero B is clean, ask the Zero A. If that's clean, write null after it. If not, find a new chain. And that's the way it goes.

Working only generalities and never specific incidents wrecks all value of Prepchecking and upsets the pc with missed withholds.

If the pc does come up with a withhold *not* on the chain (example: While doing above *What,* pc says, "I also lied to my father"), write notation ("Lied to father") on margin for later reference and leave it alone. Don't pursue it. Work only one chain at a time.

Q&A is a serious thing in Prepchecking.

MOVING TONE ARM

If you fail to get tone arm action while working a chain of overts on a pc (less than .25 division per 20 minutes), you are working a profitless chain. Clean it up a bit and leave it. Your Zero A is probably quite wrong. Be sure and ask, "Have I missed a withhold on you?" and clean *it* before so abandoning a chain.

You want TA motion in Prepchecking. Find Zero and Zero A questions that do move the TA.

It is a violation of the Auditor's Code to continue to audit processes that do not produce change. Or to stop processes that do produce change. This applies to chains and subjects selected for Prepchecking.

SOCIAL MORES

The criteria of what is a *hot* withhold depends utterly on the pc's idea of "What is an overt." It does not depend on what the auditor thinks an overt is.

The pc is stuck in various valences in the Goals Problem Mass. Each has its own *social mores.* They may not agree with or apply to current-life morality at all.

This can cause trouble in Prepchecking.

Example: Pc is stuck in the valence of a temple priestess. Auditor is a bit fuddy on being a school principal. Auditor keeps looking for sexual misconduct with small boys. It isn't on pc's case. Result, no TA action. Finally, almost by accident, knowing nothing about the pc's GPM yet, the auditor disgustedly asks,

"Have you ever failed to seduce anybody?" and bang. *That's* a Zero A to end all Zero As and the pc gives up overt after overt, failed to seduce her husband's friend, her sister's boyfriend, her kindergarten teacher, etc., etc., etc., with two divisions of TA motion.

"Have you ever tried to cure anyone?" is a fine Zero question for all killer types.

Prepchecking is at its best *after* one knows some GPM items from doing 3D Criss Cross.

What *are* the mores of a temple priestess and how has the pc violated them in this life?

Prepchecking is wonderful at any time but it really soars when one knows some of the pc's terminals.

This lifetime hasn't added anything to the GPM. It's just keyed it in. We live in quiet times.

DON'T FORGET "GUILTY"

A fine Zero Question is "making others guilty."

"Have you ever tried to make anyone guilty?" Pc says policemen, he guesses. Needle reacts. Auditor writes Zero A, "Have you ever tried to make a policeman guilty?" He fishes for an actual incident, finds the pc bawled out a traffic officer, writes the *What,* "What about bawling out cops?" and we're away.

ADD APPEAR

In the Withhold system, add "Appear, Not Appear" after All.

The question sequence becomes for any one incident:

When?
All?
Appear?
Who?

The next time around use "Not Appear":

When?
All?
Not Appear?
Who?

The phrasing of this is "What appeared there?" or some such wording. And "What failed to appear?" for the next round.

This injects "Afraid to find out" into Prepchecking with great profit and knocks the not-is off the withhold.

This will run a whole track incident.

WHOLE TRACK

If the pc goes back of this lifetime, let him or her go back. Now that "Appear" is part of the Withhold system, it's unlikely the pc will hang up and get stuck. *But* the golden rule of Prepchecking is to always work specific incidents, work them one at a time, and go to an earlier incident if an incident doesn't clear easily on the needle.

Two times through When, All, Appear, Who should free locks, ten times through should clean any engram.

If the chain you're working isn't moving the TA, you're up to your neck in red herrings. Clean "Have I missed a withhold on you?" and abandon it.

UNKNOWN PC's CHAINS

There is always an unknown-to-the-pc incident or piece of incident at the bottom of every chain. Only an unknown incident can make a chain of incidents react on the needle.

You will always find that a chain will be sticky until the unknown incident or piece of incident at the bottom of every chain. When you've got it fully revealed, the chain will go null. The chain will not go null until its basic is reached. It can be this lifetime or a former life. But it sure is unknown to the pc. That's "basic on a chain."

RECURRING WITHHOLDS

The pc that gives the same withhold over and over to the same or different auditors, has an unknown incident underlying it. All is not revealed on that chain.

MISSED WITHHOLDS

If you ask a pc if another auditor has missed a withhold on him or her and find one, you have a profitable chain to work in many cases.

RUDIMENTS IN PREPCHECKING

When you are running a chain and in the next session you find rudiments out and use any form of a withhold question, the pc throws the session into a new chain and you will find yourself unable to get back to yesterday's session.

This utterly defeats Prepchecking. Do not let it happen. In a Prepcheck session, when getting rudiments in, avoid any suggestion of withhold questions. Use only processes that avoid O/W entirely. See early Model Sessions.

Example: Pc has present time problem. It won't resolve with two-way comm. *Don't* ask for withholds about it or you'll ruin your control of what's to be prepchecked. Use Responsibility or Unknown on the problem. For "room" use Havingness. For "auditor" use "Who would I have to be to audit you?"

Exception: In a Prepcheck session ruds ask for withholds since last session. Ask this pointedly. "*Since* the *last session,* have you done anything you are withholding from *me?*" If you get a needle reaction, ask the same question again, very stressed. Buy only an exact answer to that question.

If you use any version of O/W in the rudiments in a Prepcheck session you open the door to a new chain and you'll spend that whole session on new chains without completing yesterday's session. This results in a scrambled case. You have lost control of the session.

––––––––––

Prepchecking is a precision tool.

This bulletin covers errors being made or material evidently needed for successful Prepchecking.

I can tell you that if Prepchecking doesn't make a case fly for you, you need training in meters and auditing. This is one process that's a doll and if you can make it work you can do more for a case per session than any being in history.

L. RON HUBBARD
Founder

CCHs AGAIN
WHEN TO USE THE CCHs

We have today three major processes (and are about to get the bit of Class IV).

These processes are:

1. The CCHs

2. Prepchecking

3. 3D Criss Cross

4. Running 3D Criss Cross items.

Into this scheme of things the CCHs loom largely. They are our foremost "familiarization" processes that permit the pc to confront control and duplication.

In actual fact, 3D Criss Cross goes "further south" than Prepchecking. And the CCHs go, of course, much further south than 3D Criss Cross.

The whole criteria is *tone arm motion*. If you do not get more than a quarter of a division of tone arm motion in 20 minutes of Prepchecking or 3D Criss Cross, the pc probably should be run on the CCHs.

Here is a matter of no matter why there is no tone arm action, just put the pc on CCHs. As Mary Sue has said, this is a boon to any D of P. The D of P simply sees that the pc is getting only slight tone arm action after a session or two and then puts the pc on CCHs with no further reasoning or figure-figure on the case.

It does not matter *why* the pc gets slight tone arm action. It could be that the auditor is running the wrong Zero Questions. It could be the way the auditor *or* the pc is doing or not doing. Don't try extensively to figure out *why* no tone arm action, just transfer the pc to the CCHs.

For how long? Until all CCHs (1 to 4) are runnable without somatics and reasonably flat.

This way you'll get more wins, better gains. Here is a typical case in point. A case was audited on Routine 3D, 3DXX, Sec Checking and Prepchecking for 260 hours. In all that time one-half a tone arm division was all the change except during one series of 4 sessions when she got 1 tone arm division on one particular Zero Question. At the end of this time, the pc had made some small gains but was still incapable of recognizing her own overts. It would have been *far* better to have run 100 hours of the CCHs first.

On this case, and others, the only significant tone arm action was achieved by Tactile Havingness (touching things) which always brought the tone arm down 1 division. Tactile Havingness, as you will see, is a CCH-type of process. Thus, one concludes that the CCHs (even though pcs are not metered, of course, while doing CCHs) produced tone arm action while the higher-level processes did not.

Therefore, a helpful (but not final) test. If you get no real tone arm action on Prepchecking or 3D Criss Cross Listing and Nulling, and you do get tone arm action asking the pc to touch things (laying down and picking up the cans often to check the TA position), you have a CCH pc. But this test is not needful if you just follow the rule, "No TA action on 3D Criss Cross or Prepchecking more than a quarter of a division every 20 minutes, transfer pc to CCHs."

Here is another test, which has sense but again is not vital to make. If the pc gets tone arm motion just discussing being audited, and relatively little in Prepchecking or 3D Criss Cross, it's timesaving to transfer the case to the CCHs.

If you notice lots of TA action on Havingness and little tone arm action on Prepchecking or 3D Criss Cross, you have a clear indication that CCHs will be all that will move the case.

If you notice lots of TA action on trying to clear the auditor in the rudiments, it's probably best to use the CCHs. Now if only rudiments-type Zero Questions (beginning and end rudiments) move the TA in Prepchecking, but other things don't, it's a CCH case.

If the pc, for whatever reason, doesn't get tone arm action from any verbal process, old-time or current, don't investigate the reason. It may lie with auditor or pc. Just change over to the CCHs.

If you like, you can use a meter to handle beginning and end ruds on a pc you're running on the CCHs. It would probably help and make things run faster. This is not mandatory, but knowing what we do about withholds, it might be safer.

Remember, the CCHs must be run right. The two bulletins best covering them are:

| HCOB | 2 Nov. 61 | TRAINING CCHs |
| HCOB | 23 June 61 | RUNNING CCHs. |

Even if you think you know all about the CCHs, read these two bulletins again before you attempt them.

The CCHs expired in value after 1957 because the original method of running them was altered. There's only one way to run the CCHs and you have to have both the above bulletins to tell you how. They're the original CCHs and the original method of running them.

This then is the third bulletin in this sequence. It tells you *when* to run the CCHs. HCOB 2 Nov. 61, TRAINING CCHs, tells you how each one is run. HCOB 23 June 61, RUNNING CCHs, tells you how they're run as a series on a pc. And now we can state here *when*.

A lot of stuff about CCHs being only for psychos has not helped their use. We now find that cases a long way from psycho won't move easily unless the CCHs are used first.

"A lot of tone arm motion" is defined as at least three-quarters of a division motion on the tone arm dial in any 20 minutes of auditing.

"Not much tone arm motion" is defined as one-quarter of a division of tone arm motion in 20 minutes of auditing.

Judgment must be used in this, of course. You can have a pc who usually gets good tone arm motion but, for a session, gets little. That doesn't mean jump to the CCHs. If the pc is routinely subject to not much tone arm motion, you *must* switch to the CCHs.

Ds of P, staff auditors and field auditors, watch the auditor's reports and look back through the pc's file. You'll find a lot of enlightenment on why the pc was "tough." No tone arm motion.

I hope this sorts it out for you. It has for me.
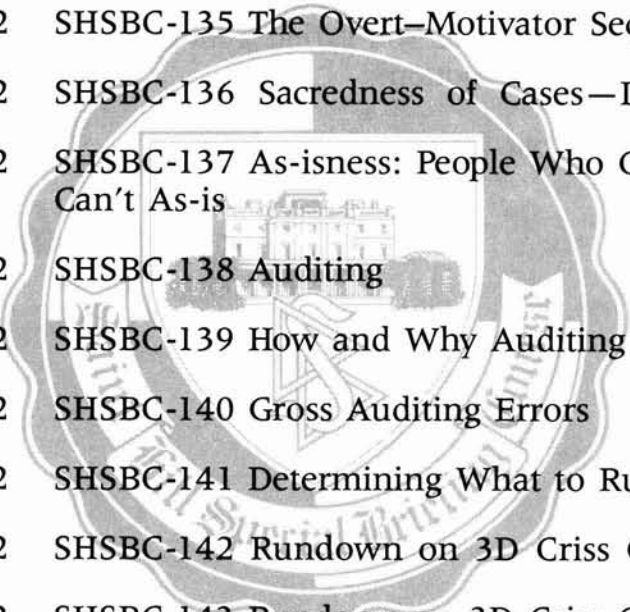
L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

April 1962

April saw Briefing Course students receiving further lectures on auditing basics, including a discussion of the overt–motivator sequence. Lectures on how auditing works and the basic errors that can prevent session results culminated in a final rundown on Routine 3D Criss Cross.

3 Apr. 1962	SHSBC-135 The Overt–Motivator Sequence
5 Apr. 1962	SHSBC-136 Sacredness of Cases—Determinism
5 Apr. 1962	SHSBC-137 As-isness: People Who Can and Can't As-is
17 Apr. 1962	SHSBC-138 Auditing
17 Apr. 1962	SHSBC-139 How and Why Auditing Works
19 Apr. 1962	SHSBC-140 Gross Auditing Errors
19 Apr. 1962	SHSBC-141 Determining What to Run
24 Apr. 1962	SHSBC-142 Rundown on 3D Criss Cross, Part I
24 Apr. 1962	SHSBC-143 Rundown on 3D Criss Cross, Part II
25 Apr. 1962	SHSBC-144 TV Demo: Checking Line Plots
26 Apr. 1962	SHSBC-145 Rundown on Prepchecking: Professional Attitude
26 Apr. 1962	SHSBC-146 Rundown on Routine 3: Routine 3A Criss Cross

HCO BULLETIN OF 5 APRIL 1962

Missions

CCHs

AUDITING ATTITUDE

This is an important bulletin. If you understand it, you will get results on hitherto unmoving cases and faster results (1 hour as effective as a former 25) with the CCHs.

Here is what happened to the CCHs and which will continue to happen to them to damage their value:

The CCHs in their most workable form were *finalized* in London by me in April 1957. That was their high tide of workability for the next five years. After that date, difficulties discovered in *teaching them to auditors* added extraordinary solutions to the CCHs (not by me) which cut them to about one twenty-fifth of their original auditing value. Pcs thereafter had increasing difficulty in doing them and the gain lessened.

How far were the CCHs removed from original CCH auditing? Well, the other night on TV I gave a demonstration of the proper original CCHs which produce the gains on pcs. And more than twelve old-time auditors (the lowest-graded ones out of 36) thought they were watching a demonstration of entirely foreign processes.

Although these auditors had been "well trained" on the CCHs (but not by me), they did not see *any* similarity between how they did them and how they saw me do them. Two or three students and two Instructors thought they were being done *wrong*. Even the higher-ranking students were startled. They had never seen CCHs like this.

Yet, the pc was very happy, came way up tone, lost a bad before-session somatic and within 48 hours had a complete change in a chronic physical problem, *all in 1½ hours* of proper original CCHs!

The students and Instructors "knew they weren't watching the correct CCHs" because there was no antagonism to the pc, because the Tone 40 was not shouted, because there was no endurance marathon in progress. There was just quiet, positive auditing with the pc in good, happy two-way communication with the auditor and the auditor letting the pc win.

In the student auditing of the next two days, some shadow of the demonstration's attitude was used *and the cases audited gained much faster* than before. Yet at least two or three still feel that this is far too easy to be the CCHs.

In five years, the CCHs, not closely supervised by me, but altered in training, had become completely unrecognizable (and almost resultless).

Why?

Because the CCHs were confused with Op Pro by Dup which was for auditors. Because the CCHs became an arduous *ritual,* not a way to audit the pc in front of you. The CCHs became a method of auditing without communicating, of running off strings of drills without being there. And the CCHs are so good that even when done wrong or even viciously they produced some slight gain. The CCHs shade from bright white to dark gray in results, never to black.

Having been perverted in training to a system to make auditors audit them, they became something that had nothing to do with the pc.

What these students saw demonstrated (and which upset them terribly) was this:

The auditor sat down, chatted a bit about the coming session with the pc, explained in general what he was about to do. The session was started. The auditor explained the CCH 1 drill in particular and then began on it. The pc had a bit of embarrassment come off. The auditor took the physical reaction as an origination by the pc and queried it. The routine CCH 1 drill went on and was shortly proved flat by three equal responses. The auditor went to CCH 2. He explained the drill and started it. This proved to be flat. The pc did the drill three times without comm change. The auditor explained and went to CCH 3. This also proved flat and, after a three-times test, the auditor came off it, explained CCH 4, and went to CCH 4. This proved unflat and was gradually flattened to three equally timed correct responses by the pc on a motion the pc could not at first do. About 50 minutes had elapsed so the auditor gave a ten minute break. After the break the auditor went back to CCH 1, found it flat, went to CCH 2 and found the pc jumping the command and, by putting short waits of different lengths before giving commands, knocked out the automaticity. The auditor went on to CCH 3, found it flat, and then to CCH 4 which was found unflat and was accordingly flattened. The auditor then discussed end ruds in a general way, got a summary of gains and ended the session.

All commands and actions were Tone 40 (which is *not* "antagonism" or "challenge"). *But* the pc was kept in two-way comm between full cycles of the drill by the auditor. Taking up *each new physical* change manifested *as though it were an origin* by the pc and querying it and getting the pc to give the pc's reaction to it. This two-way comm was *not* Tone 40. Auditor and pc were serious about the drills. There was no relaxation of precision. But both auditor and pc were relaxed and happy about the whole thing. And the pc wound up walking on air.

These were the CCHs properly done. With high gain results.

The viewers saw no watchdog snarling, no grim, grim PURPOSE, no antagonistic suspicion, no pc going out of session, no mauling, no drill-sergeant bawling and KNEW these couldn't be the CCHs. There was good auditor-pc relationship (better than in formal sessions) and good two-way comm throughout, so the viewers KNEW these weren't proper CCHs.

Well, I don't know what these grueling blood baths are they're calling "the CCHs." I did them the way they were done in April 1957 and got April 1957 fast results. And the processes aren't even recognized!

So somewhere in each year from April 1957 to April 1962 and somewhere in each place they're done, additives and injunctions and "now I'm supposed to's"

have grown up around these precise but easy, pleasant processes that have created an unworkable monster that is called "the CCHs" but which definitely isn't.

Not seeing the weird perversions but seeing the slow graph responses, the vast hours being burned up, I began to abandon recommending the CCHs after 1959 as too long in others' hands. I didn't realize how complicated and how grim it had all become.

Well, the *real* CCHs *done right,* done the way they're described here, are a fast-gain route, easy on auditor and pc, that goes all the way south.

Take a reread of the June and November bulletins of last year (forget the twenty-minute test, three times equally done are enough to see a CCH is flat) and, not forgetting your Tone 40 and precision, laying aside the grim, withdrawn, militant auditor attitude, try to do them as pleasantly as you find them described in the above-outlined session, and be amazed at the progress the pc will make.

The CCHs easy on auditor and pc? Ah, they'd observed a lot of CCHs and never any that were *easy* on auditor or pc. Everybody came to know it was a bullying, smashing, arduous mess, a fight in fact. The only trouble was, the gains vanished when the ARC ran out.

Today, put *any* pc on the *original* CCHs done as above until they're flat, then go to 3D Criss Cross and the pc will fly.

Surely you don't have to look and sound so hungry, disinterested and mean when you audit the CCHs. You want to *clear* this pc, not make him or her into a shaking wreck. The CCHs are easily done (when they're done right).

They'll get lost again, too, unless you remember they can get lost.

I BELIEVE UPPER INDOC SHOULD BE CANCELLED IN ACADEMIES AND EXTRA TIME PUT ON JUST THE CCHS, AS IT IS THE UPPER INDOC ATTITUDE CARRIED OVER THAT MAKES THE CCHS GRIM.

SUMMARY

The PURPOSE of the CCHs is to bring the pc through incidents and into present time. It is the reverse of "mental" auditing in that it gets the pc's attention exterior from the bank and on present time. By using communication, control and havingness this is done. If you make present time a snarling hostility to the pc, he of course does not want to come into present time and it takes just that much longer to make the CCHs work.

You do the CCHs with the Auditor's Code firmly in mind. Don't run a process that is not producing change. Run a process as long as it produces change. Don't go out of two-way comm with the pc.

Complete every cycle of the process. Don't interject two-way comm into the middle of a cycle, use it only after a cycle is acknowledged and complete.

Don't end a process before it is flat. Don't continue a process after it is flat.

Use Tone 40 commands. Don't confuse antagonistic screaming at the pc with Tone 40. If you *have* to manhandle a pc, do so, but only to help him get the process flat. If you have to manhandle the pc, you've already accumulated ARC breaks and given him loses and driven him out of session.

Improve the ability of a pc by gradient scale. Give the pc lots of wins on CCH 3 and CCH 4 and amongst them flatten off what he hasn't been able to do.

The CCH drills must be done precisely by the auditor. But the criteria is whether the pc gets gains, not whether the auditor is a perfect ritualist. Exact ritual is something in which you should take pride. But it exists only to accomplish auditing. When it exists for itself alone, watch out.

Audit the pc in front of you. Not some other pc or a generalized object.

Use the CCHs to coax the pc out of the bank and into present time.

Take up the pc's physical changes as though they were originations. Each time a new one occurs, take it up with two-way comm as though the pc had spoken. If the same "origination" happens again and again, only take it up again occasionally, not every time it happens.

Know what's going on. Keep the pc at it. Keep the pc informed. Keep the pc winning. Keep the pc exteriorizing from the past and coming into present time.

Understand the CCHs and what you're doing. If it all deteriorates to mere ritual, you'll take 25 to 50 times the time necessary to produce the same result as I would.

The auditing is for the pc. The CCHs are for the pc. In auditing you win in the CCHs only when the pc wins.

L. RON HUBBARD
Founder

HCO BULLETIN OF 11 APRIL 1962

Central Orgs
Missions

DETERMINING WHAT TO RUN

Here is some good news for you. Recently I completed surveys on pcs establishing the general workability of processes. From there I found there was a simple way of establishing what should be run on a given pc.

The entire test is by tone arm action.

The table follows:

Considerable tone arm action during rudiments—do CCHs.

No tone arm action during rudiments and no decent tone arm action on Prepchecking or 3D Criss Cross—do CCHs.

Considerable tone arm action during Havingness Processes—do CCHs.

Minimal tone arm action during 3D Criss Cross—do CCHs.

Minimal tone arm action during Prepchecking—do CCHs.

Good tone arm action during listing in 3D Criss Cross—do 3D Criss Cross.

Good tone arm action during Prepchecking—do Prepchecking or 3D Criss Cross.

There is a phenomenon known as the "drift down" which is not actual tone arm action. The pc starts in on Prepchecking or 3D Criss Cross with the tone arm high, and as listing goes on the arm gradually drifts down and lingers on and on at the lower read. This is not really tone arm action. The pc is just drifting toward the read of an item. In this the tone arm does not go up or down, back and forth, it just drifts slowly and evenly down over the first half hour period of listing and stays there.

Similarly there is the "drift up" of the tone arm during prepchecking or listing. The constantly rising needle gradually raises the tone arm up to a high read which finally just stays there. This "drift up" is not actually tone arm motion. It is just the pc's refusal to confront.

By "considerable," "good" or "adequate" tone arm action we mean about three quarters of a division change in twenty minutes of auditing. Judgment has to be used in establishing this action, as for many minutes a tone arm may hang up even on an easy case before it begins to move again.

By minimal tone arm action we mean a quarter of a division change in twenty minutes of auditing, or less.

The secret is this. When the tone arm moves it is because mass is changing. When a pc is *being* the mass and no other mass or thing he cannot view it, as there is nothing there to view the mass but the mass. Thus we get cases that cannot as-is. These cases are just being the one valence or the mass or the somatic without being or seeing anything else.

The pc can be a mass *or* a valence however and still view another mass or valence. When the pc can do this we get reaction between two masses and therefore tone arm change. Also a pc who is being himself and is capable of viewing a mass will get tone arm change.

It requires two locations to get a tone arm change—the location of the pc and the location of the mass. If two such points of reference do not exist the pc cannot view anything outside of what he is being, and thus there is no as-isness of mass. When the pc *is* what the pc needs to have audited and cannot view it, then we get no as-ising and therefore no change of mass, since it is a one-point situation as opposed to a two-point situation.

When we have a pc who is being a mass and cannot see anything or be anything but that mass, then we get no tone arm action on any subjective process. Everything we ask the pc to think we get little or no action on the tone arm because there is no shift of mass—and there is no change of case either and won't be. *But* when we have this same pc looking at the auditor we do get the viewing of an outside mass and so we do get tone arm action. Hence when rudiments produce tone arm action it is obvious that the pc gets his change by viewing things in the room and the CCHs are indicated. When this same pc does not get tone arm motion on a thinkingness process, that clinches that matter for the CCHs.

Also, in doing the CCHs, we have to take a somatic or a twitch or any pc reaction as an origin by the pc and call the pc's attention to it by asking him quietly about it. This makes the pc view it and when the pc does the pc gets exterior to it and so the mass changes. Thus two-way comm of this type is *vital* to the pc's progress and lack of it multiplies the time in processing tremendously.

Any Director of Processing *must* follow these rules in studying daily case reports. By looking over the pc's tone arm action, providing the auditor has recorded it frequently in Prepchecking or 3D Criss Cross, the Director of Processing can tell at once what progress is being made.

It goes further than that. You just mustn't run a pc on Prepchecking or 3D Criss Cross where the pc is getting minimal tone arm action session after session. Only the CCHs can be run. Do not let an auditor audit 3D Criss Cross if the auditor takes two weeks to find an item routinely. And don't let a pc be run on Prepchecking or 3D Criss Cross unless good tone arm action routinely results. To do otherwise than follow these indications is to flagrantly waste auditing.

The only exception to this is that every pc must be regularly checked out for missed withholds. Only if this is done will the pc stay in session or be happy about his auditing.

This will greatly lessen your worries as an auditor and as one supervising other auditing. Use it.

L. RON HUBBARD
Founder

Central Orgs
Missions

DYNAMIC PROCESSING CHECKS

The following letter and Dynamic Processing Checks were received from an International Council Member. They are for use as Zero Questions.

"Dear Ron,

You mentioned in DC that some Dynamic Processing Checks would be useful. Here are some. They're more of a nucleus than a really full set of questions. I suspect there are gaps large enough to drive tanks through which are not obvious to me at this point. So, it would be nice if they were added to by somebody whose dynamic blind spots and mishmashes are different from mine!

Love,

Jan."

FIRST DYNAMIC

Have you ever denied yourself an opportunity?

Is there something you haven't let yourself have?

Have you ever deliberately made someone think badly of you?

Have you ever made someone punish you?

Have you ever distrusted yourself?

Have you ever made yourself sick?

Have you ever hurt yourself?

What haven't you let yourself do?

Have you ever considered anything to be "much too good for you?"

Have you ever hated yourself?

Have you ever decided you were unworthy of your friends? Family? Job?

Have you ever prevented yourself from accomplishing something?

What haven't you let yourself feel?

What haven't you let yourself think?

Have you ever restrained yourself from a desired sexual experience?

Is there anything you won't let yourself eat, or drink?

What won't you let yourself see? Hear? Touch?

What won't you let yourself understand?

Have you ever attempted suicide?

Have you ever misused a body part?

Have you ever punished yourself?

Have you ever lied to yourself?

Have you ever failed to care for a body part?

SECOND DYNAMIC (FAMILY)

Have you ever been a disturbing element in a family?

Have you ever joined a family out of revenge?

Have you ever disowned a member of your family?

Have you ever gotten a relative into trouble?

Have you ever worked against your family?

Have you ever badly raised a child?

Have you failed to provide for a child of yours?

Have you ever split up a family?

Have you ever had a bastard?

Have you ever passed off a bastard as legitimate?

Have you ever claimed a blood-relationship you didn't have?

Have you ever forced a child into an unsuitable or uncongenial profession?

Have you ever forced a child into a loveless marriage?

Have you ever interfered with an inheritance?

Have you ever had a member of your family incarcerated?

Have you ever had an abortion?

Have you ever caused another to have an abortion?

Have you ever exposed an infant?

Have you ever physically injured a relative?

Have you failed to provide for an aged relative?

Have you neglected your child's education?

Have you caused hostile factions within a family?

Have you ever lived parasitically on your family?

SECOND DYNAMIC (SEX)

Have you ever sexually aroused someone and then not satisfied him or her?

Have you ever been sexually aroused by an object?

Have you ever aroused another sexually with an object?

Have you ever made love to a person of the wrong age?

Have you ever made love to a person of the wrong sex?

Have you ever made love to a person of the wrong caste or class?

Have you ever made love to a person of the wrong race?

Have you ever made love to a creature of the wrong species?

Have you ever made love to someone who belonged to another?

Have you ever taught another perverted sexual practices?

Have you ever invented perverted sexual practices?

Have you ever used sex unethically?

Have you ever made love to a person you disliked?

Have you ever used the wrong body part for intercourse?

Have you ever caused someone to be castrated?

Have you ever made someone's body more exciting by warping or distorting it?

Have you ever raped anyone?

Have you ever failed to have intercourse with someone you should have?

Have you ever had sex with a member of your own family?

Have you ever made love to a person of your own sex?

Is there anything about your sex life that would be unsafe to reveal?

Have you ever misused sex?

Have you ever withheld sex?

Have you ever stood up a date?

THIRD DYNAMIC

Have you ever joined a group without being qualified?

Have you ever given a group less than you received from it?

Have you ever split a group into factions?

Have you ever perverted the purpose of a group?

Have you ever made a group too dependent on you and then left?

Have you ever belonged to a secret society?

Have you ever gone over to the other side?

Have you ever been an informer?

Have you ever brought your group into disrepute?

Have you ever weakened your group?

Have you ever been a spy?

Have you ever been a double agent?

Have you ever permitted your group to be wiped out?

Have you ever joined a group you considered bad?

Have you ever given a group bad leadership?

Have you ever given a group bad service?

Have you ever provided badly for your group?

Have you ever made your side lose?

Have you ever injured the survival of a fellow group member?

Have you ever enturbulated a group?

Have you ever done anything to a group?

Have you ever destroyed or reduced the survival of your own group?

FOURTH DYNAMIC

Have you ever treated a member of your species like an animal? Like a machine?

Have you ever made territory uninhabitable?

Have you ever resigned from the human race?

Have you ever pretended to be a human being?

Have you done anything to keep mankind from uniting?

Have you ever tried to exterminate a species?

Have you ever pretended to be a member of a different species?

Have you ever denied a species a place to live?

Have you ever prevented a species from reproducing itself?

Have you ever perverted the purpose of a species?

Have you kept your own species ignorant?

Have you ever eaten a member of your own species?

Have you ever tried to start a war among your own species?

Is there anything you've done to a species that would be unsafe for you to reveal?

FIFTH DYNAMIC

Have you ever treated living creatures like objects? Like machines?

Have you ever damaged crops?

Have you ever used bad breeding stock?

Have you ever eliminated good breeding stock?

Have you ever crippled or killed living creatures for fun?

Have you ever cut down trees without replanting?

Have you ever let weeds take over cultivated areas?

Have you ever failed to fertilize crops?

Have you failed to provide water for livestock? For crops?

Have you ever put life forms to strange uses?

Have you ever polluted water sources?

Have you ever killed off a useful species faster than it could breed?

Have you ever abused a living creature?

Have you ever castrated or spayed domestic animals?

Have you ever bred warped life forms?

What life forms have you eaten?

What life forms have you fed to other live forms?

Have you ever kept a life form in an unsuitable environment?

Have you ever destroyed other life forms?

SIXTH DYNAMIC

Have you ever failed to maintain a machine properly?

Have you ever destroyed a useful object? A beautiful object?

Have you ever lost an object?

Have you ever made harmful combinations of matter?

Have you ever wasted metals? Chemicals? Other inorganic materials?

Have you ever misused a tool or machine?

Have you ever forgotten how to build something?

Have you ever forgotten how to use something?

Have you ever perverted the use of a scientific discovery?

Have you ever built something destructive?

Have you ever built something that didn't work?

Have you ever made an ugly "work of art"?

Have you ever put things too far apart?

Have you ever put things too close together?

Have you ever made a location a mystery?

Have you ever misplaced something in time?

Have you ever forgotten a time?

Have you ever forgotten a place?

Have you ever made an object mysterious?

Have you ever made something vanish?

Have you ever made something imperceptible?

Have you ever misapplied energy?

SEVENTH DYNAMIC

Have you ever denied the existence of spirits?

Have you ever made people believe they weren't spirits?

Have you ever persuaded others some thoughts are bad?

Have you ever made a spirit evil?

Have you ever made another forget?

Have you ever forced a beingness on another?

Have you ever made another believe he was somewhere else?

Have you ever made another believe he was in a different time?

Have you ever made another believe he was someone else?

Have you ever confused another's memory?

Have you ever persuaded another there were things he must resist?

Have you ever prevented another from perceiving?

Have you ever prevented another from being something?

Have you ever convinced another his postulates didn't work?

Have you ever made another experience something he didn't wish to?

Have you ever convinced another that he was weak?

Have you ever convinced another that he was incompetent?

Have you ever convinced another that he was insane?

Have you ever convinced another that he was stupid?

Have you ever convinced another that he was dishonorable?

Have you ever driven another insane?

Have you ever enslaved another's soul?

EIGHTH DYNAMIC (FOR NON–SCIENTOLOGISTS)

Have you ever doubted the truth of your religion?

Have you ever polluted a holy place? A sacred object?

Have you ever disobeyed God's commandments?

Have you ever failed to perform your religious duties?

Have you ever neglected an opportunity to save a sinner?

Have you ever been disrespectful to a holy or consecrated person?

Have you ever compromised your religious convictions?

Have you ever attacked a religion?

Have you ever tolerated a bad religion?

Have you ever perverted a religion?

Have you thought evil thoughts?

Have you ever concealed or denied your religion?

Have you ever changed your religion?

Have you ever committed a sin?

EIGHTH DYNAMIC (FOR SCIENTOLOGISTS)

Have you ever convinced others that some things are unknowable?

Have you ever convinced another that there were effects he couldn't create?

Have you ever convinced another there were places he couldn't be?

Have you ever persuaded another that someone else made him?

Have you ever convinced another that there were beings with whom he couldn't communicate?

Have you ever convinced another that he doesn't make his own future?

Have you ever persuaded another that some things cannot be communicated?

Have you ever convinced another there were places he couldn't leave?

Have you ever persuaded another that he never created anything?

Have you ever made another irresponsible?

L. RON HUBBARD
Founder

CCHs

PURPOSE

A long time ago—in 1949—while doing research in Dianetics, I experienced considerable trouble in getting some pcs "up to present time."

As you know, a pc can get "stuck in the past," and if you can get a pc *out* of his engrams and reactive mind (his perpetuated past), he becomes aware of the present. He or she is unaware of the present to the degree that shock or injury has caused an arrest in time.

After running an engram, we used to tell the pc to "Come to present time" and the pc would, ordinarily, but sometimes no.

By telling the pc to examine the room, the return to present time could be accomplished on many.

I observed that a common denominator of all aberration was interiorization into the past and unawareness of the present time environment.

Over the years, I developed what became the CCHs.

Control, In-Communication-With, and Havingness of present time became feasible through certain drills of Control, Communication and Havingness, using the present time environment.

This is the purpose of the CCH drills—getting the pc out of the past and into present time. Any drill which did this would be a CCH drill, even "Come up to present time!" as a single command.

The pc is stuck not just in engrams but in past identities. In fact, the pc out of present time *is being* the past. The pc can be made to see he is being the past and that there is a present.

Thus, when the pc "has a somatic" and you ask the pc what it was, you get him or her to differentiate between self and past by looking. A being who *is* something, cannot observe it. A being who looks at something, ceases to be it. A pc can even *be* a somatic!

Hence, the CCHs must be run with a nonforbidding present time, with queries about somatics and changes.

It's all as simple as that, basically. That's why they work—they get the pc to present time. But only if they are run right. Only if they invite the pc to progress.

Run wrong, the CCHs can actually drive a pc *out* of present time or park him or her in the session.

Do you see, now?

L. RON HUBBARD
Founder

RECOMMENDED PROCESSES HGC

After considerable study of various results, I have come to the conclusion, which may be refined later, that the best shotgun for all cases is a combination of the CCHs, Prepchecking and 3D Criss Cross used in a certain specific and definite way with certain and specific indicators as to when and how they are employed.

At this time there are no better processes than these three. Properly processed on these three, there are no cases which cannot be moved. Whereas many old-time repetitive processes achieved wonderful results on this or that special case, no such process ever achieved results on all cases. Therefore, it could be said that we have only this combination of processes which give us remarkable results on all cases—the CCHs, Prepchecking and 3D Criss Cross.

The only liability which these three types of processing have is that they require very well trained auditors and very precise application. But training skills are now such that certainly at Saint Hill all difficulties in teaching these processes have been overcome. Given some six months a student can be taught to use these with such skill as to cause a preclear to gape in wonder at the rapidity of his advance. The beauty of these processes is that they are susceptible to precision training and are precision actions. If a preclear has peculiar and special things wrong with him or if the preclear is very difficult, these three processes properly administered will achieve success without special understanding of the case by the auditor.

But make no error about the precise nature of administration. There are very few maybes in the administration of these three processes. There are definite answers to every problem or difference in preclears that may be encountered. Therefore if we are to attain high-level sweeping clearing in Scientology we cannot compromise with the level of auditor training. I do not say that all auditors need to be trained at Saint Hill, but I do say that all auditors so far arrived as students at Saint Hill were far, far below any required level of skill to make these processes broadly work. But we can and are overcoming this skill factor, not only at Saint Hill but in Central Orgs which have Saint Hill graduates in their Technical Divisions. The only real technical trouble I have seen lately occurred in orgs where no graduate of Saint Hill was yet posted.

METHOD OF USE

The CCHs, according to my latest finding, should be used in company with Prepchecking. The CCHs use the extroversion factor of present time. Prepchecking gives us the introversion factor.

The system is to prepcheck the pc to a win, in one, two or three sessions, and then CCH the pc to a win in one, two or three sessions. Use one then the other, then the first again then the second. Alternate these two skills, each time to a win. Use neither more than four sessions consecutively. Don't use them both in one two-hour session. Devote the whole of any session to either one or the other. Use a meter and rudiments only in the Prepcheck sessions. Use no meter or rudiments in the CCHs sessions.

In doing Prepchecking use the precise system developed to date, but use only rudiments questions as the Zero Questions. The end product of Prepchecking used this way is to achieve better tone arm action and rudiments that will stay in when we come to 3D Criss Cross.

If the pc, while being given his preclear assessment, shows excellent tone arm action on the think-type of assessment question (which is most of it), then the pc could be put directly onto 3D Criss Cross, and the CCHs and Prepchecking bypassed. But if after a while or at any time the pc's tone arm action became poor and rudiments became very hard to keep in, the pc would be returned to or started on again CCHs and Prepchecking until a session was more possible on 3D Criss Cross.

If minimal tone arm action was present during the preclear assessment, then the pc would be put at once on CCHs and Prepchecking as above.

This is how these three activities—CCHs, Prepchecking and 3D Criss Cross—should be used. Use the CCHs against Prepchecking until rudiments go in very easily or stay in and the tone arm has excellent action. Then go into 3D Criss Cross. But if rudiments on 3D Criss Cross become consistently difficult and tone arm action drops, the auditor should return the pc to CCHs and Prepchecking until tone arm action is regained and 3D Criss Cross can be continued.

Thus we see that the CCHs and Prepchecking are used to get the pc into session and keep him easily in session, and the 3D Criss Cross is used for long-range, permanent case gain. One does not try for real case gain with CCHs and Prepchecking even though real gain exists in the use of these processes. One tries for real gain with 3D Criss Cross.

LIMITATIONS OF USE

Oddly enough it has been found that 3D Criss Cross is easier to learn than Prepchecking, and any auditor who can prepcheck can rapidly learn 3D Criss Cross. But it is also interesting that Prepchecking is necessary to know before one does 3D Criss Cross, due to meter experience and rudiments. It is easier to read a meter under Prepchecking than under 3D Criss Cross. But one has to be more skilled as an auditor in pressing home to do Prepchecking than to do 3D Criss Cross.

If an auditor can do skilled Prepchecking and get results his battle with auditing is three-quarters over. The rest is very easy.

A FINAL WORD

There is nothing less than complete precision required of today's auditor. That precision can be learned and is being learned. It is marvelous to be audited by an auditor who knows his Model Session and TRs, who doesn't Q&A and

who just goes on and gets the job done, who stays in two-way comm with his pc during the CCHs, and who doesn't flinch at asking embarrassing questions in Prepchecking. It is *not* difficult to obtain this perfection. Its attainment guarantees the success of sessions and the future of Scientology.

In an Academy teach the fundamentals of Scientology, axioms, codes, scales, TRs, meter and Model Session, etc. Teach such a student to do the CCHs, old repetitive processes such as ARC Straightwire and Prepchecking and let him get his results on graduation with CCHs and Prepchecking as used herein. And graduate him with those skills well learned. Then later teach him a Class II course bringing his TRs, Model Session and metering to perfection and teach 3D Criss Cross. Then we'll have *good* auditors.

Don't compromise with auditing skill. And the combination of processes given herein will make every pc you audit thrilled with the results you will obtain.

L. RON HUBBARD
Founder

ROUTINE 3G (EXPERIMENTAL)

(A preview of a Clearing Process)

We are engaged in piloting through fast clearing.

Using the data and experiences of 3D Criss Cross (which remains valid and all mistakes of which can be cleaned up as per this Info Letter) we should get faster results and, more important, obtain a continuing gain on the pc until the pc is Clear.

The best locator of the Goals Problem Mass is from goals. On any pc (whose rudiments can be kept in), even pcs being run on 3D Criss Cross, the fastest road to Clear is probably as follows:

ROUTINE 3G STEPS IN BRIEF

1. Do a Goals Assessment.

2. List and null for an item obtained from the goal found, by *complete* listing.

3. Oppterm the item found by listing, nulling and finding the oppterm by complete listing.

4. Repeat 1, 2 and 3 many times.

New data which makes this possible is as follows:

1. *Listing is auditing.*

2. Goals locate more deeply in the Goals Problem Mass than any other line.

3. Other types of line are less accurate and can give the pc more discomfort than goals items.

4. Finding a goal was blocked by out-rudiments, invalidations and missed withholds.

5. What a *complete* list is has been discovered and tests developed conditionally.

6. Pcs can become upset (given heavy somatics) by incomplete lines and by oppterming wrong items.

In theory if an item list is handled as a process, it must be completed.

All charge probably does not bleed off a goals list and these tests do not apply to a goals list as (in goals) a pc is facing no mass, only ideas. In items he faces up to mass. Items are charged, not goals. The following CONDITIONAL tests are applied to lists of items (not a goals list) to establish if a list is complete.

(a) All tone arm action has ceased by list end, but was present and adequate at list beginning, just as in any repetitive *process.*

(b) By reading the 1st 12 items of the list back to the pc, as differentiation, no tone arm action is produced. (Use the 2nd 12 for next test.) (No thorough differentiation is done on the list.)

(c) The first 12 items of the list produce no great needle action in nulling and all but one or two go out on reading them the first time. (Use the 2nd 12 for next test, 3rd 12 for 3rd test, etc.)

(d) Almost all the list vanishes on the 1st nulling of it. No items grind out.

(e) The meter does not respond to a question: "Are there any more terminals?"

Coax the pc into completing the list by these tests. Keep off ARC break reactions by asking for missed withholds and invalidations.

In theory, when the terminal is attained by a goals assessment and a resulting list of items, and when the opposing item is obtained, if *both* lists were *complete,* the two items should "blow" and the goal cease to react. This then would make repetitive auditing unnecessary.

The safest action on any case that has been run on 3D Criss Cross is to take any goal ever found on the case and check it out. If it checks out, ignore the former terminal and complete the goals terminal list as per the above five tests and then oppterm it.

3D Criss Cross is a good training ground.

Any new auditor on Routine 3 processes should be put on 3D Criss Cross with Prehav levels as a source and be made to *complete* his list, find an item and do a *complete* oppterm list.

Incomplete listing, invalidations and out-rudiments are the main faults of Routine 3 processes. A new auditor should be cured of them before messing with a Goals Assessment, which is the touchiest to do and hardest on a case.

Values gained in receiving or giving 3D Criss Cross are great. Values from Routine 3G are probably much greater and much more comfortable.

In doing 3D Criss Cross or Routine 3G omit Differentiation as a step except to stir up the pc for more items or to test the completeness of a list.

A goal is checked (whether new or old) by:

1. Nulling down to one goal.

2. Getting rudiments carefully in.

3. By taking off any invalidations (invalidations when present read the same as the goal or item while the goal or item do not read).

4. Reading the goal, then a goal that went out only after a second nulling of the list, then the goal found, then a null goal, etc. The goal should continue to read.

A goal or item reads constantly, each time it is said. It reads tick, tick, tick, always the same and every time, providing invalidations are off and rudiments are in.

An item is checked out the same way as a goal.

No item on a complete list should have more than one or two nulling marks after it. If an auditor has to cover a list 25 times to get it null, it's laughably incomplete. An Auditing Supervisor can simply look at a list's null marks and tell if it's complete or not. Too many null marks equals an incomplete list always.

A complete list, in theory, just fades away and leaves an item.

Perhaps an oppterm list will just fade out and the original item and goal will vanish.

Routine 3G is an effort to exploit the assess to clear phenomena without auditing any items and to keep the pc continually gaining without slumps.

Routine 3 failed only because of out-rudiments, poor meter handling, bad TRs and Model Session. It never failed because of its theory or technology.

It is recommended that, when an auditor is skilled, the pc be placed on Routine 3G regardless of anything found by 3D Criss Cross.

Ignore all previously found or run items. Take up only a goal found (that still checks out as above) or a new goals list.

If a goals list has been lost, reconstruct it by taking invalidations off the subject of goals and having the pc list newly.

_____

Goals lists run from 100 to 1,000, sometimes more.

Item lists seldom run less than 300, usually more.

_____

Use the same goals list for step 4 of Routine 3G. Add to it. Null the whole thing again. Don't try to get all TA action and charge off a goals list.

Always get all action and charge off an items list.

_____

The steps of Routine 3D Criss Cross now are:

1. Get a Prehav level by usual Prehav Assessment.

2. List for the item.

3. Test for completeness with above completeness tests.

4. Complete if not complete.

5. Null list to one item.

6. Check out item (as above).

7. Oppterm the item at once.

8. Test oppterm list for completeness.

9. Null oppterm list.

10. Check out item.

Put anything found on a line plot.

_____

The steps of Routine 3G are:

1. Do or recover a goals list.

2. Null the list to one goal.

3. Check out the goal.

4. List for an item from the goal. (Use the wording: "Who or what would want to [goal]?").

5. Test for completeness (as above).

492

6. Complete list if not complete. (Do 5 and 6 until the list *is* complete.)

7. Null the list to one item.

8. Check out the item.

9. Oppterm list the item. (Use: "Who or what would oppose [item]?")

10. Test for completeness of list.

11. Complete list. (Do 10 and 11 until list *is* complete.)

12. Null list.

13. Check out item.

14. Assess for a new goal as above and do each of these steps in order.

Keep an accurate line plot record of all goals and items found.

Repairing a case that through bad or erroneous assessment or running of items on Routine 3 or 3A or 3D or 3D Criss Cross is done by the Routine 3G steps above. The errors should vanish.

Note that the word "want" is used to get an item list from a goal. "Who or what would *want* to _____ (goal) _____?" Not "Who or what would (goal)?"

A pc can be coaxed into completing a list by differentiation, which consists of asking him "Would a (item) want to (goal)?" for each item he or she has listed. But only differentiate a few until pc is going again.

Don't Tone 40 ack items or goals a pc gives you. It stops the pc by completing the cycle. Just murmur at him or her when you get a goal or item. Ask the question that is getting items only as a prompt when pc runs down. Not while a pc is talking goals or items. Try to get several goals or items for one question. Coax the pc. Keep the missed withholds picked up.

If the pc gets a "dirty needle" in listing 3D Criss Cross, an earlier item is wrong. (This is a pc "needle pattern.") A wrong item found constitutes a missed withhold. Backtrack to earlier items. A wrong goal found can cause a "dirty needle." Otherwise a "dirty needle" is caused by missed withholds. If you can't clean up a "dirty needle" with missed withhold questions, a goal or item was wrong and you had better backtrack to it at once, no matter what else you were

doing. The way to do it is recheck all items on the line plot and correct the earliest item that won't now check out (unless it and its oppterm blew, of course).

You will receive more data on Routine 3G as it is found.

The *Modifier* is part, it seems, of the oppterm so its use is dropped. It is not found now.

CAUTIONS

DO NOT LET ROUTINE 3G BE RUN AS THE FIRST ROUTINE 3 PROCESS BY ANY INEXPERIENCED AUDITOR. LET AUDITORS BECOME PERFECT USING ROUTINE 3D CRISS CROSS AS CONTAINED HEREIN. A Goals Assessment is tougher than 3D Criss Cross and goals are more easily invalidated than items. Further Routine 3G should clear off any errors run into a case by 3D Criss Cross. Therefore don't train with the only cure. 3D Criss Cross does well with cases too! Train auditors to do Routine 3 processes with Routine 3D Criss Cross from Prehav levels. Only when they're perfect, let them go to more advanced routines. Routine 3D Criss Cross can be run on staffs and HGC pcs with great advantage to the pc and no unremediable risk to the pc.

Requisite to run Routine 3D Criss Cross is good gains with Prepchecking and the CCHs.

We have developed a good process to graduate the auditor to clearing without fouling up pcs too badly in Routine 3D Criss Cross. And the pcs will win too if it is well and thoroughly done.

All this should be good news to people whose goals have been found.

L. RON HUBBARD
Founder

494
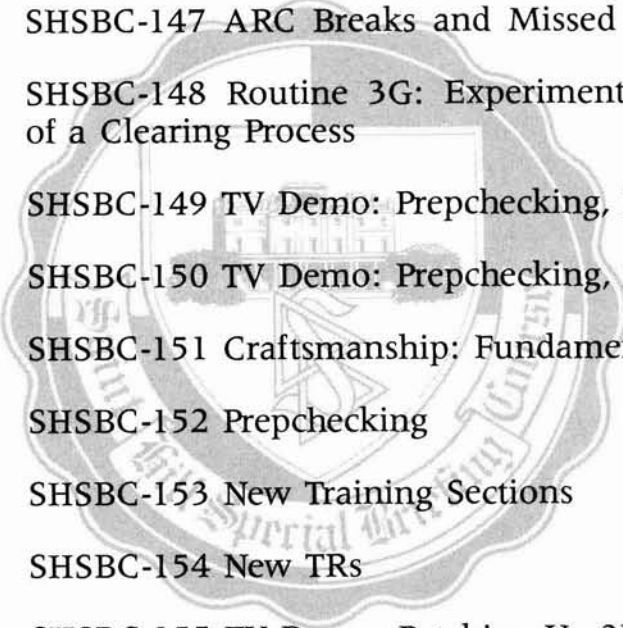
Saint Hill Special Briefing
Course Lectures

May 1962

In May, Ron lectured on Prepchecking and did live TV demonstrations of Prepchecking sessions for Briefing Course students. His other lectures during this month covered a wide range of subjects including Sec Checking, TRs, the E-Meter and instant reads, rudiments and a new procedure, Routine 3G.

1 May 1962	SHSBC-147 ARC Breaks and Missed Withholds
1 May 1962	SHSBC-148 Routine 3G: Experimental Preview of a Clearing Process
2 May 1962	SHSBC-149 TV Demo: Prepchecking, Part I
2 May 1962	SHSBC-150 TV Demo: Prepchecking, Part II
3 May 1962	SHSBC-151 Craftsmanship: Fundamentals
3 May 1962	SHSBC-152 Prepchecking
15 May 1962	SHSBC-153 New Training Sections
15 May 1962	SHSBC-154 New TRs
16 May 1962	SHSBC-155 TV Demo: Patching Up 3D Criss Cross Cases
17 May 1962	SHSBC-156 Auditing Errors
17 May 1962	SHSBC-157 Prepchecking and Its Purposes
22 May 1962	SHSBC-158 Administration of Courses
22 May 1962	SHSBC-159 Missed Withholds
23 May 1962	SHSBC-160 TV Demo: Check on "What" Questions and Havingness Probe
23 May 1962	SHSBC-161 TV Demo: Fish & Fumble— Checking Dirty Needles
24 May 1962	SHSBC-162 E-Meter Data: Instant Reads, Part I
24 May 1962	SHSBC-163 E-Meter Data: Instant Reads, Part II

HCO BULLETIN OF 3 MAY 1962R
REVISED 5 SEPTEMBER 1978

Remimeo

ARC BREAKS
MISSED WITHHOLDS

(HOW TO USE THIS BULLETIN:

WHEN AN AUDITOR OR STUDENT HAS TROUBLE WITH AN "ARC BREAKY PC" OR NO GAIN, OR WHEN AN AUDITOR IS FOUND TO BE USING FREAK CONTROL METHODS OR PROCESSES TO "KEEP A PC IN SESSION," THE HCO SEC, D OF T OR D OF P SHOULD JUST HAND A COPY OF THIS BULLETIN TO THE AUDITOR AND MAKE HIM OR HER STUDY IT AND TAKE AN HCO EXAM ON IT.)

After some months of careful observation and tests, I can state conclusively that:

ALL ARC BREAKS STEM FROM MISSED WITHHOLDS.

This is vital technology, vital to the auditor and to anyone who wants to live.

Conversely:

THERE ARE NO ARC BREAKS WHEN MISSED WITHHOLDS HAVE BEEN CLEANED UP.

By WITHHOLD is meant AN UNDISCLOSED CONTRASURVIVAL ACT.

By MISSED WITHHOLD is meant AN UNDISCLOSED CONTRASURVIVAL ACT WHICH HAS BEEN RESTIMULATED BY ANOTHER BUT NOT DISCLOSED.

This is FAR more important in an auditing session than most auditors have yet realized. Even when some auditors are told about this and shown it, they still seem to miss its importance and fail to use it. Instead they continue to use strange methods of controlling the pc and oddball processes on ARC breaks.

This is so bad that one auditor let a pc die rather than pick up the missed withholds! So allergy to picking up missed withholds can be so great that an auditor has been known to fail utterly rather than do so. Only constant hammering can drive this point home. When it is driven home, only then can auditing begin to happen across the world; the datum is that important.

An auditing session is 50% technology and 50% application. I am responsible for the technology. The auditor is wholly responsible for the application. Only when an auditor realizes this can he or she begin to obtain uniformly marvelous results everywhere.

No auditor now needs "something else," some odd mechanism to keep pcs in session.

PICKING UP MISSED WITHHOLDS KEEPS PCs IN SESSION.

There is *no* need for a rough, angry ARC breaky session. If there is one it is *not* the fault of the pc. It is the fault of the auditor. The auditor has failed to pick up missed withholds.

As of now it is not the pc that sets the tone of the session. It is the auditor. And the auditor who has a difficult session (providing he or she has used standard technology, Model Session and can run an E-Meter), has one only because he or she failed to ask for missed withholds.

What is called a "dirty needle" (an erratic agitation of the needle — not limited in size — which is ragged, jerky, ticking, not sweeping and tends to be persistent) is caused by missed withholds, not withholds.

Technology today is so powerful that it must be flawlessly applied. One does his CCHs in excellent two-way comm with the pc. One has his TRs, Model Session and E-Meter operation completely perfect. And one follows exact technology. And one keeps the missed withholds picked up.

There is an exact and precise auditor action and response for every auditing situation, and for every case. We are not today beset by variable approaches. The less variable the auditor's actions and responses, the greater gain in the pc. It is terribly precise. There is no room for flubs.

Further, every pc action has an exact auditor response. And each of these has its own drill by which it can be learned.

Auditing today is not an art, either in technology or procedure. It is an exact science. This removes Scientology from every one of the past practices of the mind.

Medicine advanced only to the degree that its responses by the practitioner were standardized and the practitioner had a professional attitude toward the public.

Scientology is far ahead of that today.

What a joy it is to a preclear to receive a completely standard session. To receive a textbook session. And what gains the pc makes! And how easy it is on the auditor!

It isn't how interesting or clever the auditor is that makes the session. It's how standard the auditor is. Therein lies pc confidence.

Part of that standard technology is asking for missed withholds *any* time the pc starts to give any trouble. This is, to a pc, a totally acceptable control factor. And it totally smooths the session.

You have *no* need for and must not use any ARC break process. Just ask for missed withholds.

Here are some of the manifestations cured by asking for missed withholds:

1. Pc failing to make progress.

2. Pc critical of or angry at auditor.

3. Pc refusing to talk to auditor.

4. Pc attempting to leave session.

5. Pc not desirous of being audited (or anybody not desirous of being audited).

6. Pc boiling off.

7. Pc exhausted.

8. Pc feeling foggy at session end.

9. Dropped havingness.

10. Pc telling others the auditor is no good.

11. Pc demanding redress of wrongs.

12. Pc critical of organizations or people of Scientology.

13. People critical of Scientology.

14. Lack of auditing results.

15. Dissemination failures.

Now I think you will agree that in the above list we have every ill we suffer from in the activities of auditing.

Now PLEASE believe me when I tell you there is ONE CURE for the lot and ONLY that one. There are no other cures.

The cure is contained in the simple question or its variations *"Have I missed a withhold on you?"*

THE COMMANDS

In case of any of the conditions (1) to (15) above, ask the pc one of the following commands and CLEAN THE NEEDLE OF ALL INSTANT READ. Ask the exact question you asked the first time as a final test. The needle must be clean of all instant reaction before you can go on to anything else. It helps the pc if each time the needle twitches, the auditor says "That" or "There" quietly but only to help the pc see what is twitching. One doesn't interrupt the pc if he or she is already giving it. This prompting is the *only* use of latent reads in Scientology—to *help* the pc spot what reacted in the first place.

The commonest questions:

"In this session, have I missed a withhold on you?"

"In this session have I failed to find out something?"

"In this session is there something I don't know about you?"

The best beginning rudiments withhold question:

"Since the last session is there something you have done that I don't know about?"

Prepcheck Zero Questions follow:

"Has somebody failed to find out about you who should have?"

"Has anyone ever failed to find out something about you?"

"Is there something I failed to find out about you?"

"Have you ever successfully hidden something from an auditor?"

"Have you ever done something somebody failed to discover?"

"Have you ever evaded discovery in this lifetime?"

"Have you ever hidden successfully?"

"Has anyone ever failed to locate you?"

(These Zeros do not produce "What" questions until the auditor has located a specific overt.)

When Prepchecking, when running any process but the CCHs, if any one of the auditing circumstances in (1) to (15) above occurs, ask for missed withholds.

Before leaving any chain of overts in Prepchecking, or during Prepchecking, ask frequently for missed withholds, "Have I missed any withhold on you?" or as above.

––––––––

Do not conclude intensives on any process without cleaning up missed withholds.

––––––––

Asking for missed withholds does not upset the dictum of using no O/W processes in rudiments.

––––––––

Most missed withholds clean up at once on Two-way Comm *providing* the auditor doesn't ask leading questions about what the pc is saying. Two-way Comm consists of asking for what the meter showed, acknowledging what the pc said and checking the meter again with the missed withhold question. If pc says, "I was mad at my wife" as an answer, just ack and check the meter with the missed withhold question. Don't say, "What was she doing?"

In cleaning missed withholds do not use the Prepcheck system unless you are Prepchecking. And even in Prepchecking, if the Zero is not a missed withhold question and you are only checking for missed withholds amid other activities, do it simply as above, by Two-way Comm, not by the Prepcheck system.

To get auditing into a state of perfection, to get clearing general, all we have to do is:

1. Know our basics (axioms, scales, codes, the fundamental theory about the thetan and the mind);

2. Know our practical (TRs, Model Session, E-Meter, CCHs, Prepchecking and clearing routines).

In actual fact, this is not much to ask. For the return is smooth results and a far, far better world. An HPA/HCA can learn the data in 1 above and all but clearing routines in the material in 2. An HPA/HCA should know these things to perfection. They are not hard to learn. Additives and interpretations are hard to get around. Not the actual data and performance.

––––––––

Knowing these things, one also needs to know that all one has to do is clean the E-Meter of missed withholds to make any pc sit up and get audited smoothly, and all is as happy as a summer dream.

––––––––

We are making all our own trouble. Our trouble is lack of precise application of Scientology. We fail to apply it in our lives or sessions and try something bizarre land then we fail too. And with our TRs, Model Session and meters we are most of all failing to pick up and clean up MISSED WITHHOLDS.

––––––––

501

We don't have to clean up all the withholds if we keep the missed withholds cleaned up.

Give a new auditor the order to clean up "missed withholds" and he or she invariably will start asking the pc for withholds. *That's* a mistake. You ask the pc for *missed withholds.* Why stir up new ones to be missed when you haven't cleaned up those *already missed?* Instead of putting out the fire we pour on gunpowder. Why find more you can *then* miss when you haven't found those that *have been* missed?

Don't be so confounded *reasonable* about the pc's complaints. Sure, they may all be true BUT he's complaining only because *withholds* have been *missed.* Only then does the pc complain bitterly.

Whatever else you learn, learn and understand this please. Your auditing future hangs on it. The fate of Scientology hangs on it. Ask for missed withholds when sessions go wrong. Get the missed withholds when life goes wrong. Pick up the missed withholds when staffs go wrong. Only then can we win and grow. We're waiting for you to become technically perfect with TRs, Model Session and the E-Meter, to be able to do CCHs and Prepchecking and clearing techniques, *and* to learn to spot and pick up missed withholds.

If pcs, organizations and even Scientology vanish from man's view it will be because you did not learn and use these things.

L. RON HUBBARD
Founder

HCO INFORMATION LETTER OF 8 MAY 1962

Missions
Central Orgs
BPI

ONLY SAINT HILL TO TEACH
SPECIAL BRIEFING COURSE

Because I have found that it takes all the skill of the whole staff and myself to make a clearing auditor in four months, if the person is already well trained, there will be no special clearing courses taught anywhere in the world except HCO WW, Saint Hill.

Class II courses will be taught in Academies as Academy courses, but nowhere in the world will there be any course except at HCO WW that teaches clearing and no special quick courses are authorized anywhere in the world, because I know very well that there is no compromise with high auditing skill.

By all means take Class II courses in preparation for Saint Hill if you wish and get new auditors to go to Academies where basic training is excellent. But do not confuse any of these courses with Saint Hill courses.

A Scientologist is expected to be a well-trained HPA/HCA and to have had successes and even a retread or two in his own area. Then it is hoped he can come to Saint Hill for his or her training.

There will be no Saint Hill course taught anywhere but at HCO WW.

L. RON HUBBARD
Founder

PREPCHECKING AND SEC CHECKING

How do you use Form 3 (the Joburg), Form 6A and other forms with Prepchecking?

These forms have great value in improving a case. They dig up things. They get off the overts against Scientology that hold up many a case.

Now that Prepchecking is here, with all its vast ability to clean up this life, you still need these forms. For the most general auditor fault in Prepchecking is going too shallow. By using these forms, this is to a large measure remedied by the use of all our Sec Check forms as released on HCO Policy Letters or even in Information Letters.

An old auditor, for instance, will make much faster case progress (or even make case progress) if given the Saint Hill Special "last 2 pages of the Joburg and a Form 6A."

Prepchecking and Sec Checking come together with a simple formula:

IF A SEC CHECK QUESTION DOESN'T AT ONCE CLEAR ON THE METER BY SIMPLE REVELATION, THE AUDITOR PREPCHECKS IT.

The smoothest way to clean a Sec Check question is to ask the pc to consider it carefully, then clean the needle of any response to it and go on. There is no varying the question.

If a question doesn't clear on one or two revelations, you then swing straight into a formal Prepcheck of the question.

This specific drill, shortly to become a TR, should be precisely followed.

AUDITOR (watching meter) (using Sec Check form question): "Have you ever stolen anything?"

(Auditor may tell pc if needle reacted and steer pc's attention.)

PC: "I stole a watch once." (Or whatever response.)

AUDITOR: "Thank you. I will now check the question: 'Have you ever stolen anything?' "

IF NEEDLE DOESN'T REACT:

AUDITOR: "That seems clear at the moment." (Asks next Sec Check question.)

IF NEEDLE STILL REACTS:

AUDITOR: "There's still something on this."

(Auditor writes down the question on his report as a Zero A question. Auditor probes for a specific single overt, finds one, forms the *What* question for use in a chain, writes it on his report and goes straight into routine Prepchecking. When the *What* question is null, the auditor returns to the same Sec Check question as above, tests it for now being clean. If not, more Prepchecking on it is indicated. If clean now, he goes to next question on form.)

If the auditor knows this drill, his progress down a form will be relatively rapid.

The theory of this is that if a question doesn't promptly clear on the needle then it is part of a chain and must be prepchecked to get all of it.

The phrasing of the *What* question for Prepchecking is *not* the Sec Check question. The *What* question is derived only from the overt discovered.

Any Sec Check question prepchecked is tested before leaving it just as though it were found reacting in the first place (same drill as above).

USE OF RUDIMENTS IN PREPCHECKING

Do not continually ask the pc "In this session have I missed a withhold on you?" while doing *any* Prepchecking.

In Prepchecking one asks for missed withholds only after cleaning a What question and in end rudiments.

Prepchecking sends the pc down the track. If an auditor says during prepchecking a chain "In this session have I missed a withhold on you?" it yanks the pc back to present time and out of whatever incident he or she is in.

In doing a Routine 3 process, one asks for missed withholds often and at any time, but not in a Prepcheck session.

If you do five or so Sec Check questions without a single one having to be prepchecked, it is, however, good policy to ask for missed withholds.

Ask for missed withholds in Prepchecking only after a What question is null, but always ask and clean it then.

In Routine 3 processes ask for missed withholds at any time.

HELP THE PC

In general, when getting rudiments in or getting off missed withholds or invalidations, help the pc by guiding his attention against the needle.

This is quite simple. The auditor asks the question, the needle instantly reacts, the pc (as he or she usually does) looks puzzled if the auditor says "It reacts." The pc thinks it over. As he or she is thinking, the auditor will see the same reaction on the needle. Softly, the auditor says "That" or "There" or "What's that you're looking at?" As the pc knows what he or she is looking at at that instant, the thing can be dug up.

This is auditor cooperation, not triumph.

Most often the pc does not know what it is that reacts, as only unknowns react. Therefore, an auditor's "There" when the needle twitches again, before the pc has answered, coordinates with whatever the pc is looking at and thus it can be spotted and revealed by the pc. This is only done when the pc comm lags for a few seconds.

Remember, the pc is always willing to reveal. He or she doesn't know *what* to reveal. Therein lies the difficulty. Pcs get driven out of session when asked to reveal something yet do not know *what* to reveal.

By the auditor's saying "There" or "What's that?" quietly each time the needle reacts newly, the pc is led to discover what should be revealed.

Auditors and pcs get into a games condition in Prepchecking and rudiments only when the auditor refuses this help to the pc.

New auditors routinely believe that in Prepchecking the pc *knows* the answer and won't give it. This is an error. If the pc knew all the answer, it wouldn't react on the meter.

Old-timers have found out that only if they steer by repeated meter reaction, giving the pc "There" or "What's that?" *can* the pc answer up on most rudiments questions, missed withholds and so on.

This is the only use of reads other than instant reads on the E-Meter.

Help the pc. He *doesn't* know. Otherwise the needle would never react.

Even if doing a Sec Check form, still call it Prepchecking when done this way. This is "Prepchecking on Forms." The Zero for the whole lot of course is "Are you withholding anything?" Thus, Sec Check form questions, when they do not null at one crack, become Zero A questions, and the What formed from the overt found becomes the No. 1 question.

L. RON HUBBARD
Founder

506

Students, Sthil
Missions
Central Orgs

ROUTINE 3GA (EXPERIMENTAL)

(A clearing procedure intended to handle
the GPM accurately without liability)

As the commonest difficulties auditors are having and the greatest errors that can be made on a Routine 3 process are the same, I have been working to get around these and may have done so in Routine 3GA.

The difficulties are:

1. Getting a pc to complete a list.

2. Getting the right item.

The greatest liabilities in a Routine 3 process are:

1. Incomplete list.

2. Wrong item.

As you can see, (aside from getting the correct goal), the greatest danger in the processes are unfortunately the most difficult for an auditor to do correctly by recent experience.

Therefore in Routine 3GA we have the same end product as in Routine 3G (as per HCO Information Letter of 29 Apr. 1962, ROUTINE 3G [EXPERIMEN-TAL]) but, if it works smoothly, without the liabilities.

As listing can be considered processing, I have made it follow the rules of processing in Routine 3GA, to wit, plus and minus and possible stuck flows should be regarded. The principle of the four basic flows is therefore used in Routine 3GA (HCOB 25 Jan. 1962, FLOW PROCESS).

ROUTINE 3GA

This has four steps only:

1. Find a goal (done as in Routine 3 and Routine 3G).

2. List four lists simultaneously to no TA action on any list.

3. Null each list once in rotation, then twice in rotation, then three times, etc., to try to locate items.

4. Find a new goal and repeat 2 and 3.

STEP ONE

This is the most difficult and is done exactly as in Routine 3 or 3G. The goal *must* check out to a constant instant tick.

If the goal has an instant "dirty needle" get the missed W/Hs off it before checking. It will probably vanish as a goal and another goal is the correct one.

Goal finding is made easier by keeping the subject of listing, auditing, the session and the goal free of missed withholds, including the overt of missing withholds on others.

A good, clean instant ticking, constantly-reacting-each-time-it-is said goal is what we want in Step One.

Once it is checked out as THE GOAL we don't check it again until Step 3 is complete.

STEP TWO

This is the innovation. We do not oppterm an item. We oppterm the goal itself. Thus we never really have to find an item in order to oppterm. And even if we found a wrong item, it would not further upset the case.

Further, we use FOUR versions of the goal for our lists. And we do four lists at the *same time*.

We take items down on one list until the pc seems draggy. Then we pick up any missed withhold and go to the next list. And so on through four lists, around and around until each list shows no TA action on a few items being read to the pc.

The words "Who or what would WANT . . ." inserted before the original goal for the first list, the words "Who or what would oppose . . ." for the second list.

The words "Who or what would not oppose . . ." for the third list. And the words "Who or what would not want . . ." for the fourth list.

Example:

Goal: To catch catfish.

List One: Who or what would want to catch catfish? (Outflow)

List Two: Who or what would oppose catching catfish? (Inflow)

List Three: Who or what would not oppose catching catfish? (Restrained inflow)

List Four: Who or what would not want to catch catfish? (Restrained outflow)

Use four sheets of paper or four double sheets, legal (foolscap) length, ruled or not. Put the page number and the list question, the date and pc's name at the top of the first sheet, and the page number and list question on subsequent pages. Don't tangle up on labeling and numbering as it will be a trick keeping four lists going anyway. And if you fail to label them right or list on wrong sheets, you'll confuse the session horribly. So be neat and try to shift paper quietly in the session to reduce pc's getting attention on auditor. When a sheet is full drop it on a common pile on the floor, do a new sheet for that list. Separate the floored lists afterwards.

List a list as long as the pc does it easily. Whether this is 3 items or 30 on one list. Then check for missed withholds: "In this session have I missed a withhold on you?" Clean it as necessary and go on to the next list.

Give the pc the list question only often enough to keep the pc going, not for every item he or she gives.

Put anything on the list the pc wants on it. Don't let pc mutter and claw around for "the exact item," just keep the pc naming items.

Try to keep the lists vaguely equal in length.

If the "winds of space" turn on (if pc is getting his or her face pushed in) go a little stronger on Lists 1 and 3. That takes the pressure off.

If pc thinks they're all complete, pull any session missed withhold, test one or two lists for TA action by reading a few items to pc, and if TA action is present or if the list question reacts (or other tests including finding if the pc still has somatics or pressures), continue listing.

When lists do not produce TA action, etc., the listing can be considered complete.

Do NOT test goal for complete list as a test.

Lists may go to several hundred items each.

Learn to list rapidly. Don't upset the pc by calling for repeats of earlier items you missed. The pc probably will have forgotten them and get confused.

Don't pretend you've heard an item when you haven't. Get it correct from pc. He or she will only feel more acknowledged.

Pcs go groggy, lose interest and refuse to list only when session withholds are missed. Running too long on one flow, however, is conducive to withholds developing.

STEP THREE

Null each list with three repeats of the item. Mark it with a slant for "In," use an X for "Out." Tell the pc it's in or out and go on.

If a list is at all live, listing is incomplete. This is not likely to happen in Routine 3GA unless the auditor has made very short lists.

Null all lists. Try to isolate an item on each.

Be fully prepared to find, with all rudiments well in, no items and to have the goal vanish. You will have made a long step toward Clear if all goes out.

If all doesn't go out and items and goal hang, lists are incomplete.

The goal may also fail to react on only partially completed lists using Routine 3GA, so make sure the TA action is out of the lists before nulling is begun.

Null List One once down, List Two once down, List Three once down, List Four once down, then null List One through any items still reacting, List Two similarly, etc.

It may be found on further data that nulling one page of each list at a time in sequence, List 1, 2, 3, 4, is easier on the pc than nulling a whole list. This is permissible.

STEP FOUR

Find a new goal as in Step One. You may have to add more goals. You may only need to get missed withholds and invalidations off goals lists and various goals to have a new one pop up.

Repeat Steps 2, 3 and 4.

———————

If the pc has been run extensively on 3D Criss Cross, Routine 3GA should push off all such charge without further attention according to preliminary findings.

———————

A good auditing maxim applies hard to 3GA. When the auditor is faced with the unusual, do the usual.

———————

Use Routine 3GA in preference to any other Routine 3 activity.

———————

Lengthy as this may seem, it is *far* shorter than finding and auditing items on processes.

L. RON HUBBARD
Founder

510

CASE REPAIR

We, for some time now, have been moving in spheres of higher-level auditing which reached deeper into a case than old processes could repair. The definition of a master process would be one which ran out all other processes *and* processing. We now have such processes.

As there have been several routines run on various cases, and as there is a new way of Sec Checking called Prepchecking, it is time I issued data on case repair in case any of these routines were done wrong by auditors or were left unflat.

ROUTINE 1A

The best remedy for any bracket process on problems is to flatten the exact process that was run and left unflat.

The auditor should explore this and get the exact version.

Only the exact problems process that was left unflat will flatten that problems process.

SEC CHECKING

Unflat Sec Checking, where material was overlooked, is best remedied by a combination of CCHs and Prepchecking, using the exact Sec Check form originally left unflat and covering it completely again, but using HCOB 10 May 62, PREPCHECKING AND SEC CHECKING, which combines Sec Checking and Prepchecking. This will get off all the rough edges that are left over from Sec Checking only. It is quite revealing how much auditors left untouched during Sec Checking days. And how many missed withholds were generated.

CCH BLOWY PCs

Pcs who give an appearance of blowing while being run on the CCHs or who are nattery to their auditors are best run on the CCHs in complete Model Session form, with full beginning and end rudiments on the meter. The body of the session is, of course, run without a meter when Model Session is used on the CCHs.

Never ask the pc if you've missed a withhold on him or her with the pc off a meter. Don't ask it socially, either. You can lose more friends that way!

PREPCHECKING REPAIR

When a pc has been getting a lot of Prepchecking from one or several auditors and the pc has begun to look withdrawn or misemotional in life, a lot of What questions have been left unflat.

511

The best remedy, and the proper one, for this is to take *all* the pc's Prep-check Auditors' Reports and, in session, test every What question, from the earliest one ever asked, for needle reaction.

If a What question reacts, no matter what it was, clean it up by the routine Prepchecking system until the original What question is null, then ask for missed withholds in the session and go on to the next What question in the reports. Don't vary the What questions you find in the reports. Just work the chain until you get the chain fully blown.

This cleaning up of every What question left not null can do wonders for a pc.

Some What questions will be found to be silly. Clean them up anyway.

If another auditor did it, ask, after a What question is null, "In that session, did the auditor miss a withhold on you?" and clean it off the needle.

CCHs

Where the CCHs have been done wrong or have been left unflat, just do more good CCHs with proper two-way comm about *physical* originations by the pc. The CCHs done right flatten CCHs done wrong.

SCS

Where SCS has been done wrong or left unflat, just do it right with two-way comm about physical originations by the pc and it should come right.

In one case SCS was never flattened on *Start* because the pc considered the body already *started* and thus the pc could never execute the command. The remedy was to flatten Stop much better.

OP PRO BY DUP

Old Opening Procedure by Duplication has been left unflat on a lot of Scientologists.

One way is to just flatten it. Another way is to add it to the CCHs as a fifth CCH in sequence and run it only until it ceases to produce change and then go to CCH 1. However, I think it's best just to grind it flat, as it was and is a test of endurance in duplication unlike the CCHs.

ROUTINE 2

If left unflat just ignore. There are things you can do with it such as to add want, not want, oppose, not oppose to the level and list four lines with *you* or *your* as the terminal.

Example: Original level found was "blame."

Who or What would want to blame you?

Who or What would oppose blaming you?

Who or What would not oppose blaming you?

Who or What would not want to blame you?

Only if a worsening of case was directly traceable to having had a Prehav level run would one recover that level and treat it as above.

The listing would have to be complete on every one of the four lists and it would be done as in Routine 3GA, HCO Information Letter of 10 May 62, ROUTINE 3GA (EXPERIMENTAL).

As the auditor might not have had the right level at the time, repairing Routine 2 should be done only after careful review and probably not even then.

ROUTINES 3, 3A AND 3D

The original Routine 3 began with finding the pc's goal. This also applies to Routine 3A and 3D.

All these are repaired the same way.

You ignore everything but the goal. You skip the terminal or the oppterm or the modifier or oppgoal. You use only the goal. Choose the First Goal Ever Found. The FIRST, FIRST, FIRST, no matter who found it or where.

All invalidations, suppressions and missed W/Hs on:

a.   The routines,

b.   The auditor or auditors who did any assessments on the pc,

c.   Scientology,

d.   Listing in general (goals, items),

e.   Nulling any list (including Prehav Scale),

f.   The goal found,

are carefully picked up. The goal itself is worked over hardest. When the goal is clean, it is carefully checked against the rest of the goals list.

If the goal checks out, you then use the current goals routine on it (Routine 3GA at this time of writing) and go on from there.

If the goal does not check out even after the most careful cleaning up of its invalidations, suppressions or missed withholds, add to the goals list and start in to find the right goal and then use it in the current routine and continue with that routine.

This repair is highly specific, is very important and will have to be done on every person on whom a goal was ever located.

THIS INCLUDES ALL CLEARS.

There is no other method of salvage.

If more than one goal was found, take the first and treat it as given here, then take the second goal ever found, clean it up and so forth.

Because auditors had so much trouble getting lists completed, Routine 3D Criss Cross is the most important to patch up.

In fact, many cases run on it will not progress on a current goals routine until 3D Criss Cross is cleaned up.

The process was powerful and only cleans itself up. But, cleaned up, it gives fantastic case resurgences.

Take all the items found and scrap them.

Take a list of the lines from which the items came, written in the sequence they were used.

With the pc on a meter in Model Session, query the pc for his or her reactions on each line at the time it was done.

Take the earliest line source that was done on the pc that gave the pc sensation, pain, heat or cold. In other words, the earliest line source that produced somatics. It must be the earliest. In some cases a goal was the earliest thing from which a list was taken but the listing of a goal, if it was not productive of somatics, can be left, just as any other line source can be left alone on repair—no somatics, neglect the line.

Now comes the only tricky part. Convert the line source into four line sources by entering into its wording want, oppose, not oppose, not want, in that order. These four lines must include the original source line that was listed.

Now list the three hitherto unlisted lines up until they are in even length with the original line done, and then, as in Routine 3GA, keep the four abreast of each other. List all TA action out of all lines. Use 3GA tests to find this out.

When no charge of any kind is left, skip the lot. No need, so far as I know at this writing, to null them, as this is just a repair job.

When all lines that were formerly active (had somatics during listing) are so repaired, get on with the current Routine 3 process. (At this writing, Routine 3GA.)

The case gain you'll get on the pc from this alone will be startling—providing the four lines you list from any single 3DXX source formerly used are now complete.

Note: If pc confused as to which was it, the lines probably aren't complete. Pull missed withholds on assessments, listing, items, and get pc to list further.

Note: Unless you do this repair well, the case may bog when you try to get a goal.

Note: In case you missed it, you throw away all items ever found before doing anything else and you oppterm no items.

On Prehav levels used for 3DXX, see Routine 2 above. For flow lines, do the expansion with want, oppose, not oppose, and not want to as contained herein.

GENERAL REPAIR

Repair of earlier auditing than those processes specifically mentioned here is best done by prepchecking combined with CCHs. The best Zero Question for such repair is any one of those calculated to unearth missed withholds.

A general process on missed withholds, repetitive, will be the subject of another HCO Bulletin and it is permissible to use this to repair all earlier sessions in which the above-mentioned routines were not run.

In general repair you can get nice gains by prepchecking all rudiments, beginning and end, in a general way. You will be amazed how many have been out on old pcs. I found one who had not answered even one Havingness command although auditors had given the pc thousands. That's thousands of failures to answer the auditing command—and no Havingness worked on this pc until I'd discovered and remedied this.

Case repair is a task for a skilled auditor. No case will repair if it continues to be audited badly.

If you want to be sure you can repair cases—and audit them—take an Academy retread or apply for Saint Hill—or both.

L. RON HUBBARD
Founder

MISSED WITHHOLDS,
ASKING ABOUT

Since a pc can give a motivator response to the question "Have I missed a withhold on you?" and since a pc's case can be worsened by permitting the pc to get off motivators rather than overts, the following becomes a *must* in asking for missed withholds:

"What have you done that I haven't found out about?"

Use *"done,"* not "missed a withhold" in all missed withhold questions.

The prior confusion aspect will be found to operate also if this is followed and the missed withhold will blow.

In short, use *done* not "missed withhold" in rudiments and middle rudiments questions and stress doingness rather than withholdingness.

L. RON HUBBARD
Founder

TRAINING
CLASSES OF AUDITORS

(Revised from HCO PL 14 May 62 II, same title)

The following outline of materials is to be used for compiling checksheets and gives the fundamental skills and understandings by class for Academy HPA/HCA, Class II and Saint Hill Courses.

An Academy HPA/HCA teaches up to Class IIa, which is the equivalent of HPA/HCA and results in the award of that certificate. The highest level of skill of an HPA/HCA is expected to be repetitive processes, assists and the CCHs combined with Prepchecking.

Anyone retreading at an Academy should be considered to need all checksheets for Class II skills. This is the Academy Class II course.

While this material will be set out in full in future lectures and HCO Bulletins, Academies should begin by using what they have to hand.

Class IIIa and IIIb material is to be taught at Saint Hill in addition to Class II skills.

This outline is released so that Instructors can proceed with what materials they have, converting to this outline at once and using new materials being released to keep their checksheets up-to-date.

It will be noted that all sections of a class are concurrent with each other and are not taught consecutively. The auditing section lags only a bit behind the other two.

Class Ia: It is expected that the student know the basics of Scientology and be able to do duplicative processes.

Theory Section: Auditor's Code, *E-Meter Essentials,* basic scales, dynamics.

Practical Section: Complete CCH section of HCO PL 3 May 62, PRACTICAL AUDITING SKILLS.

TR 0, 1, 2, 3, 4. Model Session. The complete E-Meter check items on HCO PL 3 May 62, PRACTICAL AUDITING SKILLS.

Auditing Section: Op Pro by Dup and SCS. Assists.

Class Ib: It is expected that the student be able to do a good session with an E-Meter and repetitive formal processes.

Theory Section: Communication formula. E-Meter tapes, tapes on the theory and attitudes of an auditor, Code of a Scientologist. Basic materials on ARC and ARC Straightwire. Havingness.

Practical Section: Model Session section of HCO PL 3 May 62, PRACTICAL AUDITING SKILLS.

Auditing Section: ARC Straightwire done in Model Session. Havingness. Repetitive formal processes.

Class IIa: It is expected that a student be able to get good results with Prepchecking and CCHs.

Theory Section: HCO Bulletins and tapes on Prepchecking. Tapes on CCHs. Axioms.

Practical Section: Handling pc part of HCO PL 3 May 62. Pertinent items of the practical processes section of HCO PL 3 May 62, PRACTICAL AUDITING SKILLS.

Auditing Section: Prepchecking by HCO PL forms and HCOB 10 May 62, PREPCHECKING AND SEC CHECKING and CCHs. (The Prepchecking is done in conjunction with CCHs, some of one, some of the other, alternately.)

Class IIb: It is expected that the student have a complete command of the fundamentals of sessions and E-Meters at an advanced level.

Theory Section: Auditor's Code, *E-Meter Essentials,* Havingness, E-Meter tapes.

Practical Section:

TRs: TR 0, TR 1, TR 2, TR 3, TR 4.

E-Meter: Trimming, on-off switch, sensitivity knob, tone arm handling, needle pattern reading, null needle, theta bops, rock slams, falls, rises, speeded rise, speeded fall, slowed rise, slowed fall, ticks, free needle, stuck needle, body motion, tiny reads, testing for a clean needle, finding Havingness Process.

Model Session: Script; beginning rudiments; end rudiments; rudiment doingness: room, auditor, W/H, PTP, untruth, etc., influence, commands, session W/Hs, auditor, room. And other drills as required.

Auditing Section: None.

Class IIc: It is expected that the student have a theoretical- and practical-level command of processes for this lifetime and be able to audit a skilled Model Session with Havingness and be able to keep all rudiments in.

Theory Section: Basic HCO Bulletins and tapes on Prepchecking and the CCHs, Axioms, basic rudiment processes, tapes and bulletins.

Practical Section:

CCHs: CCH 1, CCH 2, CCH 3, CCH 4.

Two-way Comm: Drill.

Handling Pc: Detecting missed W/Hs, ARC breaking pcs, getting off missed W/Hs, getting off invalidations, Q-and-Aing with pc.

Practical Processes: ARC break action by goals, finding overts, forming What questions, when, all, appear who system, finding bottom of chain, cleaning a needle reaction, cleaning a dirty needle.

Auditing Section: Beginning ruds, locating Havingness Process and running it, and end rudiments (1 hour sessions only), short sessioning.

Class IId: It is expected that the student acquire a high-level skill in handling the CCHs and Prepchecking and administer these perfectly in an auditing session.

Theory Section: Completion of CCH and Prepchecking bulletins and tapes.

Practical Section: Getting pc into session, getting pc out of session, controlling pc's attention, holding up against pc's suggestions, creating R-factor, holding constant against adversity. And other drills as required.

Auditing Section: Prepchecking and CCHs. Form 3 and Form 6A completed.

Class IIIa: It is expected of a student to have a theoretical and practical command of the basics of assessment.

Theory Section: Basic bulletins and tapes on assessments. Problems Intensive, advanced HCO Bulletins and tapes on rudiments.

Practical Section: Prehav assessment, listing, testing completeness, nulling, checking, getting missed W/Hs off, getting item invalidations off, room end rud, getting suppressions off, cleaning needle reaction, cleaning dirty needle, getting more goals or items. And other drills as required.

Auditing Section: None.

Class IIIb: It is expected of a student to have a high-level command of the theory and practical aspects of Class III skills and be able to audit by assessment.

Theory Section: Further bulletins and tapes on assessments, basic Routine 3 Process bulletins and tapes.

Practical Section: Getting pc into session, getting pc out of session, controlling pc's attention, creating R-factor, holding up against pc's suggestions, holding constant against adversity. And other drills as required.

Auditing Section: Dynamic Assessment, Prehav Assessment, Problems Intensive.

Class IIIc: It is expected of a student to have a high-level command of Routine 3 Processes and to audit them with skill.

Theory Section: Routine 3 Processes as given in tapes and bulletins. Auditing and auditing attitudes.

Practical Section: Review of any weakness in practical. And other drills as required.

Auditing Section: Current Routine 3 Process.

L. RON HUBBARD
Founder

Central Orgs
Missions

MODEL SESSION CHANGE

In beginning rudiments, the withhold question should be worded "Since the last time I audited you, have you done anything you are withholding?"

This must be answered exactly as asked. It cannot be answered with a "They did to me" or your end command rud will go out.

In the first session the auditor gives the pc, the line is omitted.

L. RON HUBBARD
Founder

Central Orgs
Tech Depts

VERY IMPORTANT

E–METER READS
PREPCHECKING
HOW METERS GET INVALIDATED

Due to the fantastic number of instant needle reactions missed by poorly trained auditors, it would be well to check this question out on *any* preclear who has been previously audited:

"Has any auditor ever failed to find a meter read on you that you thought should have reacted?"

Or any version thereof.

"As an auditor, have you ever deliberately ignored a significant meter response?"

Or any version thereof.

"Have you ever invalidated an E-Meter?"

Or any version thereof.

"As a preclear, have you ever successfully persuaded an auditor the meter was wrong?"

Or any version thereof.

"Have you ever attempted to invalidate a meter read in order to keep something secret?"

Or any version thereof.

Pcs who have routinely had meter reads missed on them become so unconfident of the meter that they are perpetually ARC broken. Only ARC breaks stop a meter from reacting. Therefore, this unconfidence in the meter can cancel meter reads!

It is utterly *fatal* to pass up an instant reaction on a pc. It invalidates the meter and may cancel further reads.

Meters work. They work every time. Only auditors fail by failing to use the meter reactions to guide a session. Only the auditing question or the auditor's inability to read can be wrong.

522

Because of bad metering, many pcs get the secret opinion that meters do not in fact work. This is caused by sloppy auditors who miss instant reads and fail to clean up hot questions.

If the pc knows it is hot and the auditor fails to see the meter react, the pc thinks he can "beat the meter" and is thereafter harder to audit because of this specific phenomenon.

This is exactly how meters get invalidated—auditors who fail to read them and meters that aren't Mark IVs. There have been plenty of both in the past, so clean up the above question. It's all that keeps some pcs from winning.

And, oh yes, don't miss meter reads! And, oh very yes, be sure you are well trained on meters!

L. RON HUBBARD
Founder

HCO BULLETIN OF 24 MAY 1962

Missions

Q AND A

A great deal has been said about "Q-and-Aing" but few auditors know exactly what it is and *all* auditors have done it without exception up to now.

I have just completed some work that analyzes this and some drills which educate an auditor out of it. With a better understanding of it, we can eradicate it. Q and A means ASKING A QUESTION ABOUT A PC'S ANSWER.

A SESSION IN WHICH THE AUDITOR Q-AND-As IS A SESSION FULL OF ARC BREAKS.

A SESSION WITHOUT Q AND A IS A SMOOTH SESSION.

It is vital for all auditors to understand and use this material. The gain for the pc is reduced enormously by Q and A, and clearing is not just stopped; it is prevented.

The term *Q and A* means that the exact answer to a question is the question, a factual principle. However, it came to mean that the auditor did what the pc did. An auditor who is "Q-and-Aing" is giving session control over to the pc. The pc does something, so the auditor also does something in agreement with the pc. The auditor following only the pc's lead is giving no auditing and the pc is left on "self-audit."

As nearly all auditors do this, no auditing is the rule of the day. Therefore, I studied and observed and finally developed a precision analysis of it, for lack of which auditors, although they understood Q and A, nevertheless "Q-and-Aed."

THE Q and As

There are 3 Q and As. They are:

1. Double questioning.

2. Changing because the pc changes.

3. Following the pc's instructions.

THE DOUBLE QUESTION

This occurs on rudiments-type questions and is wrong.

This is the chief auditor fault and *must* be cured.

The auditor asks a question. The pc answers. The auditor asks a question about the answer.

This is not just wrong. It is the primary source of ARC breaks and out-rudiments. It is quite a discovery to get this revealed so simply to an auditor, as I know that if it is understood, auditors will do it right.

The commonest example occurs in social concourse. We ask Joe, "How are you?" Joe says, "I've been ill." We say, "What with?" This may go in society but *not* in an auditing session. To follow this pattern is fatal and can wipe out all gains.

Here is a *wrong* example: Auditor: "How are you?" Pc: "Awful." Auditor: "What's wrong?" In auditing you just must never, never, *never* do this. All auditors have been doing it. And it's awful in its effect on the pc.

Here is a *right* example: Auditor: "How are you?" Pc: "Awful." Auditor: "Thank you." Honest, as strange as this may seem and as much of a strain on your social machinery as you'll find it, there is *no* other way to handle it.

And here is how the whole drill must go. Auditor: "Do you have a present time problem?" Pc: "Yes" (or *anything* the pc says). Auditor: "Thank you, I will check that on the meter. (Looks at meter.) Do you have a present time problem? It's clean." or ". . . It still reacts. Do you have a present time problem? That . . . That." Pc: "I had a fight with my wife last night." Auditor: "Thank you. I will check that on the meter. Do you have a present time problem? That's clean."

The way auditors have been handling this is this way, very wrong. Auditor: "Do you have a present time problem?" Pc: "I had a fight with my wife last night." Auditor: "What about?" Flunk! Flunk! Flunk!

The rule is NEVER ASK A QUESTION ABOUT AN ANSWER IN CLEANING ANY RUDIMENT.

If the pc gives you an answer, acknowledge it and check it on the meter. Don't *ever* ask a question about the answer the pc gave, no matter *what* the answer was.

Bluntly, *you* cannot clean rudiments easily so long as you ask a question about a pc's answer. You cannot expect the pc to feel acknowledged and therefore you invite ARC breaks. Further, you slow a session down and can wipe out all gain. You can even make the pc worse.

If you want gains in a session, never Q-and-A on rudiments-type questions or form-type Sec Check questions.

Take what the pc said. Ack it. Check it on the meter. If clean, go on. If still reacting, ask another question of a rudiments type.

Apply this rule severely. *Never* deviate from it.

Many new TR drills are based on this. But you can do it now.

Handle all beginning, middle and end rudiments exactly in this way. You'll be *amazed* how rapidly the pc gains if you do and how easily the rudiments go in and stay in.

In Prepchecking, you can get deeper into a pc's bank by using his answer to get him to amplify. But never while using a rudiments or Sec Check-type question.

CHANGING BECAUSE THE PC CHANGES

This is a less common auditor fault but it exists even so.

Changing a process because the pc is changing is a breach of the Auditor's Code. It is a flagrant Q and A.

Getting change on the pc often invites the auditor to change the process.

Some auditors change the process every time the pc changes.

This is very cruel. It leaves the pc hung in every process run.

It is the mark of the frantic, obsessive alter-is auditor. The auditor's impatience is such that he or she cannot wait to flatten anything but must go on.

The rule of auditing by the tone arm was the method of preventing this.

SO LONG AS YOU HAVE TONE ARM MOTION, CONTINUE THE PROCESS.

CHANGE THE PROCESS ONLY WHEN YOU HAVE RUN OUT ALL TONE ARM MOTION.

Rudiments repair processes are not processes in the full sense of the word. But even here the rule applies if to a limited extent. The rule applies this far: If a pc gets too much tone arm motion in the rudiments, and especially if he or she gets little tone arm motion in the session, you must run Prepchecking on the rudiments questions and do CCHs on the pc. Ordinarily, if you run a rudiments process in getting the rudiments in, you ignore the tone arm motion. Otherwise you'll never get to the body of the session and will have Q-and-Aed with the pc after all. For you will have let the pc "throw" the session by having out-rudiments and will have let the pc avoid the body of the session. So, ignore TA action in handling rudiments unless you are Prepchecking, using each rudiment in turn in the body of the session. When a rudiment is used as a rudiment, ignore TA action. When a rudiment is used in the session body for Prepchecking, pay some attention to TA action to be sure something is happening.

Don't hang a pc up in a thousand unflat processes. Flatten a process before you change.

FOLLOWING THE PC'S INSTRUCTIONS

There are "auditors" who look to the pc for all their directions on how to handle their cases.

As aberration is composited of unknowns, this results in the pc's case never being touched. If the pc only is saying what to do, then only the known areas of the pc's case will get audited.

A pc can be asked for data on what's been done by other auditors and for data in general on his reactions to processes. To this degree one uses the pc's data *when* it is also checked on the meter and from other sources.

I myself have had it bad in this. Auditors have now and then demanded of me as a pc instructions and directions as to how to do certain steps in auditing.

Of course, snapping attention to the auditor is bad enough. But asking a pc what to do or following the pc's directions as to what to do is to discard in its entirety session control. And the pc will get worse in that session.

Don't consider the pc a boob to be ignored, either. It's the pc's session. But be competent enough at your craft to *know* what to do. And don't hate the pc so much that you take his or her directions as to what to do next. It's fatal to any session.

<div align="center">SUMMARY</div>

"Q and A" is slanguage. But the whole of auditing results depends upon auditing right and not "Q-and-Aing."

Of all the data above, only the first section contains a new discovery. It is an important discovery. The other two sections are old but must be discovered sooner or later by any auditor who wants results.

If you Q-and-A, your pc will not achieve gains from auditing. If you really hate the pc, by all means Q-and-A, and get the full recoil of it.

A session without ARC breaks is a marvelous thing to give and to receive. Today we don't have to use ARC break processes if we handle our rudiments well and never Q-and-A.

L. RON HUBBARD
Founder

Central Orgs
Missions

E–METER INSTANT READS

An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

The reaction of the needle may be any reaction except "null." An instant read may be any change of characteristic, providing it occurs instantly. The absence of a read at the end of the major thought shows it to be null.

All *prior* reads and *latent* reads are ignored. These are the result of minor thoughts which may or may not be restimulated by the question.

Only the instant read is used by the auditor. Only the instant read is cleared on rudiments, What questions, etc.

The instant read may consist of any needle reaction, rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action so long as it occurs at the exact end of the major thought being expressed by the auditor. If no reaction occurs at exactly that place (the end of the major thought), the question is null.

By *major thought* is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads." Reads which occur later than its completion are "latent reads."

By *minor thought* is meant subsidiary thoughts expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. They are ignored.

Example: Have you ever injured dirty pigs?

To the pc the words "you," "injured" and "dirty" are all reactive. Therefore, the minor thoughts expressed by these words also read on the meter.

The major thought here is the whole sentence. Within this thought are the minor thoughts "you," "injured" and "dirty."

Therefore, the E-Meter needle may respond this way: "Have you (fall) ever injured (speeded fall) dirty (fall) pigs *(fall)*?"

Only the major thought gives the instant read and only the last *fall* (italics in the sentence above) indicates anything. If that last reaction was absent, the whole sentence is null despite the prior falls.

You can release the reactions (but ordinarily would not) on each of these minor thoughts. Exploring these prior reads is called "compartmenting the question."

Paying attention to minor thought reads gives us laughable situations, as in the case, written in 1960, of "getting PDHed by the cat." By accepting these prior reads, one can prove anything. Why? Because *Pain* and *Drug* and *Hypnosis* are minor thoughts within the major thought: "Have you ever been PDHed by a cat?" The inexpert auditor would believe such a silly thing had happened. But notice that if each minor thought is cleaned out of the major thought, it no longer reacts as a whole fact. If the person on the meter *had* been PDHed by a cat, then only the discovery of the origin of the whole thought would clean up the whole thought.

Pcs also think about other things while being asked questions and these random personal restimulations also read before and after an instant read and are ignored. Very rarely, a pc's thinks react exactly at the end of a major thought and so confuse the issue, but this is rare.

We want the read that occurs instantly after the last syllable of the major thought without lag. That is the only read we regard in finding a rudiment in or out, to find if a goal reacts, etc. That is what is called an "instant read."

There is a package rudiment question in the half truth, etc. We are doing four rudiments in one and therefore have four major thoughts in one sentence. This packaging is the only apparent exception but is actually no exception. It's just a fast way of doing four rudiments in one sentence.

A clumsy question which puts "in this session" at the *end of* the major thought can serve the auditor badly. Such modifiers should come before the sentence, "In this session have you _____?"

You are giving the major thought directly to the reactive mind. Therefore, any analytical thought will not react instantly.

The reactive mind is composed of:

1. Timelessness

2. Unknownness

3. Survival.

The meter reacts on the reactive mind, never on the analytical mind. The meter reacts instantly on any thought restimulated in the reactive mind.

If the meter reacts on anything, that datum is partly or wholly unknown to the preclear.

An auditor's questions restimulate the reactive mind. This reacts on the meter.

Only reactive thoughts react instantly.

You can "groove in" a major thought by saying it twice. On the second time (or third time if it is longer) you will see only the instant read at the exact end. If you do this, the prior reads drop out leaving only the whole thought.

If you go stumbling around in rudiments or goals trying to clean up the minor thoughts, you will get lost. In Sec Checking you can uncover material by "compartmenting the question" but this is rarely done today. In rudiments, What questions, et al., you want the instant read only. It occurs exactly at the end of the whole thought. This is your whole interest in cleaning a rudiment or a What question. You ignore all prior and latent reactions of the needle.

The exceptions to this rule are:

1. "Compartmenting the question," in which you use the prior reads occurring at the exact end of the minor thoughts (as above in the pigs sentence) to dig up different data not related to the whole thought.

2. "Steering the pc" is the only use of latent or random reads. You see a read the same as the instant read occurring again when you are not speaking but after you have found a whole thought reacting. You say "there" or "that," and the pc, seeing what he or she is looking at as you say it, recovers the knowledge from the reactive bank and gives the data, and the whole thought clears or has to be further worked and cleared.

You can easily figure-figure yourself half to death trying to grapple with meter reads unless you get a good reality on the instant read which occurs at the end of the whole expressed thought and neglect all prior and latent reads except for steering the pc while he gropes for the answer to the question you asked.

That's the whole of reading an E-Meter needle.

(Two Saint Hill lectures of 24 May 1962 cover this in full.)

L. RON HUBBARD
Founder

Missions
Central Orgs
Tech Depts
Post Conspicuously
  in Training Office
  and on Student Board

IMPORTANT

TRAINING DRILLS
MUST BE CORRECT

TRs which give an incorrect impression of how auditing is done may not be taught.

All TRs must contain the correct data of auditing.

THIS IS VITAL. There have been two broad instances where TRs gave an impetus to improper auditing which all but crippled the forward advance of Scientology.

These were:

Upper Indoc TRs which caused students to conceive that the CCHs were run without two-way comm and with a militant, even vicious attitude. (See HCOBs of 5 and 12 Apr. 62, CCHs, AUDITING ATTITUDE and CCHs, PURPOSE.)

E-Meter needle drills which caused the student to believe that every action of the needle was a *read* and prevented three-quarters of all Scientologists from ever getting rudiments in or questions cleared. (See HCOB 25 May 62, E–METER INSTANT READS, and two Saint Hill lectures of 24 May 62.)

In the matter of the CCHs, we were deprived of their full use for 5 years and extended the time in processing 25 times more than should have been consumed for any result. This came from TRs 6–9, which are hereby scrapped.

In the matter of the E-Meter, it is probable that all auditing failures and widely extended false ideas that Scientology did not work stem from the improper conception of what action of the needle one cleaned up. This came from needle-reading TRs where Instructors had students calling off *every* activity of the needle as a *read,* whereas only the needle action at the exact end of the question was used by the auditor. Auditors have thought all needle actions were reads and tried to clean off all needle actions except, in some cases, the end actions. This defeated the meter completely and upset every case on which it was practiced. This accounts for all auditing failures in the past two years.

CCHs must be taught exactly as they are used in session, complete with two-way comm—and no comm system added, please.

E-Meter drills must be used which stress only meaningful and significant instant reads coming at the *end* of the full question.

Other actions of the needle may be shown to a student only if they are properly called *prior* and *latent* reads, or meaningless action. From his earliest training on meters, the student must be trained to consider a *read* only what he would take up in session and clear or use, and must be taught that mere actions of the needle are neglected except in steering the pc, fishing or compartmenting questions.

ONLY TEACH PROPER USE. ONLY USE TRs WHICH EXACTLY PARALLEL USE OF SCIENTOLOGY IN SESSION AND DO NOT GIVE AN IMPRESSION THAT SOMETHING ELSE IS USED.

I have seen clearly that Scientology's effectiveness could be destroyed by teaching via TRs which can be interpreted by a student as the way to audit when in fact one does not audit that way or use the data in auditing.

There are many valuable TRs. There will be many more valuable TRs. But an *invalid TR* is one which gives a wrong impression of auditing. These must be kept out of all training.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

June 1962

In June, Ron lectured on Model Session, TRs, rudiments and goals assessments. Additionally, he gave several TV demonstrations of Model Session and checking out goals; his demonstrations were recorded on audio tape for future students to study.

12 June 1962 SHSBC-170 How to Do Goals Assessment

12 June 1962 SHSBC-171 More on Middle Rudiments

13 June 1962 SHSBC-172 TV Demo: Checking Out a Goal, Part I

13 June 1962 SHSBC-173 TV Demo: Checking Out a Goal, Part II

14 June 1962 SHSBC-174 Future Technology

14 June 1962 SHSBC-175 Listing

19 June 1962 SHSBC-176 Do's and Don'ts of R3

19 June 1962 SHSBC-177 Question and Answer Period: GPMs, Releases

20 June 1962 SHSBC-178 TV Demo: New Model Session

21 June 1962 SHSBC-179 Model Session Revised

21 June 1962 SHSBC-180 Question and Answer Period: TR 4, Model Session

26 June 1962 SHSBC-181 E-Meter Quality

26 June 1962 SHSBC-182 Prepchecking and the Time Track

28 June 1962 SHSBC-183 Rudiments

28 June 1962 SHSBC-184 Question and Answer Period: CCHs, Nulling Goals

HCO POLICY LETTER OF 1 JUNE 1962

AUDITING

RUDIMENTS CHECK SHEET

(This is the only rudiments check sheet
to be used in straightening up HGC pcs
or cancelling sessions on students.)

The following check sheet should be used by Ds of P, Supervisors and Instructors seeking to establish whether or not the HGC or student auditor got the rudiments in during a session.

This check is not done in Model Session. Only the R-factor is put in and "End of check" is given at end.

Only a British Mark IV meter is used. Sensitivity is at 16 throughout check.

Note: During the first two sessions of a pc by that auditor, randomity can be expected and the auditor should not be rebuked, as it sometimes takes two or three sessions for the rudiments to be put in solidly for an auditor and for a pc's needle to get smooth enough to be read by a checker.

Note: See HCOB 25 May 62, E–METER, INSTANT READS, on needle reading.

The checker should carefully repeat at least once any rudiment on which he or she gets a read, stressing "By the end of your last session." And at first even ask the pc when that was.

As auditing continues for several sessions, if the auditor *is* putting rudiments in every session, the needle will smooth out and checks become highly accurate. If this does not take place, then the rudiments are *not* ever being put in by the auditor.

RUDIMENTS CHECK

(Repeat the leading line before each numbered item.
Mark those that give an instant read [HCOB 25 May 62].)

By the end of your last session, had your auditor failed to find and clear:

    1. A half truth?

    2. An untruth?

    3. An effort by you to impress him (her)?

    4. An effort by you to influence the E-Meter?

5. Something you were withholding?

6. An unanswered question?

7. An unanswered command?

8. An unwillingness to talk to him (her)?

9. A problem?

10. An unwillingness to be audited in that room?

L. RON HUBBARD
Founder

Central Orgs
Tech Depts

RUDIMENTS CHECKING

It will be found that checking a pc's rudiments leads to occasional arguments.

Rudiments checking is done after the session by another auditor, more usually a leading auditor or instructor, using HCO PL 1 June 62, AUDITING, RUDIMENTS CHECK SHEET, to find if the rudiments were in during a session just past.

The rudiments check, especially early in a pc's auditing when the needle is rougher, or after very poor auditing, often discloses that certain rudiments were not in during the session just past.

Two protests sometimes occur when rudiments have been found to have been "out" in the session just past.

The first is a possible protest from the auditor who did the auditing. The auditor sometimes claims loudly that the rudiments were *in* but that the checker mysteriously threw them out and that the checker is in error. The auditor has been known to get the pc back on the meter before friends and show one and all that the rudiments check was in fact null—and it *has* been null. But this does not mean the rudiments were in fact *in* in the session or that the checker erred. It means only this: The auditor's TR 0, 1, 2, 3 and 4 are very weak and there was no impingement on the pc by that auditor. Exception: a pc early in auditing or who has been badly audited doesn't get the rudiments check question—cure: ask the check question again if you get a read.

The second is a possible protest by the pc whose rudiments have been found *out* by the checker. The pc seeks to "protect" the auditor and claims the rudiments were "in" in session even if found "out" by the checker. This pc is seeking to validate the stupidity of the auditor. The pc actually has something he consciously or unconsciously wishes to hide from the auditor and so wants the auditor to find the rudiments *in,* regardless of all evidence. Pcs have even been known to gradually raise the fingers off one can to attempt to get a rising needle and obscure rudiments reads!

A rudiments checker is more concerned with a pc's needle getting smoother early on in auditing than in rudiments check results. But after a few days of sessions on a pc, a rudiments checker must believe his rudiments check, not the protests.

Students who fight Instructors are, anyway, in sufficiently low tone to be able to fight only their friends. As they come up they can have friends and fight an actual enemy, not us.

L. RON HUBBARD
Founder

536

PREPCHECKING THE MIDDLE RUDIMENTS

The Routine Three auditor (not the Prepcheck auditor), as the first action in finding a goal and before listing (or before the auditor adds to list), is to prepcheck the following Zero Questions in a regular Prepcheck session.

Thereafter, this same Prepcheck is run on the pc about every fifth R3 session.

> On goals have you ever suggested anything?
> On goals have you ever had anything suggested?
> On goals have you ever suppressed?
> On goals have you ever had anything suppressed?
> On goals have you ever invalidated?
> On goals have you ever had anything invalidated?
> On goals have you ever failed to reveal anything?
> On goals have you ever been careful of anything?
> On goals have you ever told any half truths?
> On goals have you ever told any untruths?
> On goals have you ever influenced a meter?
> On goals have you ever tried not to influence a meter?

Now the same list endings with:

> On listing ditto above.
> On items ditto above.

The word "goal" and the word "listing" are also cleared.

The whole thing *can* be preceded with the whole list above after "On auditing."

This whole scheme is known as "Prepchecking the Middle Ruds."

The reason for this care and the use of middle ruds every time you check a goal or the pc stops listing is because a goal can stay in with a tick when only invalidated, but would go out if the invalidation is listed. A goal then will go null if the middle ruds are out, or a wrong goal will get active if the middle ruds are out.

I have seen so many bum findings on goals that I have finally worked out the above as a solution to being double sure.

I have seen no valid goals where the list was less ssan 850 goals. I think it takes 850 goals in most cases to get goals as a subject enough discharged to reveal a right one even though it appeared in the first hundred and fifty.

When a wrong goal is used for further auditing, the pc gets dizzy and quite uncomfortable. When a right goal is listed, it's all very easy. So you can easily tell if you are listing a wrong one.

L. RON HUBBARD
Founder

CHECKING NEEDLE IN RUDIMENTS CHECKS

The following types of needle characteristic are defined and published here as a guide to all Rudiments Checkers.

CLEAN NEEDLE:

Responsive to instant reads only.

MEDIUM CLEAN:

Offers many prior and latent reads, but reads instantly when a question is asked.

MEDIUM DIRTY:

Agitated throughout check but with periods of no agitation when a read can be obtained easily. Reacts to checker's voice.

DIRTY NEEDLE:

Agitated throughout check, making reading difficult. Pc's attention obviously dispersed.

L. RON HUBBARD
Founder

PREPCHECKING

(Correction of HCOB 1 Mar. 62 and to be included
as a change in all theory checking of that HCOB)

The withhold system of When, All, Appear, Who, must not be applied to the overt found for the formulation of the What question. This system is only applied to the earliest overt one can discover on the chain opened by the What question.

The exact Prepcheck procedure becomes as follows:

1. Ask the Zero question. (See HCO Policy Letters and Information Letters for Sec Check forms. These are "Zero questions.")

2. If the meter gives an instant read (see HCOB 25 May 62, E–METER, INSTANT READS, for instant read), then the auditor says, "That reads. What have you done?"

3. The pc gives the overt. (If the pc doesn't, the auditor can coax or demand until an overt is given, saying such as, "But you must have done something because the meter reads. What have you done?" until the pc does give the overt on the subject of the Zero question. A pc well in session will give it.) (Note: A severe ARC break can cause a meter to react on a Zero question. Just ask if there's an ARC break if you suspect it and ask the Zero again.)

4. The auditor says, "I will check that on the meter," and reads the Zero question again. If the Zero question still gives an instant read, the auditor says, "I will formulate a broader question."

5. The auditor forms and tests What questions until one gives an instant read the same as the Zero question did.

6. Addressing the pc directly, the auditor asks the What question he has composed and verified by meter test.

7. The pc is permitted to answer the What question, giving as many incidents in a general way as he cares to. He is never cut off short. Let him talk as long as the pc can give overts.

8. The auditor asks if there are any earlier incidents. The auditor, without a meter, gets the pc down the track until the pc says that's the earliest.

9. The auditor now applies the withhold system, When, All, Appear, Who, to this earliest incident, going through When, All, Appear, Who, several times.

10. The auditor now says, "I will check the What question on the meter," and does so, asking it and watching for a read.

11. If there is an instant read, the auditor repeats steps 8, 9 and 10 above until there is no instant read on the What question.

12. When the What question reads null, the auditor says, "That is clean. I will now do the middle rudiments." Note: Various end rudiments can be added to middle ruds in extreme cases of pc ARC breaks.

13. The auditor checks the middle rudiments and gets them clean.

14. The What question is tested again. If clean, the auditor says, "It is clean." And then reads the Zero question. If it is clean (gives no instant read), the auditor goes on to the next *Zero* question. If it is not clean, the auditor repeats steps 4 onward to 14 until the Zero question is clean, at which time he goes to the next Zero question on the list.

All What questions are asked to expose and clean a chain of overts. If the Zero didn't clean at once originally, there is a chain of such overts. Therefore, the What question must be asked so that it can be answered with a number of overts if they exist.

It is fatal not to permit the pc to fully answer the What question to his complete satisfaction before shoving at him with demands for earlier material. To cut off his effort to give several incidents is to leave him with missed withholds and a probable ARC break.

Don't ask the withhold system of When, All, Appear, Who, on *any* late incidents. Use this system only to blow the earliest incident the pc can easily recall. This opens up earlier track if any exists. And if none exists, it blows the whole chain.

The pc can experience the effect of collapsing track if the auditor applies the withhold system, When, All, Appear, Who, to an incident late (closer to PT) on the chain. Or if the auditor won't let the pc fully answer the What question when found.

THE WHAT QUESTION

The formulation of the What question is done as follows:

The pc gives an overt in response to the Zero which does not clean the needle of the instant read on the Zero.

The auditor uses that overt to formulate his What question.

Let us say the Zero was "Have you ever stolen anything?" The pc says, "I have stolen a car." Testing the Zero on the meter, the auditor says, "I will check that on the meter. Have you ever stolen anything?" (He mentions nothing about cars, Heaven forbid!) If he still gets a read, the auditor says (as in 4 above), "I will formulate a broader question." And, as in 5 above, says, to the meter,

"What about stealing cars? What about stealing vehicles? What about stealing other people's property?" The auditor gets the same Zero question read on "What about stealing other people's property?" so he writes this down on his report. All of 5 above is done with no expectancy of the pc saying a thing.

The auditor does it all in a testing tone of voice with a testing attitude.

Now, in 6 above, as he has his question, the auditor sits up, looks at the pc and says, meaning it to be answered (but without accusation), "What about stealing other people's property?"

Now, as in 7 above, the pc will probably mention the car, the auditor gives a half-acknowledgment (encouraging mutter), the pc then recalls an umbrella and then a dressing gown and seems to think that's it. The auditor now fully acknowledges all of these with an "All right!" or a "Thank you, that's fine." The auditor does this only when the pc appears to be sure that's it.

And then the auditor goes into 8 above with, "Now, are there any earlier incidents of stealing other people's property?" and 7 and 8 are played out until the pc finally says something like, "Well, I stole a mirror from a little girl who lived in our block, and that really is the first time." The auditor now does 9. The pc with track opened by the When, All, Appear, Who questions is again asked, as in 10, "I will check that on the meter. What about stealing other people's property? That still reads. Is there an earlier incident (as in 8)?" The pc recalls one, saying, "I almost forgot. In fact I had forgotten it. I used to steal my father's car keys when I was three!" The auditor says (as in 9), "When was that?" "Is there any more to that?" "What might have appeared there?" "Who failed to find out about it?" asking these four questions in order and getting an answer each time, asking them again and perhaps again. The auditor then says, "I will check this on the meter (as in 10). What about stealing other people's property? That's clean." And goes on into 12.

The auditor says, "I will now do the middle rudiments" (HCOB 23 June 62, MODEL SESSION REVISED), cleans them and again says, "I will check the What question. What about stealing other people's property? That's clean." And immediately does the Zero question, asking, "Have you ever stolen anything? That's clean. Thank you." And then asks the next Zero question on the list.

Note: The pc can go back track as far as he likes without auditor interference.

TESTING WHATS

To test any auditor's auditing, and to be sure all is well with a field or HGC pc, the *What* questions should be checked out on the pc by another auditor and the pc turned back to the auditor to get them flat. Don't test Zeros for flatness. Increasing responsibility will unflatten Zeros. Only What questions become forever null if done right. So only test What questions for null reads. A What question left alive can really raise mischief, as it constitutes a *series* of missed withholds.

So test all What questions formulated for that pc after an intensive or close to its end to be sure. And be sure every What question used is written legibly on the auditor's report.

This improvement in Prepchecking will increase speed, save ARC breaks and make an easier and more thorough job of it.

Use this version of Prepchecking for all theory and practical tests and drills and on all pcs.

Prepchecking still combines with the CCHs more or less session for session.

Form 3 and Form 6A are the most productive Zero question lists. For auditors, "the last two pages of the Joburg (Form 3) and Form 6A" is a required prerequisite for higher classes.

L. RON HUBBARD
Founder

Missions
CenOCon

E-METER STANDARDS

The Mark IV E-Meter is just sensitive enough at sensitivity 16 to get a pc's rudiments in *so the pc knows it* and to check out a goal.

No earlier British or American meter is this sensitive.

The use of a meter which does not so register will not detect out-rudiments and will not find a goal.

A pc audited on a meter even slightly less sensitive than this will have answers to rudiments questions although the meter says they are clean. Therefore, the pc is nerved up with missed withholds and you get an ARC breaky or unsatisfactory session.

This is the most fruitful source of "dissatisfied" or "difficult" pcs. They are being audited with rudiments out when an insensitive meter indicates the rudiments "clean."

The needle gets dirtier. It becomes hard to read the meter. And, due to lack of sensitivity alone, the meter will find no goals. And as the needle is wilder, goals are even less likely.

Model Session and Havingness sessions which are properly run by the auditor will result in an even, clean needle. But if the meter is bad, even when auditing is good, the needle will get wilder, as the ruds are actually out even when they seem to be in.

You are doing earlier auditing and Prepchecking to clean up the wildness of a needle so Routine 3GA can be run. If auditing is good and the needle is getting worse, there's something wrong with the meter or the operator's meter reading.

Only the Mark IV shows if a rudiment is clean. All others ruin sessions and needles and give you ARC breaky pcs.

L. RON HUBBARD
Founder

Central Orgs
Missions

RUNDOWN ON ROUTINE 3GA

3GA has cleared or is clearing everyone on whom it has been run. It's a clean sweep. These include several famous rough cases, so this one is really there.

Procedure is to get a goal and then make awful sure it is the goal. A goals list is at least 850 long and shows, if complete, no TA action when nulling (aside from a slight drift of the TA normal in any session). Thirty or forty goals that persisted in and didn't go out are then separately listed and done at sensitivity 16. You have to catch this point in the session.

Then the goal found is checked. This is done by giving the pc a full Prepcheck on the middle rudiments. Then the mid ruds are also done against the goal itself with great care. If the goal remains in solidly ticking every time except when read against a swooping needle, that's it. It's best for another auditor to do the checkout.

Then the lines are phrased up as per HCO Information Letter of 10 May 62, ROUTINE 3GA (EXPERIMENTAL). A negative goal can be phrased "Not want the goal (quote)," etc., for example, "Who or what would not want the goal (quote) not to be detected," "Would oppose the goal (quote) not to be detected," etc.

Now here's an important datum. As many as twenty-five hundred items per line, or ten thousand items in all, have been listed before a needle went free on every line. This was Halpern. Others are of similar length. It won't do any good to stop short and in fact would lose everything; you have to list to free needle on the first goal found.

The goal doesn't vanish utterly during listing. The tick read of it transfers off to one or another of the lines in turn.

Ten thousand items mean about 200 hours of auditing at the slowpoke rate of 100 items found per two hour session.

So you see there's considerable listing to be done, and also it's fatal to list a bum goal.

The cure for listing a bum goal is just to find the right goal and list it.

Listing a bum goal results in a pc's getting sick and dizzy. The bank goes solid after a dozen hours of listing and the pc has motion sensations or the winds of space.

So we really got it. What we need is accurate auditing to find the pc's goal in the first place and accurate checkout to make sure that is the goal, and then you've got easier clearing than we have ever had and you've got 100 percent clearing.

More and more pcs are getting into listing here and it's all going by the book.

L. RON HUBBARD
Founder

Remimeo

DIRTY NEEDLES
HOW TO SMOOTH OUT NEEDLES

Quite often a pc is found whose needle is jerky, random, gives many prior and latent reads and goes into small scratchy patterns.

Such a needle is hard to read—and such a pc is a long way out of session a lot of the time.

An auditor, seeing such a needle, and faced with the task of reading the instant read through all these prior and latents and scratchy patterns, tends to think in terms of heroic measures. It is "obvious" that this pc has W/Hs, missed W/Hs, overts and secrets to end all reactive banks and that the thing one ought to do is pick each one of these random needle reactions up as soon as possible. *BUT* when you try to do this you find the needle gets even *more* confused. It reads something all the time!

An extreme case of a dirty, random needle is not solved by any "fish and fumble" or heroic measures.

The pc's needle reacts that way because of *no-confidence,* which induces a sort of auto-control in session which induces a dirty needle. *Ability to predict equals confidence.*

The thing to do is give this pc about 3 sessions of rudiments and Havingness—just Model Session severely with no Q and A or added chitchat. The sessions should be each one about one hour long.

All one does is do Model Session, getting the rudiments in carefully exactly by the textbook. Use Model Session, HCOB 23 June 62, MODEL SESSION REVISED.* Use instant reads only as per HCOB 25 May 62, E–METER, INSTANT READS. And avoid *any* Q and A as per HCOB 24 May 62, Q AND A, section on "double questioning."

Use middle rudiments somewhere during the Havingness session.

By doing this perfect, predictable textbook auditing session three times on the pc, most of these prior and latent reads will drop out and the needle will look much cleaner. Why? Because the pc is off auto or in-session.

---

*[*Editor's Note:* HCOB 23 June 62, MODEL SESSION REVISED, has since been cancelled. Model Session is now covered in HCOB 11 Aug. 78 II, MODEL SESSION.]

You can *make* a pc's needle get dirty and react to many odd thoughts by the pc by doing the following:

1. Try to clean off prior reads and avoid instant reads in getting ruds in (going against HCO Bulletin 25 May 62).

2. Use a scruffy and ragged session pattern (going against HCOB 23 June 62).

3. Double question any rudiments question (as per HCOB 24 May 62).

The pc's needle, even if very clean at the start and loose, will tighten up, develop patterns and dirt if an auditor fails to use a textbook session. This includes raw meat that never heard of a textbook session. Raw meat particularly requires a severely textbook session. Don't think because they're new they won't know. And too much coffee-shop-type auditing can rough a needle.

A pc who has become unwilling to be audited is best cured by three textbook flawless sessions of Havingness as above. Don't plunge for what is *wrong*. Just establish a standard of excellence the pc can predict. And up will come the pc's confidence.

After the three sessions, you can prepcheck or fish and fumble and get things really clean. And providing you *continue* to use a textbook session, the pc will get better and better.

If a pc still has a dirty needle with many prior reads after an auditor has audited that pc three sessions, then we can conclude that that auditor:

1. Is not using HCOB 25 May 62 in reading a meter,

2. Is not handling questions as per HCOB 24 May 62, and

3. Is not using Model Session HCOB 23 June 62.

There *are* no difficult pcs now. There are only auditors who do not give textbook sessions.

L. RON HUBBARD
Founder

Central Orgs
Tech Depts

ARC PROCESS

The ARC Straightwire Process now used in training is the old "Recall a time. . . ."

This is hereby changed for the following reason:

Students and co-audit pcs go out of session when permitted to answer only yes to the command, as two-way comm is deleted and the definition of "in-session" is violated.

With the advent of Repetitive Rudiments the student should be otherwise (and better) trained on a repetitive process.

A second question is thereby added to the ARC Process and any co-audit process that can be answered merely yes.

The new process:

RECALL A COMMUNICATION. WHAT WAS IT?

RECALL SOMETHING REAL. WHAT WAS IT?

RECALL AN EMOTION. WHAT WAS IT?

Do not use the older versions or any process that can be answered only with yes without adding the second question.

L. RON HUBBARD
Founder

[*Editor's Note:* This HCOB is corrected by HCOB 27 Sept. 68 II, ARC STRAIGHTWIRE, in *Technical Bulletins* Volume VIII.]
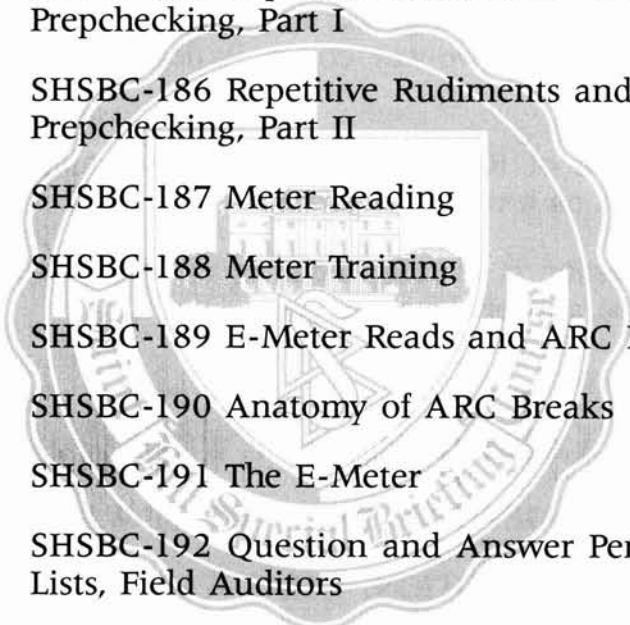
Saint Hill Special Briefing
Course Lectures

July 1962

In his lectures in July, Ron instructed Saint Hill Special Briefing Course students in repetitive rudiments and Prepchecking, meter reading, handling of ARC breaks, and a new clearing development, Routine 3GA.

10 July 1962	SHSBC-185 Repetitive Rudiments and Repetitive Prepchecking, Part I
10 July 1962	SHSBC-186 Repetitive Rudiments and Repetitive Prepchecking, Part II
12 July 1962	SHSBC-187 Meter Reading
12 July 1962	SHSBC-188 Meter Training
17 July 1962	SHSBC-189 E-Meter Reads and ARC Breaks
17 July 1962	SHSBC-190 Anatomy of ARC Breaks
19 July 1962	SHSBC-191 The E-Meter
19 July 1962	SHSBC-192 Question and Answer Period: Goals Lists, Field Auditors
24 July 1962	SHSBC-193 Routine 3GA, Part I
24 July 1962	SHSBC-194 Routine 3GA, Part II
26 July 1962	SHSBC-195 Routine 3GA Data
26 July 1962	SHSBC-196 Prepchecking with Mid Rud Buttons

REPETITIVE RUDIMENTS

HOW TO GET THE RUDIMENTS IN

I am in a hurry to get this bulletin to you and to get it into use for all except CCH sessions.

For a long time I've been urging you to get rudiments in. For the past ten days I have been working hard to analyze and resolve why you sometimes cannot.

Just as an E-Meter can go dead for the auditor in the presence of a monstrous ARC break, I have found it can go gradiently dull in the presence of out-rudiments. If you fail to get one IN, then the outness of the next one reads faintly. And if your TR 1 is at all poor, you'll miss the rudiment's outness and there goes your session.

To get over these difficulties, I have developed a Model Session that can be used, in the rudiments, as a series of repetitive processes.

Then, with this, I've developed repetitive rudiments.

The auditor at first does *not* consult the meter, but asks the rudiments question of the pc until the pc says there is no further answer. At this point the auditor says, "I will check that on the meter." And asks the question again. If it reads, the auditor uses the meter to steer the pc to the answer, and when the pc finds the answer, the auditor again lays the meter aside and asks the question of the pc as above until the pc has no answer. The auditor again says, "I will check that on the meter," and does so.

The cycle is repeated over and over until the meter is clean of any instant read (see HCOB 25 May 62, E–METER, INSTANT READS, for instant read).

The cycle:

1. Run the rudiment as a repetitive process until pc has no answer.

2. Consult meter for a hidden answer.

3. If meter reads, use it to steer ("that" "that" each time the meter flicks) the pc to the answer.

4. Lay aside the meter and do 1 and 2 and 3.

The process is flat when there is no instant read to the question.

One does not "bridge out" or use "two more commands." When the meter test of the question gets no instant read, the auditor says, "Do you agree that that is clean?" covertly looking at the needle as he or she says, "clean." If the question really isn't clean, there will be an instant read on "Do you agree the question is clean?" If there is such a read, do 1, 2 and 3 again.

The trick here is the definition of *in-session*. If the pc is in-session the meter will read. If the pc is partially out, the meter will read poorly, and the rudiment will not register and the rudiment will get missed. But with the pc in-session, the meter will read well for the auditor. Thus, you get the pc to talk to the auditor about his own case, the definition of *in-session*, before consulting the meter by using the repetitive process.

What a relief to the pc to have his rudiments in! And goodbye ARC breaks and no auditing results!

Use this system *always* on the beginning rudiments for every type of session.

Use this system on the middle rudiments in a Havingness and sometimes on the Prepcheck type of session. But seldom on a Routine 3 (goals) type of session.

Use this system always on the end rudiments of a Havingness session. Do not use it on the end rudiments of a Prepcheck or Routine 3 type of session unless the session has been full of screaming pc (which with this system it won't be).

Havingness-type Session:

Repetitive rudiments system on beginning, middle and end rudiments.

Prepcheck-type Session:

Repetitive rudiments on beginning and sometimes middle rudiments. Ask end rudiments against meter as in step 2 and 3 of cycle (fast checking, see below).

Routine 3-type Session:

Use repetitive rudiments on beginning rudiments. Use (2) and (3) only (fast checking) for middle and end rudiments unless session very rough.

So that's where repetitive auditing processes wind up. Addressed to rudiments!

A tip—you can ARC break a session by overuse of middle rudiments on Routine 3 processes. Never use the middle rudiments just because the pc is talking about his or her own case. That's the definition of in-session. Use middle rudiments in Routine 3 when you have not had *any* meter needle response on three goals read three times (not one goal read disturbed the needle). Then get

your middle rudiments in and cover the first consecutive null goal above (the three that gave no response). Don't use middle ruds just because 3 goals went null. Only if no reading of a goal disturbed the needle for three goals in a row. Also use middle ruds when the pc "can't think of any more" in listing of goals or items. Don't use every time you shift lists now. Only if the pc "can't list more."

In Prepchecking use middle ruds repetitively after 3 Zero Questions have each been null on a list of Zeros and recheck those Zeros if middle ruds were out. Use middle ruds after each What question was nulled and check the What question again and rework it if alive. Also check the Zero question if a What went null. If a Zero advanced to a What, both What and Zero must be checked for nullness and found null before leaving them. One middle rudiments use may suffice for both unless one was found still alive after the middle ruds were gotten in. Repair it and recheck if so.

FAST CHECKING

A *fast check* on the rudiments consists only of steps 2 and 3 of the cycle done over and over.

Watching the meter, the auditor asks the question, takes up only what reads and, careful not to Q-and-A, clears it. One does this as many times as is necessary to get a clean needle. But one still says, "Do you agree that that is clean?" and catches up the disagreement by getting the additional answers.

When both the question and the agreement are seen to be clean, the question is left.

In using fast checking, NEVER SAY, "THAT STILL READS." That's a flunk. Say, "There's *another* read here."

You cannot easily handle a transistor-type meter more sensitive than a Mark IV. The needle would be so rapid in its swings you would find it nearly impossible to keep it centered. Therefore, a more sensitive meter was no answer. The TR 1 of many auditors lacks any great impingement. And this is remediable only when "altitude" can also be remedied. There had to be a better answer to getting out-rudiments to read better on a meter for all auditors and all pcs. Repetitive rudiments is the best answer to this.

(Note: I am indebted to Mary Sue, when I was working on this problem, for calling my attention back to this system which I originally developed for Sec Checking and where it worked well.)

L. RON HUBBARD
Founder

Central Orgs
Missions

REPETITIVE PREPCHECKING

As the Prepchecking we have been doing is a complicated skill and as recent rudiments developments open the door to simplified handling of overts, you may lay aside all versions of previous Prepchecking and Security Checking and substitute the following.

This is in the interests of improvement of auditing and keeping pcs from being enturbulated by unskilled auditing. The version herein is far easier to train students into, as it uses the same actions as repetitive rudiments.

REPETITIVE PREPCHECKING

We will still use the term "Prepchecking" and do all Prepchecking by repetitive command. We will refer to the older version as "Prepchecking by the Withhold System" and abandon it as of this date as too complicated and too susceptible to restimulation of pcs in semiskilled hands.

THE AUDITING PROCEDURE

We handle any Zero question exactly as in repetitive rudiments (HCOB 2 July 62).

The session is started exactly as per Model Session, HCOB 23 June 62 (or as may be amended). A Mark IV meter is used (using earlier meters on Prepchecking can mean disaster, as they miss withholds).

The auditor then announces for the body of the session that a Prepcheck will be done on such and such a subject or form.

The auditor then takes an already prepared form (such as Form 3, 6A, Prepcheck mid ruds, Goals Prepcheck Form [not yet released]).

STEP ONE

Without now looking at the meter, the auditor asks the form question repetitively until the preclear says that's all, there are no more answers.

STEP TWO

The auditor then says, "I will check that on the meter" and does so, watching for the instant read (HCOB 25 May 62). If it reads, the auditor says, "That reads. What was it?" (and steers the pc's attention by calling each identical read that then occurs). "There . . . That . . . That . . ." until the pc spots it in his bank and gives the datum.

STEP THREE

The auditor then ignores the meter and repeats Step One above. Then goes to Step Two, etc.

STEP FOUR

When there is no read on Step Two above, the auditor says, "Do you agree that that is null?" The auditor watches for an instant read on this and, if there is an instant read on it, does Step Two above, then Step Three. This gives a double check on the flatness of a question.

This is *all* there is to Repetitive Prepchecking as a system. Anything added in the way of more auditor questions is destructive to the session. Be sure not to Q-and-A (HCOB 24 May 62).

Be sure your TR 4 is *excellent* in that you *understand* (really, no fake) what the pc is saying and acknowledge it (really, so the pc gets it) and return the pc to session. Nothing is quite as destructive to this type of auditing as bad TR 4.

THE ZERO QUESTIONS TIME LIMITER

There must be a time limit on all Zero questions. Although it says "Have you ever stolen anything?" the auditor must preface this with a TIME LIMITER such as "In this lifetime . . ." "In auditing . . ." or whatever applies. Form 3 (the Joburg) has to be prefaced with "In this lifetime . . ." on every question. Form 6A, as it speaks of preclears, etc., is already limited in time.

In prepchecking the middle ruds, use "In auditing . . ." before each question or other appropriate limitations.

The Zero *must not* swing the pc down the whole track, as middle rudiments then become unanswerable and a fruitful source of missed withholds.

MIDDLE RUDIMENTS

In Repetitive Prepchecking the middle rudiments can be fast checked (HCO Bulletin 2 July 62) (using the package question "In this session is there anything you have suppressed, invalidated, failed to reveal or been careful of?" If one of the four reads, use it singly to clean it in the same worded question and do the remainder of the middle ruds singly: "In this session is there anything you have failed to reveal?").

Use the middle rudiments fast checked every time you clean a Zero question, whether the pc had answers for it or not.

PREPCHECKING THE MIDDLE RUDIMENTS

To begin or end a series of sessions (such as an intensive), prepcheck also the middle rudiments.

In such prepchecking the middle ruds, for Havingness sessions, the Zeros are as follows:

"Since I have been auditing you, is there anything you have suppressed?"

"Since I have been auditing you, is there anything you have invalidated?"

"Since I have been auditing you, is there anything you have failed to reveal?"

"Since I have been auditing you, is there anything you have been careful of?"

To these standards add, in the same question form, "suggested" "failed to suggest" "revealed" "told any half-truths" "told any untruths" "damaged anyone" "influenced the E-Meter" "failed to answer a question" "failed to answer a command" and "Since I have been auditing you, have you shifted your attention?" Flatten off with O/W as below.

O/W ASSISTS

As a Prepcheck by form and even beginning rudiments are not calculated to handle a pc who is *very* distraught before the start of session by reason of upsets in life (howling PTPs accompanied by misemotion) or who is too ill physically to settle into auditing, an earlier rudiment immediately after start of session can be used. This is general O/W (Overt-Withhold):

"What have you done?"

"What have you withheld?"

These are run alternately. This is *never* run on a terminal (i.e., What have you done to George? etc.). Only the general type command is now used.

When the pc is much better, go into the usual rudiments.

(Note: This is, by the way, the best repetitive process for an assist.)

This is run to a null needle on both questions. If either gives an instant read, continue to run both until both are null, much as in Steps One, Two, Three and Four of Repetitive Prepchecking.

When used to flatten off a Prepcheck on the middle rudiments, whether for Prepchecking or for goals type or ordinary Repetitive Prepchecking, the O/W command wording is as follows:

"Since I have been auditing you, what have you done?"

"Since I have been auditing you, what have you withheld?"

Both must be null to conclude the process. If either is found alive on the needle, run both.

When used to begin a session or when used to prepcheck the middle ruds, O/W must be followed by a fast check of the mid ruds.

SUMMARY

This type of Prepchecking—Repetitive Prepchecking—is more easily done and more thorough than Prepchecking by the withhold system and its earlier forefather, Security Checking. It replaces both of these.

In view of the fact that the same system is used for Repetitive Rudiments (HCOB 2 July 62), by learning one the student also learns the other, thus saving a lot of time in study and training.

Repetitive Prepchecking replaces former auditing requirements for Class IIa and *is* the Class II skill.

It should be thoroughly instilled in the auditor that extra doingness by the auditor is detractive from the system and that every additive is a liability, not required in the system and liable to upset the pc. It is a *must* that the auditor be very capable with TR 4 and that the auditor makes no attempt to shut off routine pc originations as the intensity of "In Sessionness" generated by modern Model Session used with repetitive rudiments and Repetitive Prepchecking is such as to make the ARC breaks quite shattering to the pc if TR 4 is bad. If Repetitive Prepchecking is run right, with good metering, the only remaining source of missed withholds is the inadvertent withhold caused by bad TR 4. (The pc said it but the auditor didn't *understand* it.)

This bulletin culminates three years of exhaustive research into the formation of Model Session, rudiments and the handling of overts, and overcoming the limitations of the auditor and student in handling sessions. This, coming with the broad success of Routine 3GA, rounds out auditing from raw meat to Clear for all cases capable of speech. These techniques represent a data span of 13 years and a general research of 32 years.

L. RON HUBBARD
Founder

Central Orgs
Missions

BULLETIN CHANGES

(Changes in Model Session HCOB 23 June 62,
HCOB 3 May 62 and HCOB 3 July 62)

(Note: Make changes on your copies of HCOB 3 May 62, HCOB 23
June 62 and HCOB 3 July 62 so that students passing these bulletins do
not have to give the outdated data in their theory examination of HCOB
3 May 62, 23 June 62 and 3 July 62. This HCOB 4 July 62 is to be
passed also in theory as it gives *Why*.)

HAVINGNESS RUD

The room rudiment is dropped from Model Session in the beginning rudiments but remains in the end rudiments.

Abolish its use in beginning rudiments. Retain its use in end rudiments in all HGCs, Academies, staff auditing and the Saint Hill Special Briefing Course.

The room rudiment spoils the evenness of repetitive rudiments and as often as not takes the pc's attention out of session.

MISSED WITHHOLDS

The question "In this session have you thought, said or done anything I have failed to find out?" is to be used in all Model Sessions as a random rudiment to be used in strict accordance with HCOB 3 May 62, ARC BREAKS—MISSED WITHHOLDS. It remains also as part of end rudiments.

The word "about" is deleted from the end rudiment question as it is unnecessary.

Change your copy of HCOB 3 May 62 to give the above as the standard command.

This is used whenever the pc starts to get tense or tries to explain urgently. Don't let the pc get into a full ARC break. See it coming. But if pc does get into a heavy ARC break it is of course used. It means the auditor was slow observing.

Its use is always repetitive as in any other repetitive rudiment.

The "said" is added to prevent upset from poor TR 4.

OVERT/WITHHOLD

At the start of any session, after starting the session, general O/W may be used on any pc who is feeling ill or misemotional *before* session beginning by reason of heavy restimulation or acute PTPs. This is run only until the pc feels better and has cycled to present time. It is not run until both questions are null (as given in HCOB 3 July 62).

Use the cyclic-type ending on the process.

Follow this action by repetitive asking of the missed withhold rudiment above to prevent a missed withhold from occurring.

END WORDS

The E-Meter has two holes in it. It does not operate on an ARC broken pc and it *can* operate on the last word (thought minor) only of a question, whereas the question (thought major) is actually null.

A pc can be checked on the END WORDS of rudiments questions and the charge on those single words can be made known and the question turned around to avoid the last word's charge.

Example: "Are you willing to talk to me about your difficulties?" The word "difficulties," said to the pc by itself gives an instant read. Remedy: Test "Difficulties." If it reads as itself, then change the question to "Concerning your difficulties, are you willing to talk to me?" This will only react when the pc is unwilling to do so.

Caution: This trouble of end words reading by themselves occurs mainly in the presence of weak TR 1 and failure to groove in the question to a "thought major." With good TR 1, the END WORDS read only when the question is asked.

IN PRACTICE you only investigate this when the pc insists strongly that the question is null. Then test the end word for lone reaction and turn the question about to make it end with another end word (question not to have words changed, only shifted in order). Then groove it in and test it for instant read. If it still reacts as a question (thought major), then of course it is not null and should be answered.

CLEAN

Change HCOB 3 July 62 to read: Do not pay attention to any reaction consequent to asking "Do you agree that that is clean?" Trying to handle a reaction to this second question is too involved for ordinary handling. If the main question reads null, ignore a read on "Do you agree that is clean?"

DOUBLE CLEANING

"Cleaning" a rudiment that has already registered null gives the pc a missed withhold of nothingness. His nothingness was not accepted. The pc has no

answer. A missed no-answer then occurs. This is quite serious. Once you see a rudiment is clean, let it go. To ask again something already null is to leave the pc baffled—he has a missed withhold which is a nothingness.

L. RON HUBBARD
Founder

Central Orgs
Tech Depts

COACHLESS TRAINING
USE OF A DOLL

As it is better in the absence of *good* coaches to do many drills (but not TR 0, 1, 2, 3, 4) with the student solo, mocking up the session as he goes, we are using this at Saint Hill.

A student, many of whom feel the emptiness of the empty chair he or she is facing, should make or buy and use a doll.

The doll need not be elaborate but should be at least a foot tall, preferably two feet.

The drills of spitting out rapidly Model Session repetitive rudiments, fast rudiments, listing, nulling, etc., are at this time being done coachless and great progress is being made.

But the empty chair "gets" some auditors. Therefore the doll. Dolls were used in training first in 1957.

L. RON HUBBARD
Founder

MOTIVATORISH CASES

Ref:
Tape: 6111C02   "How To Security Check"

The following data has been compiled by Mary Sue at my request from her experience in directing the processing of cases.

The "Zeros for the Theetie-Weetie Case" are particularly valuable. Although I gave the data in a lecture some months ago, it was not otherwise compiled or released and has been overlooked. The "Theetie-Weetie Case" is *high* on the APA yet makes no progress. This is because such cases believe *you ought to know what they are thinking about,* so every moment around them you are *missing withholds.* Their overt acts, that got them into this condition, are expressed in the listed Zeros Mary Sue compiled below. This case is also motivatorish and very hard to prepcheck as they give nothing but motivators in answer to requests for missed withholds or overts and just about spin themselves in.

The auditor must not let a pc give motivator answers. This bulletin is valuable in that it gives the right questions that prevent this.

About 8% of all Scientology cases come under this heading. So if you don't know these things, you will completely fail on one pc out of twelve, because that pc will avoid standard questions and, very adroitly, give motivator answers.

Such pcs also ARC break *very* easily so all acknowledgment must be particularly good and one must be firm but gentle in getting the auditing done.

Also, *any* case may sometimes do this.

THE MOTIVATOR CASE

There are certain types of preclears who are predominately motivatorish. Auditors can get into severe difficulties with such cases and cause a great deal of upset for a center or Academy by running them at effect, rather than at cause. A preclear who only gets off motivators in a session is not only being run at effect, but is also throwing out, while doing so, all of the end rudiments. So not only do we know that a case will not change when run on motivators, but we also know that such a case will have a drop in his graph due to ARC breaks. Remember that a reality break is part of an ARC break, as the ARC triangle has either corner depressed when one factor of the triangle is broken. The motivator case is well aware that each motivator answer is not truly real, but reactively he is incapable of looking at the cause side of the picture and considers any effort on the part of anyone to attempt to get him to do so is an effort on the part of that person to punish him or to make him guilty. Therefore it is vitally important with such a

case to word questions which will permit no possibility of his answering the question with a motivator, so as to not get him started on this deteriorating cycle.

There are several reasons a case is in such a condition as this. The most general reason is that all responsibility or cause is blame. Such a person has many overts of blaming others and uses any motivator as a justification of his overts against others. Another reason is that this person has failed to and has had others fail to listen to and acknowledge various difficulties and troubles. And another reason is that the person believes that everyone should know all about them. Any question addressed to such a case restimulates missed withholds on them, as the auditor or individual should have known all about them in the first place. This case has overts on accusations of people and overts of pretended knowingness against others.

As already pointed out *questions must be so worded* with the motivator case that *they cannot* possibly *answer* a question addressed to them *with a motivator answer*. To prevent this occurring, the following questions are suggested:

MISSED WITHHOLDS:

IN THIS SESSION HAVE YOU THOUGHT, SAID OR DONE ANYTHING AGAINST ANOTHER?

IN THIS SESSION HAVE YOU COMMITTED ANY OVERT I HAVE FAILED TO FIND OUT?

IN THIS SESSION HAVE YOU COMMITTED ANY OVERT I SHOULD HAVE KNOWN ABOUT?

SINCE YOU FIRST CAME ON THIS COURSE (SINCE YOU FIRST CAME HERE FOR PROCESSING), HAVE YOU DONE ANYTHING TO ANOTHER THAT HE OR SHE FAILED TO FIND OUT?

SINCE YOU FIRST CAME ON THIS COURSE (SINCE YOU FIRST CAME HERE FOR PROCESSING), HAVE YOU COMMITTED ANY OVERTS AGAINST ANOTHER THAT HE OR SHE FAILED TO FIND OUT?

ASSIST WORDING

OVERT/WITHHOLD ASSIST:

WHAT HAVE YOU DONE TO ANOTHER?

WHAT HAVE YOU WITHHELD FROM ANOTHER?

WHAT OVERT HAVE YOU COMMITTED?

WHAT OVERT HAVE YOU WITHHELD?

Particular note must be made here that on General O/W quite a few cases have figured out the perfect motivator answer—all answers are given as motivators which the preclear disguises as overts against the first dynamic. So the

auditor says, "What have you done?" and the preclear says, "I have committed the overt against myself of being audited by you!" When a preclear does this, accept the answer but next time change the command wording.

PREPCHECK ZEROS

UNINTENTIONAL W/H:

IN THIS LIFETIME, HAS ANYONE FAILED TO LISTEN TO YOUR DIFFICULTIES?

IN THIS LIFETIME, HAVE YOU FAILED TO LISTEN TO SOMEONE'S DIFFICULTIES?

IN THIS LIFETIME, WAS THERE ANYONE WHO DIDN'T LISTEN TO YOUR TROUBLES?

IN THIS LIFETIME, WAS THERE ANYONE WHOSE TROUBLES YOU DIDN'T LISTEN TO?

IN THIS LIFETIME, HAS ANOTHER REFUSED TO LISTEN TO YOUR DIFFICULTIES?

IN THIS LIFETIME, HAVE YOU REFUSED TO LISTEN TO ANOTHER'S DIFFICULTIES?

ZEROS FOR THEETIE–WEETIES

SHOULD HAVE KNOWN:

HAVE YOU EVER FALSELY ACCUSED ANOTHER?

HAVE YOU DELIBERATELY PRESSURED ANOTHER WITH QUESTIONS?

HAVE YOU EVER SUBMITTED ANOTHER TO CONSTANT INTERROGATION?

HAVE YOU EVER HOUNDED ANOTHER WITH ACCUSATIONS?

HAVE YOU EVER USED ACCUSATIONS AGAINST ANOTHER IN ORDER TO GET QUESTIONS ANSWERED?

HAVE YOU EVER COMMITTED THE OVERT OF SUBJECTING ANOTHER TO ACCUSATIONS?

HAVE YOU EVER DELIBERATELY MISINFORMED PEOPLE?

HAVE YOU EVER PRETENDED TO KNOW SOMETHING YOU DIDN'T?

HAVE YOU EVER ACCUSED PEOPLE OF LYING?

HAVE YOU EVER LIED ABOUT SOMETHING?

HAVE YOU EVER ACCUSED A PERSON OF KNOWING SOMETHING WHEN THEY DIDN'T?

So don't run your pc at effect. If you are asking a question which gives you only motivators or mostly motivators or justifications or explanations or criticisms, ask the right question of your preclear.

L. RON HUBBARD
Founder

Assisted by
Director of Processing
Saint Hill

HCO POLICY LETTER OF 14 JULY 1962

SH Students
CenOCon
All SH Grads

URGENT

AUDITING ALLOWED

I want every auditor auditing to be perfect on a meter. To be otherwise can be catastrophic.

By perfect is meant:

1.   Auditor never tries to clean a clean read;

2.   Auditor never misses a read that is reacting.

One mistake on Model Session or TRs may not ruin a session. One mistake on a meter read can ruin a session. That gives you the order of importance of *accurate* never-miss meter reading.

All bad auditing results have now been traced to inaccuracy in meter reading. Other aspects of a session should be perfect. But if the session, even vaguely following a pattern session, comes to grief, IT IS ONLY METER READING ACCURACY THAT IS AT FAULT.

I have carefully ferreted this fact out. There is only one constant error in sessions that produce no results or poor results—inaccurate meter reading. This is also true for student and veteran auditors alike.

When an auditor starts using unusual solutions, he or she was driven to them by the usual solution not working. The usual solution always works unless the meter needle reading is inaccurate.

If an auditor is using unusual solutions, then THAT AUDITOR'S METER READING IS INACCURATE. Given this, consequent ARC breaks and failures drive the auditor to unusual solutions.

A D of P who has to dish out unusual solutions has auditors who are missing meter reads.

Meter reading must be *perfect* every session. What is perfect?

1.   Never try to clean a read that is already clean.

2.   Never miss an instant reaction of the needle.

If you try to clean a clean rudiment, the pc has the missed withhold of *nothingness*. The auditor won't accept the origination or reply of *nothingness*. This can cause a huge ARC break, worse than missing a somethingness. A nothingness is closer to a thetan than somethingness.

If you miss an instant reaction, you hang the pc with a missed withhold and the results can be catastrophic.

If you fumble and have to ask two or three times, the read damps out, the meter can become inoperative on that pc for the session.

If you miss on one rudiment, the next, even if really hot, can seem to be null by reason of ARC break.

A meter goes null on a gradient scale of misses by the auditor. The more misses, the less the meter reads.

Meter perfection means only accurate reading of the needle on instant reads. It is easily attained.

An auditor should never miss on a needle reaction. To do so is the basis of all unsuccessful sessions. Whatever else was wrong with the session, it began with bad meter reading.

Other auditing actions are important and must be done well. But they can all be overthrown by *one* mistake in metering.

1.   Never clean a clean needle.

2.   Never miss a read.

Unless metering perfection is attained by an auditor, he or she will continue to have trouble with preclears.

The source of all upset is the missed withhold.

The most fruitful source of missed withholds is poor metering.

The worst TR 4 is failure to see that there is nothing there or failing to find the something that is there on an E-Meter.

This is important: Field auditors, Academies and HGCs are all being deprived of the full benefit of processing results by the one read missed out of the 200 that were not missed. It is that critical!

A good pro, by actual inspection, is at this moment missing about eight or nine reads per session, calling one that is clean a read and failing to note a read that read.

This is the 5 to 1 ratio noted between HGC auditing and my auditing. They miss a few. I don't. If I don't miss meter reads, and don't have ARC breaky pcs, why should you? With modern session pattern and processes well learned, all you have to acquire is the ability to never miss on reading a needle. If I can do it, you can.

L. RON HUBBARD
Founder

If I don't miss meter reads, and don't have ARC breaky pcs, why should you? With modern session pattern and processes well learned, all you have to acquire is the ability to never miss on reading a needle. If I can do it you can.

HCO POLICY LETTER OF 15 JULY 1962

GOALS PREPCHECK FORM
ROUTINE 3GA

It is mandatory that this form be completed *after* a goal has been found and before any listing is begun. ALL DONE AT SENSITIVITY 16 on a Mark IV Meter.

_____   _____
               Pc's Name   Date

_____
            Organization

GOAL FOUND

_____

A. MODEL SESSION REPETITIVE RUDS: Auditor _____

    W/Hs_____   PTP _____

B. READ GOAL TO PC: Reacts _____   Reacts _____

                         Reacts _____

C. READ GOAL ONCE AND THEN ONE OF THE LAST 30 goals that stayed in well, back and forth, until none of the long list goals react and *the* goal stays in at sensitivity 16.

    LIST of 30 All Null _____

    READ GOAL TO PC: Reacts _____   Reacts _____

                         Reacts _____

D. Is the instant read exactly at the end of the last word in the goal or does it occur *across* the last word? If it occurs at the end of the last word consistently, neither prior nor latent, continue the check. If the read is prior or latent and not exactly at the end of the last word, even when the goal is read several times, do not go on with this check. Do not try to use the fragment to compile a new goal. Continue goals listing.

_____

PREPCHECK

Use Repetitive Prepcheck System only:

E. On goals is there anything:

Another has suggested   _____

You have failed to suggest   _____

You have suggested   _____

You have suppressed   _____

You have failed to suppress   _____

You have protested   _____

Another has invalidated   _____

You have invalidated   _____

You have failed to reveal   _____

You have been careful of   _____

F. On the goal _____ is there anything:

Another has suggested   _____

You have failed to suggest   _____

You have suggested   _____

You have suppressed   _____

You have failed to suppress   _____

You have protested   _____

Another has invalidated   _____

You have invalidated   _____

You have failed to reveal   _____

You have been careful of   _____

_____

G. READ GOAL TO PC: Reacts _____   Reacts _____

                                   Reacts _____

(If goal does not react when read in Section G, do Section H.)

H. Do you get a reaction when you ask pc—Has this goal been:

Suppressed   _____

Invalidated   _____

If no reaction, do I.
If reaction, clean with Repetitive Prepcheck.

I. READ GOAL TO PC: Reacts _____   Reacts _____

                                   Reacts _____

J. If reaction is a multiple reaction and not a clean single tick (if needle reacts as a dirty needle on the instant read) ask Repetitive "Are you withholding the goal _____ from anyone?" Clean off any read.

K. READ GOAL TO PC: Reacts _____   Reacts _____

                                   Reacts _____

L. Do mid ruds repetitive.

M. READ GOAL TO PC: Reacts _____   Reacts _____

                                   Reacts _____

(Note: Do any goal found up to this point, if it got past D above. If the goal does not give a clean single tick every time it is read except against a fast rise, abandon it. If goal reads in Section L use it for listing as it is *the* goal.)

N. Compose list wording: (Do not change pronouns. If "Myself" or some such word invites you to do so, use the goal just as it is. If goal is negative use just as it is.)

    1. Who or what would want to_____ ?

    2. Who or what would not want to _____?

    3. Who or what would oppose _____?
        (Change verb in goal to "ing" form.)

    4. Who or what would not oppose _____?
        (Change verb in goal to "ing" form.)

Lines formed all reacted like the goal _____

If not do a repetitive check on mid ruds and test again. Get pc to agree to lines or find out why not.

When all lines react as an instant read, it is safe to list goal.

Comments: _____

_____

_____   _____
Date   Auditor

L. RON HUBBARD
Founder

CenOCon
Sthil Students

ROUTINE 3GA
HCO WW R-3GA Form 1
LISTING PREPCHECK

Before and during listing of goals and before beginning to list items for any goal from the four lines, and during listing, the following Prepcheck must be completed as a form for the pc. It must thereafter be done every fifth session. The form must be made out for the pc and included in his or her folder.

The Prepcheck is done repetitive (HCO Bulletin of 3 July AD 12, REPETITIVE PREPCHECKING) in Model Session with a Mark IV Meter.

_____   _____

Pc's Name   Date

_____

Location of Org

Mark when clean:

A. In auditing is there anything you have

Suggested	_____	Protested	_____
Failed to suggest	_____	Done to anyone	_____
Suppressed	_____	Tried to make anyone guilty of	_____
Invalidated	_____	Altered	_____
Revealed	_____	Decided	_____
Failed to reveal	_____	Blamed	_____
		Regretted	_____

B. Since you have begun auditing is there anything another has failed to find out about you? _____

Since your arrival at (location) _____ is there anything you have done to another that we have failed to find out? _____

574

C. In this lifetime, on listing is there anything you have

Suggested	_____	Protested	_____
Failed to suggest	_____	Done to anyone	_____
Suppressed	_____	Tried to make anyone guilty of	_____
Invalidated	_____	Altered	_____
Revealed	_____	Decided	_____
Failed to reveal	_____	Blamed	_____
		Regretted	_____

D. Since you have started Scientology listing has anything shifted your attention? _____

Since you have started Scientology listing is there anything you have

Suggested	_____	Protested	_____
Failed to suggest	_____	Done to anyone	_____
Suppressed	_____	Tried to make anyone guilty of	_____
Invalidated	_____	Altered	_____
Revealed	_____	Decided	_____
Failed to reveal	_____	Blamed	_____
		Regretted	_____

E. FOR LINE LISTING AFTER GOAL HAS BEEN FOUND:

1. On the line "Who or what would want to _____
_____ (goal)" is there anything you have

Suggested	_____	Protested	_____
Failed to suggest	_____	Done to anyone	_____
Suppressed	_____	Tried to make anyone guilty of	_____
Invalidated	_____	Altered	_____
Revealed	_____	Decided	_____
Failed to reveal	_____	Blamed	_____
		Regretted	_____

2. On the line "Who or what would not want to _____
_____ (goal)" is there anything you have

Suggested   _____   Protested   _____

Failed to suggest _____   Done to anyone   _____

Suppressed   _____   Tried to make anyone
                                      guilty of   _____

Invalidated   _____   Altered   _____

Revealed   _____   Decided   _____

Failed to reveal   _____   Blamed   _____

                                      Regretted   _____

3. On the line "Who or what would oppose _____ing
_____ (goal)" is there anything you have

Suggested   _____   Protested   _____

Failed to suggest _____   Done to anyone   _____

Suppressed   _____   Tried to make anyone
                                      guilty of   _____

Invalidated   _____   Altered   _____

Revealed   _____   Decided   _____

Failed to reveal   _____   Blamed   _____

                                      Regretted   _____

4. On the line "Who or what would not oppose _____ing
_____ (goal)" is there anything you have

Suggested   _____   Protested   _____

Failed to suggest _____   Done to anyone   _____

Suppressed   _____   Tried to make anyone
                                      guilty of   _____

Invalidated   _____   Altered   _____

Revealed   _____   Decided   _____

Failed to reveal   _____   Blamed   _____

                                      Regretted   _____

_____

F. USE ONLY AFTER GOAL HAS BEGUN TO BE LISTED:

On the goal _____ (goal) is there anything you have

Suggested	_____	Protested	_____
Failed to suggest	_____	Done to anyone	_____
Suppressed	_____	Tried to make anyone guilty of	_____
Invalidated	_____	Altered	_____
Revealed	_____	Decided	_____
Failed to reveal	_____	Blamed	_____
		Regretted	_____

Date completed _____   Auditor _____

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 19 JULY 1962

CLEARING—FREE NEEDLES

Any auditor running a Routine 3 process and obtaining a free needle on an E-Meter should, on the Saint Hill course, have an Instructor observe and verify that condition and, in a Central Organization, should have it observed by an HCO Area Secretary.

Any auditor obtaining a free needle on all lines continuously (the state of a first-goal Clear) should, on the Saint Hill course, demonstrate that condition to an Instructor and, in a Central Organization, to an HCO Area Secretary.

An Instructor or HCO Area Secretary should make a statement on the auditing report testifying to the fact and existence of the free needle.

In short, there are two stages of observation—the first free needle obtained on one line and the state of continuous free needle on all lines.

No verbal statement by an auditor, not otherwise confirmed as above, is to be given credence or be used to establish the condition of a case.

The early observation on one line, being difficult to maintain for observation is not mandatory but if not verified as above may not be claimed.

The state of a "first-goal Clear" is established by:

1. A free needle on each line listed from the goal.

2. No reaction of the goal on the meter after a final Prepcheck on that goal as per HCO PL 15 July 62, GOALS PREPCHECK FORM, ROUTINE 3GA.

3. Tone arm near Clear read.

A free needle is not a stage four needle or an inverted stage four. It is floating and free.

In Routine 3GA we have actual, lasting clearing. It is accomplished by expert and exact auditing. There is no reason to fake the condition or rumor that someone is Clear when he or she is not, or to tell someone he or she is Clear when they are not.

We are on solid ground with technology and procedure. Let's keep it that way. The goal has been sought on Earth for 2,500 years. We have achieved eight first-goal Clears on the Saint Hill course in the last two months. People, with reason, trust a Clear. We have attained the state of Clear in man. We must not upset that trust.

L. RON HUBBARD
Founder

HCO BULLETIN OF 21 JULY 1962

URGENT

INSTANT READS

(Adds to HCOB of 25 May 62,
E-METER INSTANT READS)

On rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in-session, being handled by auditors with indifferent TR 1, anticipate the instant read reactively, as they are under their own control. Such a read occurs into the body of the last meaningful word in the question. It never occurs latent.

In other words, all reads occurring when the major thought has been received by the preclear must be taken up and cleaned. This does not mean all needle reactions occurring while question is being asked must be cleaned, but it does mean that the instant read is often to be found before the last meaningful word is spoken fully, and it is catastrophic not to take it up and clean it.

Goals and items are, however, read only when the read occurs exactly at the end of the last word.

This will give you cleaner sessions and smoother needles.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 22 JULY 1962

Sthil Students
CenOCon

ROUTINE 3GA
LISTING WORDING

(Changes HCO PL 17 July 62, ROUTINE 3GA, HCO WW
R3GA FORM 1 LISTING PREPCHECK, and HCO PL 15 July 62,
GOALS PREPCHECK FORM, ROUTINE 3GA)

The wording of the four lines for listing out a goal should be as follows:

Line One: "Who or what would want to (goal) _____?"

Line Two: "Who or what would oppose (goal 'ing' form) _____?"

Line Three: "Who or what would pull back opposition to (goal 'ing' form) _____?"

Line Four: "Who or what would pull somebody or something back from (goal 'ing' form) _____?"

It will be noted that lines one and two remain the same.

Also it should be noted that there is no alternate to "pull back" (restrain, retard, give different vectors).

It should be noted also that the goal changes in form on three lines to the "ing" form of the verb in the goal. Example: Goal—"to fish" changes to "fishing."

These changes are for all goals. If a goal is currently being listed, change the list wording to the above.

L. RON HUBBARD
Founder

Missions

A SMOOTH HGC 25–HOUR INTENSIVE

Here is the pattern for a new Problems Intensive that can be given by HGC or field auditors and which will get them marvelous results on new or old pcs.

This arrangement makes Prepchecking come into its own, for if it is well done then the pc is fairly well set up for having his goal found.

This intensive is amazingly easy to run providing that the auditor does it pretty well muzzled and does not violate Repetitive Prepchecking drill. Of course, if the auditor's meter reading is not perfect and if the auditor is not cognizant of recent HCO Bulletins on the meter and if the auditor misses as many as two reads in a session, this whole result can wind up in a fiasco. If the pc doesn't feel better on this one, then the auditor just didn't read the meter or miserably flubbed current drill. Of these two, the D of P had better suspect the meter readings if anything goes wrong.

The first thing to do is complete the old case assessment form. We do this in Model Session and check after each small section of it as to whether we've missed a withhold on the pc.

We then assess the self-determined change list (and don't goof and put other-determined changes on the pc's change list, or we'll be assessing engrams).

We find the most important, most reacting change in the pc's life by the largest read. This can also be done by elimination.

We then locate the prior confusion to that change. In no case will it be earlier than two weeks from the incident. These confusions, so often missed by the auditor, take place from two weeks to five minutes before the actual decision to change.

Having located the *time* of the prior confusion, but not done anything else about it, no lists of names or anything like that, we then go one month earlier in date.

This gives us an exact date for our questions. Let us say the self-determined change was 1 June 55. The prior confusion was 20 May 55, and the arbitrary month earlier was 20 April 55. We get the pc to spot this arbitrary date more or less to his own satisfaction.

We now form a question as follows: "Since (date) is there anything you have _____?"

The endings are in this order: suppressed, suggested, been careful of, invalidated and failed to reveal.

The question with one end is completely cleaned by Repetitive Prepchecking. One asks it off the meter until the pc says there is no more. Then one checks it on the meter and steers the pc with any read, and then continues the question off the meter, etc., etc.

In turn we clean each one of the buttons above. This will take many hours in most cases. It is vital not to clean anything that's clean or to miss cleaning a read that reacts. In other words, do a clean meter job of it all the way at sensitivity 16.

When we have in turn cleaned each of the buttons above, we do a new assessment of the change list and get us a new time just as before and handle that just as before.

When the second area is clean, we assess for a third.

Frequently, particularly if the needle gets dirty, we ask for missed withholds. Indeed, one can use all the middle rudiments at least once each session.

With expert needle reading, that intensive will give the pc more gain per hour of auditing than anything else short of Routine 3GA.

I wish you lots of success with it. Remember, the more variables you introduce into such a system the less confidence the pc will have in you.

Good hunting.

L. RON HUBBARD
Founder

Saint Hill Special Briefing
Course Lectures

August 1962

Ron continued his lectures on Routine 3GA in August, giving several TV demonstrations of 3GA auditing.

7 Aug. 1962   SHSBC-197 Routine 3GA Data on Goals, Part I

7 Aug. 1962   SHSBC-198 Routine 3GA Data on Goals, Part II

8 Aug. 1962   SHSBC-199 TV Demo: Routine 3GA, Nulling Goals

9 Aug. 1962   SHSBC-200 Clearing

9 Aug. 1962   SHSBC-201 Goals Listing

14 Aug. 1962   SHSBC-202 Rock Slams and Dirty Needles

14 Aug. 1962   SHSBC-203 World Clearing Program

15 Aug. 1962   SHSBC-204 TV Demo: 3GA Dynamic Assessment

16 Aug. 1962   SHSBC-205 3GA Dynamic Assessment

21 Aug. 1962   SHSBC-206 Finding Goals by Dynamic Assessment

21 Aug. 1962   SHSBC-207 Basics of Auditing

22 Aug. 1962   SHSBC-208 TV Demo: Dynamic and Item Assessment

CCH ANSWERS

The following queries and my reply are useful in the CCHs.

Ron from Ray = 1/8 = 335L

Thanks for telexes 233L2 and 334L2. That's fine.

Some queries have come up about CCHs. Could we have the latest stable data on

1. When is a physical origination picked up—after command is executed and before acknowledgment, or after acknowledgment?

2. Does one pick up by saying—"How are you doing?" "What happened then?" or "I noticed so-and-so happened. What's going on?"—or is there any other method that we don't have and which is better than any of these?

Love Ray

Ray from Ron = 15.30 = 2/8 = 335L2

1. When it happens.

2. Only by a two-way comm query like "What's happening?"

Never designate the origin.

Don't make a system out of queries. Three commands nicely done is flat.

Don't take spoken data from pc about somatics as a reason to keep on.

Also the process that turns something on turns it off.

Love Ron.

L. RON HUBBARD
Founder

Sthil Students
Course

RUNNING CCHs

CCHs being run terribly wrong.

Correct version follows: Run a CCH only so long as it produces change in the pc's general aspect.

If no change in aspect for three commands, with the pc actually doing the commands, go on to next CCH.

If CCH producing change, do not go on but flatten that CCH.

Then when for three commands executed by the pc it produces no change go on to next CCH.

Run CCHs 1, 2, 3, 4, 1, 2, 3, 4, 1, etc.

Use only right hand on 1.

The CCHs are run alternated with Prepchecking, session by session, depending upon whether or not the pc has had a win on either and whether the CCHs in the CCH session were not left with the pc stuck in one CCH which was producing terrific change and thusly very unflat as a process.

CCHs are not run in Model Session nor run on the E-Meter nor are goals set. The reality factor is established before the first command is given.

It is Code break clause thirteen to run a CCH that is producing no change or to not flatten in same or subsequent session a CCH that is producing change.

Some pcs get no reaction at first on any CCH; therefore, run each one as above, CCH 1, 2, 3, 4, 1, etc., and with Prepchecking being given in alternate sessions or as stated above in case one of the CCHs has to be flattened off in another session on the CCHs.

L. RON HUBBARD
Founder

Magazine
Missions

HOW IT FEELS TO GO CLEAR

Jean Kennedy of Bulawayo, Southern Rhodesia, wrote me a note after her first goal was cleared. She had been cleared once on Routine 3 and was cleared again on the same goal at Saint Hill with Routine 3GA. Her subjective reality on these two processes is of great value to all Scientologists.

These are in actual fact two notes. I give you both with her permission.

She has now had her second goal found and is listing on it and will soon be the first 3GA second-goal Clear.

She graduates this week from the Saint Hill course with honors.

———

"Dear Ron,

I feel tiptop at the moment, and really couldn't have asked for more out of auditing, if this was as far as one could go it would be enough. I must say there are two big basic differences in the way I feel now and the way I felt after the 3rd SA ACC. (1) This time I have a bigger certainty, and a very 'comfortable' feeling, and while R3 processed you up to more confidence each session, I found on R3GA (just before the lines went free) that I had never felt so stripped bare, and at one stage I didn't know who I was or where I was going until I realized that 'I' had to do things not wait for something else to do them! So all in all listing on the goal was fun, pictures and track recall were very vivid and I sailed right back to the beginning of 'body molding,' but the biggest thrill of all was the basic cognition where I thought I was going to find the answer to why I decided to be that way—and guess what, there wasn't *any* reason!

Jean"

———

On receipt of the above, I asked her for permission to issue and she wrote the following expansion:

"This is the basic difference between R3 and R3GA. Being run on R3 had a limiting effect inasmuch as you didn't run with enough depth and could never really get at the reason why you chose to be the way you are. It processed you towards greater confidence each session and finally left you feeling tiptop, massless but still no real answer—and one was always a little vulnerable, if you knew the right button. Pictures and cognitions were also limited.

"Now, R3GA was very different and had much more punch behind it, and you could 'get' at things you would never have got at on R3. At the start of listing, everything seemed innocent enough and I couldn't see any difference between the two, and suddenly the track opened up and vivid pictures and recall in detail on the track came from all directions, cognitions shot off the body in little spark forms and one could feel the masses just exploding all around, at

times making the rings so hot on my hands they had to be taken off. There was a steady feeling of cycling backwards (to the start of body molding) and one's habit patterns, fixed ideas and attitudes just went flying by. The most fascinating part was the lines transferring over and viewpoints changing totally.

"The worst part comes just before the end, two days before the needle went free I dug my heels in and refused to give another item—why, because I didn't know who I was, where I was and least of all why I made that postulate. I have never felt so stripped bare of everything and suddenly realized that nothing was automatically going to swing into place and do things for me, 'I' would have to do them.

"My auditor gently coaxed me into more items, and then at the bottom I found the answer I have been looking for, for so long—'nothing'—how foolish can a thetan be! But what a certainty.

Jean Kennedy"

L. RON HUBBARD
Founder

HCO BULLETIN OF 21 AUGUST 1962

Sthil Students

3GA

LINE WORDING

(Changes all earlier PLs and HCOBs on Lines, 3GA)

Lines must read after the goal is checked out and before listing.

The optimum line wording is probably as follows:

LINE ONE: **WHO OR WHAT WOULD WANT (goal)?**

LINE TWO: **WHO OR WHAT WOULD OPPOSE (goal [ing form for verb])?**

LINE THREE: **WHO OR WHAT WOULD OPPOSE OPPOSITION TO (goal [ing form])?**

LINE FOUR: **WHO OR WHAT WOULD NOT WANT (goal)?**

The line must read on the pc, firing like the goal, each time.

LISTING SESSION

The goal *must* be made to fire at least at the beginning of every listing session.

The button "Suppress" can be too heavily charged to read at first on a goal unless it is repetitively used as opposed to fast checking. All other mid rud buttons can be fast checked.

DURING LISTING

Before listing any one line, the goal should be made to fire and the line made to fire, both by the Tiger Drill (HCOB 1 Aug. 62, ROUTINE 3GA, NULLING DRILLS, FOR NULLING BY MID RUDS). The line is then listed. This may be found more time-consuming than timesaving in listing but is a good thing to do.

L. RON HUBBARD
Founder

Central Orgs
Missions

ORDER OF PREPCHECK BUTTONS

This is the following order of buttons for all Prepcheck forms, including those of July 15 and all Problems Intensives. All buttons must be cleaned before leaving any section even if they have to be gone over several times in sequence.

The first question to be asked is "What have you been careful of?"

The subsequent questions are "What has been _____?"

The endings are now as follows and in the order:

Agreed upon
Suppressed
Asserted
Invalidated
Suggested
Protested
Revealed
Mistaken
Withheld
Done by you
Decided

Finally: "What goals have been set?"

These buttons are done over and over until nothing is made to read and the Suppressed button has been worked hard every time it is covered.

L. RON HUBBARD
Founder

Central Orgs
Missions

3GA

EXPANDED LINE WORDING

The following are expanded line wordings for listing on a found and checked goal in Routine 3GA:

GOAL: "To Sneeze," which is used as an example.

Line 1:   Who or what would want to sneeze?

Line 2:   Who or what would oppose sneezing?

Line 3:   Who or what would not oppose sneezing?

Line 4:   Who or what would not want to sneeze?

Line 5:   Who or what would sneeze?

Line 6:   Who or what would not sneeze?

Line 7:   Who or what would oppose opposition to sneezing?

Line 8:   Who or what would pull back somebody or something from sneezing?

Line 9:   Who or what would want to be sneezed at?

Line 10: Who or what would oppose being sneezed at?

Line 11: Who or what would not oppose being sneezed at?

Line 12: Who or what would not want to be sneezed at?

Line 13: Who or what would be sneezed at?

Line 14: Who or what would not be sneezed at?

Line 15: Who or what would cause somebody or something to be sneezed at?

Line 16: Who or what would help somebody or something not to be sneezed at?

Line 17: Who or what would someone or something have to be in order to sneeze?

Line 18: Who or what would someone or something have to be in order to oppose sneezing?

Line 19: Who or what would someone or something have to be in order not to oppose sneezing?

Line 20: Who or what would someone or something dare not to be in order to sneeze?

Lines 17 through 20 are not vital to list, and Lines 9 through 16, which are the effect wording of the goal, may not be broadly workable.

Lines 1 through 8 are vital. By listing 4 items at a time on the first 8 lines or the first 16 lines, the case stays balanced, the goal can be kept firing, and clearing is speeded.

So use 8 or 16 lines on goal listing.

As regards pain, it can occur on any line in listing. The only dangerous indication is if no pain occurs on any line, only sensation, which indicates that rudiments are out or that the goal is wrong. Pain can even occur on Lines 2 and 4 and sensation on Lines 1 and 3, and all still be okay.

L. RON HUBBARD
Founder

Clearing Success Congress Lectures
Washington, DC

1–3 September 1962

Ron gave nine lectures at the Clearing Success Congress, held at the Mayflower Hotel in Washington, DC. These lectures included data on the Goals Problem Mass, the relationship between dynamics, exteriozation, basic purpose and the techniques and processes involved in clearing. The final two lectures of the congress concern Scientology organizations and the role they play in clearing the planet.

1 Sept. 1962   Presentation of the GPM

1 Sept. 1962   The Point Where the Pc Begins to Get Clear

1 Sept. 1962   Basic Purpose

2 Sept. 1962   The Healing Effect of Preparatory Auditing (Suppress Button)

2 Sept. 1962   Staff Introduction

2 Sept. 1962   The Problems Intensive, Mechanics and Buttons

3 Sept. 1962   World Clearing and You

3 Sept. 1962   Your Scientology Orgs and What They Do for You

Saint Hill Special Briefing
Course Lectures

September 1962

After returning from the Clearing Success Congress in Washington, DC, Ron continued his lectures to Saint Hill Special Briefing Course students with more on Routine 3GA. He concentrated heavily on listing technology; many of the key data on the subject are given in these talks.

18 Sept. 1962   SHSBC-209 Directing Pc's Attention

18 Sept. 1962   SHSBC-210 3GA Dynamic Assessment by Rock Slams

19 Sept. 1962   SHSBC-211 TV Demo: Tiger Drill

20 Sept. 1962   SHSBC-212 Listing Lines

20 Sept. 1962   SHSBC-213 Geriatrics

25 Sept. 1962   SHSBC-214 Current Trends

25 Sept. 1962   SHSBC-215 3GA Assessment

26 Sept. 1962   SHSBC-216 TV Demo: Nulling Goals Session

27 Sept. 1962   SHSBC-217 3GA Listing, Part I

27 Sept. 1962   SHSBC-218 3GA Listing, Part II

HCO BULLETIN OF 2 SEPTEMBER 1962

Missions

ACCOUNT OF CONGRESS GOAL

It was offered at the Clearing Success Congress in Washington, September 1st to 3rd, that we would find a goal on someone at the congress whose name would be drawn at random from a basket. We drew six names from a basket, and the subsequent interview demonstrated that four of these people had rock slams on asking for a short list of people they detested.

Jim Skelton did the interviewing and auditing and goal finding. Lieutenant Colonel Voight was selected as the most likely candidate.

Every available moment of auditing time from the first intermission to the beginning of the third day was thereafter utilized.

It was impossible to turn the rock slam back on after it had been demonstrated by the pc in the interview. Standard dynamic assessment steps were taken without avail.

A dynamic (group) was equivocally located as the dynamic the pc had overts on, and the item *Scientology* appeared on that list. Earlier than this, I requested Jim to ask the pc what would be the consequences of our clearing him. The pc's answers indicated that he would have to change his whole life. On the strength of this, we used the following two questions to list goals.

1.   "What goal might you have that would be an overt against Scientology?"

2.   "If you were part of Scientology, what goal of yours would be impossible to achieve?"

Jim listed some 49 goals on the first question, and then happened to be looking at the meter, and out of the clean flowing meter suddenly appeared a rocket read. He asked the pc what the pc was thinking of, and the pc said, "Immortality, and things like that," and Jim said, "What goal might be associated with this?" And the pc said, "To live."

Jim wrote the goal down and tiger drilled it at once, ignoring the remaining goals. The goal read sporadically with ticks and one-half-dial drop, and seemed very alive. It was interesting that no TA action whatsoever occurred during the listing of the goals on the first question above, and that the second question was never asked. It could be speculated that the goal might have appeared on the second list, but this is of course speculation.

Jim came to my room to tell me about this, and I asked him where the pain and rock slam were. Jim said there had been none, and returned to the auditing

room. Much to our relief on Jim's return to the auditing room, the preclear informed him that he had an excruciating pain in his arm which had made him weep, so great was the intensity of it. Jim put him back on the meter, and once more resuming Tiger Drill a wide rock slam turned on, on the goal.

In the check-out session, it was obvious to the auditor that the pc needed a great deal of prepchecking to smooth him out; when he did the end rudiments on the pc, the rock slam continued straight on through the end rudiments, or would have if the auditor had not said, "Floor, floor, floor," several times and gotten the rock slam off so that he could get the end rudiments in.

The pc's cognitions were extreme and numerous, and the behavior of the needle was strong and persistent, and there is no slightest doubt but what this was the pc's goal.

This demonstration of Dynamic Assessment by Rock Slam and finding a pc's goal with this "slight" deadline was a very adventurous activity, and we held our breaths until it had been done. As a matter of fact, we began a second pc on the second day, in hopes of at least getting one on one of the persons offered, and on the second pc were able to get a complete dynamic list as per the standard steps. This pc, on listing on the detested persons' names, the pc listed about a hundred and fifty items, dove straight into his bank, and had extreme manifestations of insanity, and excruciating pain. The dynamic was speculated to be the eighth, but this Dynamic Assessment was not complete. However, this pc's life changed remarkably just by doing the first bit of Dynamic Assessment.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 SEPTEMBER 1962

CenOCon
Missions Airmail

3GA
TO BE GOALS LINE LISTING

The following is a 24 line listing for a beingness type goal.

The method of running is to place the heading on 24 consecutive legal length pages so that one exists for each line.

The method of running is to clean up the goal so that it fires three times at the beginning of session and then simply list for the remainder of the session, putting in middle rudiments only at such time as the pc has obviously gone out of session.

These lines are listed exactly four items on each line in rotation. After the four items have been written a short strike mark is put under the beginning of the last item written so that the auditor can easily see when he has listed the next four.

The above directions apply to all types of lines listed, beingness, doingness and havingness goals, but different wordings have to be used for doingness and havingness goals. NOTE: These lines are not ordinarily prepchecked or made to fire before being used on a pc.

Line One	Who or what would want to be a catfish?
Line Two	Who or what would not want to be a catfish?
Line Three	Who or what would oppose being a catfish?
Line Four	Who or what would not oppose being a catfish?
Line Five	Who or what would be a catfish?
Line Six	Who or what would not be a catfish?
Line Seven	Who or what would oppose opposition to being a catfish?
Line Eight	Who or what would pull back somebody or something from being a catfish?
Line Nine	Who or what would want a catfish?
Line Ten	Who or what would not want a catfish?
Line Eleven	Who or what would oppose wanting a catfish?

Line Twelve	Who or what would not oppose wanting a catfish?
Line Thirteen	Who or what would make a catfish?
Line Fourteen	Who or what would not make a catfish?
Line Fifteen	Who or what would oppose making a catfish?
Line Sixteen	Who or what would not oppose making a catfish?
Line Seventeen	Who or what would have to be a catfish?
Line Eighteen	Who or what would not have to be a catfish?
Line Nineteen	Who or what would have to oppose a catfish?
Line Twenty	Who or what would not have to oppose a catfish?
Line Twenty-One	Who or what would have to have a catfish?
Line Twenty-Two	Who or what would not have to have a catfish?
Line Twenty-Three	Who or what would oppose having to have a catfish?
Line Twenty-Four	Who or what would not oppose having to have a catfish?

L. RON HUBBARD
Founder

Remimeo

SECURITY CHECKS AGAIN

With the advent of Dynamic Assessment a new method of Security Checking, far better than any previous Security Checking, has emerged.

Nothing in this bulletin of course detracts in any way from the value of missed withholds, pulling missed withholds or handling missed withholds on preclears or other persons in the organization.

If the following questions are asked of a person on a meter it can be at once established whether or not this person will inadvertently, covertly, or unknowingly attempt to ruin, wreck, stop and otherwise interfere with an organization, Scientology, or an auditor.

The questions are as follows:

Consider committing overts against Scientology.
Consider committing overts against Ron.
Consider committing overts against the organization.
Consider committing overts against me (the auditor).

It will be found that such a person has a goal which the person considers to be impossible to achieve so long as any one of the above four exists, therefore destructive actions will at all times be manifested no matter how "constructive" they appear.

The rock slam produced must be decisive. By rock slam is meant the crazy, irregular, left–right slashing motion of the needle on the E-Meter dial. R/Ses repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth.

The action which should be taken if this condition is found to exist is to suspend the person or otherwise put the person away from communication lines until such time as the person's dynamic, item, and goal are found. Sometimes it is almost enough merely to find the item, as the foolishness of the conclusion that Scientology stands immediately and directly in their road will appear to the preclear at that time.

By "A goal which is an overt against Scientology" is meant something which the *pc* considers to be a goal which is an overt against. When you finally see such goals appear they will not be apparent to the auditor as overts. However, the pc so interprets them. For instance a pc may have a fixed idea against any spiritual activity, interpreting it as a harsh activity which forbids dancing, and the pc may have a goal to dance. However the person's item lying above the goal to

dance will be found to be a spiritual group and this of course would make Scientology appear to the person to be highly antipathetic to the goal to dance.

I cannot too strongly urge the fact that when the above occurs no possible good will result until the dynamic, item and goal are found. Therefore this should be expedited. All care should be taken not to punish the person unduly, but to carry on because often the person is unaware of the destructiveness of his or her own actions.

In a marriage, if the husband were to place the wife on an E-Meter and ask the question "Consider committing overts against me" and find a wide rock slam immediately results, he will be then in total possession of what has been wrong with his marriage. Similarly, a wife finding this manifestation on a husband would also be informed.

The remedy in such a case is not to sack somebody, to shoot somebody, to divorce somebody or take some drastic final action, because we now have all the answer we need to resolve this and it will be found that as soon as the person's goal has been found the condition of hostility will cease.

The rock slam produced must be at sensitivity 16 on the meter. If a dirty needle occurs it is necessary to pull the person's missed withholds because these obviously exist. This should not be neglected. By dirty needle is meant an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size.

This is the new security program. Any person responsible for maintaining security in an organization or a home should perform the above tests and take the remedial action.

I cannot too strongly urge that while this is absolute, or near as it can be, and positive in its diagnosis, it is not permanent because we can now clear, and clearing consists of doing away with the rock slam and not the offending person.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 12 SEPTEMBER 1962
Issue III

CenOCon

AUTHORIZED PROCESSES

Only the following processes are authorized for use on staff members and on HGC preclears:

Assists

Problems Intensives (modern version)

Ordinary 3GA

3GA by Dynamic Assessment.

No other processes are to be used on staff or HGC preclears.

L. RON HUBBARD
Founder

<div align="center">

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 SEPTEMBER 1962R
REVISED 24 JANUARY 1991

AN ARRANGEMENT OF THE ACADEMY

(Reissued from Sec ED 404 of Washington, DC, which was
taken from an LRH technical conference taped on 7 Sept. 62.)

</div>

The closer you adhere to the exact training pattern of an Academy as it has been worked out at Saint Hill, the better students will be and the easier the D of T and Instructors will find teaching. Good Academies are full of students. Poor ones are empty. This is always true of Academies.

I've been working this over at Saint Hill and we have a very workable plan. The plan consists exactly of this:

There are certain classes of auditors; there's Class 1a, 1b, 1c and 2a. You also have four units, W, X, Y and Z. Classes each connote certain types of auditing. Class 1a has no auditing; Class 1b has some type of auditing. The administration of the Academy depends upon the auditing requirements more than the classes. You get auditing something on this basis: You have a class of auditor and that requires certain checksheets and you also have a unit and the student belongs to that unit. But if the student is changed from one unit to another unit, such as you GAE him and this throws him into Unit W, this doesn't cost him his intervening class. He's still maybe a Class 1b, but he's no longer in X unit. He can be downgraded then in his unit number without being downgraded in his class. It'd break his heart to cost him his class. He's just pulled an awful GAE and he's up there in Class 2a, he's very proud and happy, and he's managed to prepcheck a whole list alive, clean nothing and leave all the rudiments smoking. He promptly becomes a W right in there with the new students, if he's GAE'd, until he covers the checksheet or the GAE materials that have been assigned to him to cover before he is restored to auditing. Then he's restored back to his Z unit. So you see you can shift them in unit, which is designated by letter, without costing them their class. So an individual auditor is actually designated by his class, which would be Class 1a, Class 1b, 1c or 2a.

That's his classification. What unit he appears in is determined by the current auditing he is doing and these units are Unit W, X, Y and Z. The unit in which he finds himself is doing certain auditing actions and you will sometimes GAE somebody down from one auditing activity to another auditing activity, and although he still retains the classes he has, he's doing another type of auditing.

Your student body is divided up into A and B. Each Unit (W, X, Y and Z) has an A and has a B. The W's are brand new students. They're brand new and they don't do any auditing, nobody'd trust them near an E-Meter, and a W is involved basically in just studying the fundamentals, just as undoubtedly you have it now. The number of W's you have are divided into A and B, and you get the WA then and the WB unit.

<div align="center">

601

</div>

The X's are doing the most fundamental auditing—they do something without any Model Session or something of this sort. They go through some auditing motions, and they are divided into the XA and XB, and that gives you your teams—A audits B and B audits A. So this gives you your auditing assignments.

Now, you get your next Unit, which is your Y. They're doing something like finding a Havingness Process and doing a Model Session. This is rather elementary type auditing but nevertheless gives them practice in this line. Then you get your Z and that is doing the top activity that is done in the Academy, which is in this particular case, as we are dealing with HCA/HPA, a Problems Intensive. When they can do a Problems Intensive from one end to the other, of course that's your Class 2a Auditor. They audit in Unit ZA and ZB.

This makes very easy administration and scatters your students around and puts them under certain control at certain times of the day and puts them in certain situations at certain times of the day. You get this kind of thing going then. You get class—anytime an auditor gains his class of course he graduates up to a new unit and you have to keep your numbers balanced in these units; you have to keep the same number in both sides. It's very hard to rearrange two in a unit because they will become a co-audit and you don't want that, so you actually have a minimum number in a unit of four and that permits them to criss-cross so that the auditor doesn't get audited by his own pc.

Now, let's take a look at the time scheduling in an Academy. You got a time schedule that goes from 9:30 to 12:30 and goes from 1:30 to 4:30 and 4:30 to 5:30 and 5:30 to 6:30, and that's an Academy day, and that goes Monday through Friday inclusive. Now, if you divide up your times like this, you will see that this is very easy to move these units around and within that framework you have three sections. Your sections consist of the Theory Section, the Practical Section and the Auditing Section, and there are only three sections.

In actual fact (depending on numbers of course, that has a lot to do with it) there are three basic Instructors. There is your Theory Instructor, there is your Practical Instructor, and there is your Auditing Instructor, so the minimum number of instructors in an Academy is three. If you had a great number of students these fellows would be Supervisors and they would have Instructors under them. Your Director of Training would ordinarily double in brass as your Auditing Instructor since this is the most knowledgeable post offhand. Your toughest Instructor—the guy who won't stand for no nonsense no place—is ordinarily your Practical Instructor, and your reassuring Instructor is ordinarily your Theory Instructor, and that's about the way that divides up as to who to appoint to what post.

Now, these fellows are located on the ground that they work in, in other words—these fellows are located in such a way as to make a split-up of space. Now, your Director of Training would normally sit in his office and you use your scattery rooms, your odds and ends of rooms that you have around, as auditing rooms. This is a fairly practical plan if you don't have a perfectly designed building for your Academy. Practical would take up the biggest piece of space and your Theory the next biggest piece of space.

The characteristics of these classes are that certain different types of auditing are going to take place, but they are not all at the same time. So, frankly, it

doesn't really require the tremendous amounts of space that you think to handle the auditing section.

The Theory on the other hand is rather specialized as to quarters, because that's got to consist of, first and foremost, of a room in which to study—tape recorder outlets and so forth are put into that room and everything that goes on about studying occurs in that room. Tape recorder listening is done by earphones, not by speakers. The Theory room is usually the quiet room and quiet is maintained. There should be a little booth over to the side of it or a little adjoining anteroom of some kind, in which the Theory Instructor lurks, so that he can give his examinations across a desk and in quiet so that other students in Theory do not hear the questions he is asking and do not disturb and are not disturbed by the activity of examination. That's an ideal Theory setup. It doesn't matter how many students you try to pack into it or how jammed up they are or anything. Those are not considerations. You've got to have some outlets for tape recorders. You've got to have some earphones, and you've got to have some seats for them to sit in. And then you've got to have a little anteroom of some kind or another for them to be examined in so they don't get disturbed by each one being examined. That usually carries with it a blackboard and the rotation by which they are examined is determined by how they enter their name on the blackboard. Soon as they come in they put their name on the blackboard. When the Instructor is ready, he just calls their name off the blackboard.

The Practical Supervisor or Instructor is not in an anteroom, he is right in amongst them. But he has a desk in that room. If he has any desk anywhere in the org at all, just like the Theory Instructor, he has his desk on the premises of his activity. He doesn't have another desk someplace, and no longer in the Academy do we have walking off from the class. See, there's no more walking off from the class, that's the guy's room. So it disturbs them to have other staff members come in and ask him questions and other things go on, but he uses that just as his office space. It's not a specialized instruction space, it is his office space. And there he sits. And he can keep an eye on training practice. In Practical you've got to have a widespread eye across Training.

Ideally in the Auditing Section you simply have a very big room. The teams are well spread apart. You get this other activity here—the Auditing Supervisor would sit in the same room and be able to keep his eye on all the teams and go on ahead and carry on his business of the day too. In view of the fact that you don't have that kind of space, Auditing Section students will have to be split up into other quarters and other rooms. That isn't quite so good, but you can make that up with some kind of speaker system going into these auditing rooms on this basis:

A system like this has already been developed, and it is pretty hard to install and is a little bit complicated, but you hang a microphone around the auditor's neck and you connect the pc's cans up to a central meter and the meter is in the Auditing Supervisor's desk. It's the connected meter and it has a switchboard. Just by throwing a switch you get the meter reading and you get the auditing activity of the auditor at the same time. In view of the fact that the auditor never knows when this is on, a great deal of supervision can be done. Oddly enough this isn't for a scattered series of rooms, this is for a wide, large room. That thing is just internally wired, the Instructor sits over in the corner. Therefore he never gets up and stands back of the pc or stands back of the auditor. He never

has to approach the session to know what's going on. Now, this thing in its most complicated activity uses the microphone as a small speaker, and if you get too outraged this microphone being very close to the auditor's mouth, can all of a sudden talk back. That's a fairly ideal auditing activity. You could of course give him an earphone, a little plug-in earphone, that will be more satisfactory, but frankly any microphone acts as a speaker. So you could make these things talk back.

That is the type of circuit which is most ideally suited to a bunch of auditing sessions. It doesn't make the Instructor have to approach sessions to give his advice, to find out what's going on, to find out how the meter is reading or anything else. You can use a booster on these circuits so that the meters are able to put out the current over the line to the auditing meter and the current to the other meter. There is a little bit of electronic difficulty as they wire them up, but those things will all be overcome. Now, there's your Auditing Section.

How does all this operate on scheduling? Your schedule goes something on this order—in the morning your W's, X's and Y's, that's the A units, all appear at 9:30 in the Theory Section. And in the morning all of the B's—W, X, Y's appear over in the Practical Section. Then after lunch your B Unit of the first three letters appears in Theory, and your A Units appear in Practical, so they get three hours of Practical a day and three hours of Theory a day. And everything is done by checksheet. Individual checksheet. There is no class activity, you get the idea. There isn't getting all the students together and teaching them how to thread a needle when half of them know how and the other half can't be taught anyhow. There is this individualization, but you can have this tight scheduling along with individualization. The checksheet gives you the individual attention to the student and the compartmentation of time gives him a scheduled activity. He knows where he's supposed to be.

That same morning, the A section of the Z Group reports to their auditing room and they spend three hours auditing. In other words, this is the most important auditing so therefore we give it the most time. And there's your three hours of auditing, and your B Group is receiving the auditing during that time. Then in the afternoon the ZB's are doing the auditing and the ZA's are receiving auditing in the Auditing Section.

On alternate days, Monday, Tuesday, Wednesday, Thursday, your ZA's spend two hours in Practical on Monday from 4:30 to 6:30. On Wednesday your ZA's spend two hours in Practical and ZB's their two hours in Theory. They spend two hours twice a week in Theory and two hours twice a week in Practical from 4:30 to 6:30. Don't try to make that class change—the 4:30 to 5:30 and then a shift 5:30 to 6:30 because it uses too much time and commotion on a break.

You've got quite a bit of auditing space in proportion to the number of people that are using it, so your X Group doing its first auditing occupies one little piece of auditing space and they are weak, so they do do a shift. You've got your 4:30 to 5:30 session and you've got your 5:30 to 6:30 session. That's just sort of a lick and a promise. It would actually be about a 50-minute session. They flip, flop, during that afternoon, and they flip, flop daily on this. And then when you get up to your Y, you're doing a little more serious activity on this thing. It takes a little more time to do it; to get in the Model Session, to find the Havingness Process and so forth, so you flip flop them days so it's 2 hours on Monday and they receive 2 hours on Tuesday and so on, you don't give them that

5:30 to 6:30. The student starts in with his X Group with an hour auditing session less ten minutes. When he gets to his Y Group, he's doing a 2-hour stint. When he gets to his Z Group, it's a 3-hour session. This graduates him up into the stamina and stick-to-itivity of it.

That's your scheduling activity for auditing. You find all this runs off smooth as butter. Now, if you have limited toilet facilities and so forth there is another gimmick you can pull and this gimmick is a simple one. That you simply stagger the lunch hour 15 minutes ahead and 15 minutes behind in your Theory and Practical. In other words, you can increase Practical 15 minutes and decrease Theory 15 minutes, therefore they let out slightly different times with a 15 minute difference. This is in consideration of limited toilet facilities. You have other little dodges of this particular character, but actually you mustn't upset the progress of these units through the various stints; you'll find out this balances out pretty well.

You've got to have checksheets for each one of the classification classes. These checksheets are carried out on this basis. The student has a copy and the Instructor has a master copy and if a checksheet gets lost the signups are on the student's checksheet and that's just his hard luck, he has to take the check all over again. That's a simple penalty. In other words he mustn't lose his check-sheet. You record this on the Instructor's checksheet—do any recording you want to, but put the burden of keeping the record with the student and you'll find out you'll get into much less trouble by doing this. You don't have to have mounds of administration to carry this forward. Mounds of administration tend to accumu-late around it and the Instructors all of a sudden are doing nothing but shuffling paper. We're not interested in their shuffling paper, we're interested in them setting students right. That's our basic interest. We're interested in their instruct-ing. We're interested in getting people checked out. We're interested in all these other factors involved in the situation. We want to turn out good auditors. This system I've worked out very carefully. This system has been in the works at Saint Hill for some time. I've refined it and grooved it and found things wrong with it and I've been planning this up for an Academy shift. I gave warning a little while ago that Academies were going to follow a pattern along this line, but I hadn't perfected the pattern until now. It seems to me that this is quite feasible. I thought it over with regard to quarters and numbers of Instructors available and I think it will make a very successful Academy.

The role of the Academy of course is to turn out auditors that can be employed in the HGC. They have to be good enough to be used in the HGC at once. Certification requirements recently have been reduced to the fact that if the fellow goes through the school he gets his certificate. There's been nothing else hanging up on this. To get his certificate in hand, of course, he must have paid his training fee and other people hang things on this in other departments. But my basic intention is that a certificate is put in his hot paw the moment he finishes up and gets examined and that the examination be ready and that HCO have its Board of Review capable and ready to examine the papers of this person. In spite of the checksheets there is another general examination at the end of his Academy training period. And the results on his pcs also count on this; if he has audited a pc through a Problems Intensive where he can point out certain definite results. That, however, sometimes gets balled up, people get transferred on pcs and he can't point to a single result. So that's not paramount, but his auditing skill must be taken into account.

The point that must be driven home with a student is that *the Auditing Section is not a training section*. I just kill 'em on sight if they start developing this idea. They are not in the Auditing Section to learn how to audit. They are in the Auditing Section to DO AUDITING. If you get any Instructor who regards the Auditing Section of any of these training units as a place where they learn how to do it kick them in the head, Mac, and send him someplace else—send him down to Central Files or something, but don't keep him on training. When they're in there, that auditing has got to look good. And if that auditing being done isn't looking good and isn't producing results, there's only one thing that the Auditing Supervisor does. He shows the auditor which direction the cases are taking, that has nothing to do with auditing you see. He shows him which direction these cases are taking and the logical course to pursue.

Now, if there's anything wrong with this fellow's Model Session, if there's anything wrong with his finding Havingness Processes, if there's anything wrong with his approach to Prepchecking—he doesn't learn it in the Auditing Section! He is simply GAEed (that means Gross Auditing Error). His name is posted on the board, and if during the week he is given the GAE he fails to make it up and get his checksheet (it'll be a little special checksheet he's got to make up now) and hasn't got it totally caught up, then he is GAEed as a pc in the following week. That is the penalty of not making up a GAE in the same week that it is given. That's a God-help-us proposition.

How does a person get a GAE? There's several ways —one, by observation of the auditing he's doing. The Auditing Instructor is not supposed to hang up over the back of his neck and say no, no, no, you ask about a present time problem as the 3rd rudiment, you see. He hasn't got any business doing that at all. It's just observation. Is this guy functional? Is he working as an auditor? Does he look like an auditor? How are his TRs and so forth? That's all. He looks like an auditor. Okay. Now, the next one is the condition of the pc when inspected. That starts with, simply, you see a pc, he's drifting around and he looks in a horrible fog and he doesn't know if he's coming or going. That is enough for a GAE. Auditing is supposed to make people feel better. We don't care how much trouble this person's had. We don't care how mean the Instructors are to him. An hour session should have straightened him out. You get this very tough look at the situation. The third method, of course, is by graphs, progress and so forth as represented by the various papers of auditing which are auditing report forms. Auditing report forms are done by students on all sessions every day. They are handed in to the Auditing Supervisor who is supposed to look at these things and hand them back, in the following day's session. He puts them out there in baskets, where the auditor can pick them up.

An Academy has a number of things that it has to cope with and amongst these things is students getting entangled in their personal lives and getting so messed up in a personal relation and this kind of thing that he can't study. It's very much in our interest to prevent that sort of thing. So you have a very tough set of regulations. The penalty for breaking these regulations or any one of these regulations is an infraction thesis which you all know well. You make the student turn it in, saying in so many hundred words—he's got to give you all the hot dope on this. There's terrific injustice in this and there's a lot of danger in this infraction system because you're liable to miss withholds. And then the student winds up angry as hell about it all and that sort of thing. If any better system to keep the rules and regulations in force could be devised, why that would be fine.

That would be very acceptable to me. In the meantime, the only one we have that has worked at all is the infraction thesis. That's pretty gruesome, has a lot of things wrong with it.

An Academy is as full as it's snap-and-pop, and don't make any mistakes about this. Academy enrollment has very little to do with the Registrar. It has everything to do with the quality of the Academy. Sounds awfully funny. A bad Academy empties almost at once. There's no new enrollments in a badly run Academy. A good Academy mysteriously picks up a lot of enrollments. We've learned this over the years. It's the funniest darn thing you ever wanted to see. You never figure out how anybody found out. You hardly have time for them to find out. If the HGC drops in quality it takes 6 or 7 months to go down the drain as far as income and pcs are concerned, and it takes another 6 or 7 months to pick up again. This is not true about the Academy. It will do it in a week. It's just one of the most sudden things you'd want to see happen.

What looks like a good Academy is having Instructors know their business, and schedules that are kept. A precise scheduling and Instructors that know their business. And nobody puts up with anything but excellent auditing. Now, that is a good Academy in the estimation of students. A bad Academy is one that is kind, is nice, that helps them out. The Theory Instructor is just, not pleasant or kind. A person comes in and there is a bulletin to be examined; "What are the buttons used in Prepchecking?" The fellow says, "Well, I didn't quite get that far," and the Instructor says, "Oh, come on now, does 'careful' mean anything to you?" This type of examination is cutting the poor student's throat. They'll turn a student out of there who will one day be sitting in an auditing chair who won't know which direction is up or down or south! In other words, they've done the guy a rotten dirty trick.

So it's precision of information, the demands put on the student concerning the information, the precision of the scheduling, and the fact you don't put up with anything less than perfection. That's what makes a good Academy in the public estimation, not necessarily my estimation, but in public estimation.

As far as the length of time in an Academy is concerned, we do care how long a student stays in the Academy. We do care, because he's using up usable quarters, and the slower he learns the more of a liability he is to us.

You have this difficulty in an Academy: The one thing that can snap somebody around and completely change his life is finding his goal. And you're not finding Academy students' goals. This is a tough rap, so you just have to climb the hill without that assist, because I have now found out that those people who do worst can only really be remedied by having their goal found. You get somebody who is really stumbling, there is simply nothing you can do short of finding that person's goal; that will snap them out of it just like that. There isn't any remedy short of that. That's what you've got to put up with. But you have a terrific process in this Problems Intensive. This is a terrific package. It'll do some marvelous things one way or the other and therefore (and this is going to be incorporated at Saint Hill) I wouldn't have a slow student hang on and on and on and on and on and on month after month after month after month in an Academy.

When it became very obvious to me that this student was going to be terribly, terribly slow and learning is impossible to him, instead of cutting the

student's throat for him, I would send him to the HGC. But the only thing I would permit him to buy would be the thing that finds his goal. Now, that is very difficult because HGCs are not necessarily rigged for this. But I am telling you though, that this is what we must do. We can't send him over there to get him some Prepchecking, or some Sec Checking, or something like that, because it's not going to do him any good. We've got to find this fellow's dynamic and his item and his goal—and you all of a sudden will find this fellow straightening out. We're going to start doing that at Saint Hill very shortly. The economics of it are very difficult to handle at Saint Hill, because a person comes there for training and there is no HGC at Saint Hill.

(NOTE: Up to here this Sec ED has been a transcription of a tape L. Ron Hubbard made during a technical conference with the technical staff of the FCDC on Sept. 7, 1962.

The following are notes taken by a staff member at the same conference after LRH had ceased to be recorded on tape.)

How to handle a new student ARC broke with life and everything: Give him a reality on Scientology. The solution is too simple. Give him a simple tenet of Scientology and tell him to find things about it he can agree with—keep him at it. Four students at Saint Hill were set up in two teams of two, and in turn wrote up on a blackboard 12 things they could agree with about a pc (and about an E-Meter). Three of these four were phenomenally better thereafter. I could talk to the other, have a long talk with him, and possibly square him around.

A relatively unteachable person is one whose goal is an overt against Scientology.

The chief use of the TV in the Academy is for rudiments checkouts by the Instructor on Friday afternoons. Students are GAE'd on this—so they are alert during a demonstration. Missed withhold check should be added to the Friday rudiments check, "Do you have a withhold that hasn't been cleared up on you?" The other Academy use is occasionally an Instructor demonstrates how a session should be done. And the TV in the Central Org is used in staff auditor training program.

If you follow too closely any rules, it becomes a Simple Simon idiocy. You have a well trained D of T, Tech Director, etc. Too many rules invalidates these people. These people introducing too many innovations defeats the purpose of the training activity. You need to strike a happy medium in carrying out the rules. Don't take the datum that students don't have cases to mean that you can't occasionally pull missed withholds, when that action is called for. Rule that D of P must not audit is simply that he must not sign himself up to give intensives. To say that an auditor can't audit is idiocy.

There's no gradient from simply acknowledging what someone says and putting him on the E-Meter to find out. You can't straighten out by administration what needs to be handled on an E-Meter. You say to the natterer, "Yes, we know it's all wrong, we know there isn't a toilet for the women, we're doing something about that—now take these cans, has a withhold been missed on you?"

The "idiot meter" has been in the works since 1952—an E-Meter which shows a red light on a read and stays lit until the read is cleared. Maybe we'll have it this year or 1975 or 2000. Working on one in London now—may be it.

The Mark V is not as good as the Mark IV—but is a gorgeous goal-finding E-Meter. Only a well trained auditor can use a Mark V. It will be available, it will not replace the Mark IV.

Use E-Meter drills I, II and III, as follows, over and over—not flattening one at a time, but in rotation. Eventually the student can read the meter.

E-Meter I—Reach and Withdraw from E-Meter.

E-Meter II—Student A sitting in any posture with E-Meter held in any way he wants to hold it. Looking at meter. Student B sitting reading a bulletin that he needs to study anyway (no need to waste time). He's not reading it aloud. (This drill gets more screwed up—more alteration to it than any other.) When the meter ticks, the student A says to himself "read." (He doesn't say it to student B, or to an Instructor, and NOT to a coach.) Having called a dozen or so reads he now calls "clean" every time he sees the meter not doing anything. Then he calls reads. Student gets dopey and funny things happen, he wants to tell the Instructor about strange reads he has seen—we're NOT INTERESTED. All this drill is supposed to teach is when it reads it reads and when it's clean it's clean—gets rid of significances on it. PLEASE KEEP IT SIMPLE.

E-Meter III—Student reading bulletin goes along reading (NOT aloud)— when the student reading the meter sees a tick, he asks "what did you just read?" having student B read it again, out loud now. The essence of this drill is the recovery of that read and finding out what that fellow didn't agree with. Getting him to take it up with you a little—the student finds out about two-way comm. The majority of auditors think the meter reads on their own voices, that it doesn't have a thing to do with pcs. On E-Meter III they find out that when a guy thinks something the meter reads. Now he finds out that the E-Meter reads on disagreements. The student finally cognites that student B doesn't understand the bulletin. He gets missionary about it. Don't stop the student, it's not an auditing session—it is all right for him to help the other fellow.

Instructors can let students in on ARC break read—show them by cleaning up the ARC break.

The drill has got to be loose—otherwise the student doesn't learn a thing.

Many are called but few are chosen. Most of the students go through the course, they only have to pass their regular requirements and get their certificates. But sometimes the Instructor picks a student near graduation and says, "You get Joe Blitz and straighten him out." If this auditor can't do this he's about 1000 hours short of being a good Scientologist. You might have the six students about to graduate straighten up the six beginning who are having difficulties. Get your students to take care of their fellow Scientologists.

There are a lot of ways of handling these things that don't come under routine action.

L. RON HUBBARD
Founder

Revisions assisted by
LRH Technical Research
and Compilations

Central Orgs
Missions

3GA

TIPS ON DYNAMIC ASSESSMENT

RULES OF THUMB

1. If the system does not work, it is *invariable* that the item is not on the list.

2. If an item, dynamic or person can be found that will R/S broadly, only list "What represents" from it. Do not use another form of listing (goals being a "represents" also).

3. The pc's interest follows the R/S.

4. Carefully record the presence of a R/S or any dwindling of the R/S on any item, dynamic or, most important, during the course of listing.

5. If the pc has no cognitions, the item is *not* on the list.

6. The dynamic and/or item will be accompanied by heavy pain or sensation if on the list.

7. A R/S is a convulsion of the mind and can reflect as a convulsion of the body.

8. A pc's needle may be dirty until the goal is on the list.

9. A goal sometimes cannot be checked out until the charge is listed off on various goals lists derived from the item.

10. The item is more valuable than the person found or dynamic found.

11. An item is proven by its overt goals list (No. 1) producing a dwindling slam.

12. The real item when listed itself on "What represents" gives no further slams on the new list.

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 SEPTEMBER 1962

A 40–LINE LIST ON A DOINGNESS GOAL

Using the create CDEI scale, a system of writing lines for goals listing has been attempted.

This gives us Create, Interest, Desire, Enforce and Inhibit.

We have four flows for each word positive and four flows for each word at effect. The goal: To impress people. And the lines are:

Who or what would create an impression on people?

Who or what would not create an impression on people?

Who or what would create opposition to impressing people?

Who or what would not create opposition to impressing people?

Who or what people would want an impression created?

Who or what people would not want an impression created?

Who or what people would oppose an impression being created?

Who or what people would not oppose an impression being created?

Who or what would be interested in impressing people?

Who or what would not be interested in impressing people?

Who or what would oppose interest in impressing people?

Who or what would not oppose interest in impressing people?

Who or what people would be interested in being impressed?

Who or what people would not be interested in being impressed?

Who or what people would oppose interest in being impressed?

Who or what people would not oppose interest in being impressed?

Who or what would want to impress people?

Who or what would not want to impress people?

Who or what would oppose impressing people?

Who or what would not oppose impressing people?

Who or what people would want to be impressed?

Who or what people would not want to be impressed?

Who or what people would oppose wanting to be impressed?

Who or what people would not oppose wanting to be impressed?

Who or what would have to impress people?

Who or what would not have to impress people?

Who or what would have to oppose impressing people?

Who or what would not have to oppose impressing people?

Who or what people would have to have an impression made on them?

Who or what people would not have to have an impression made on them?

Who or what people would have to oppose an impression being made on them?

Who or what people would not have to oppose an impression being made on them?

Who or what would inhibit impressing people?

Who or what would not inhibit impressing people?

Who or what would inhibit opposition to impressing people?

Who or what would not inhibit opposition to impressing people?

Who or what people would inhibit an impression being made on them?

Who or what people would not inhibit an impression being made on them?

Who or what people would inhibit opposition to an impression being made on them?

Who or what people would not inhibit opposition to an impression being made on them?

Similar goals, all of a doingness type, can be patterned as above.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 27 SEPTEMBER 1962
Issue I

Missions
CenOCon

VALID PROCESSES

(Changes all earlier issues)

The following processes should be used by all Scientologists, and other earlier processes should be discarded except for research:

Class I: Assists

Class I: CCHs, Op Pro by Dup and SCS

Class I: ARC Straightwire

Class II: Problems Intensives (modern)

Class II: Prepchecking auditing, goals, etc.

Class II: Goals listing

Class III: 3GA ordinary

Class IV: 3GA by Dynamic Assessment

Class II: Items listing

Classes II, III and IV: Tiger and Big Tiger Drills on goals, items, lines, single words, names, persons.

All except Assists, CCHs, Op Pro by Dup and SCS are done in Model Session.

If a process is not mentioned above, do not use it.

Note: Any of the above processes, except 3GA ordinary goals finding and 3GA Dynamic Assessment, may be done in co-audits under direct supervision of classed auditors.

For the greatest gain achievable by an auditor in his class, use the above. An auditor attempting processes above his class will have failures and spoiled cases.

Use of processes above classification can result in cancellation of certificates.

We can clear Earth. Why spoil cases in the process?

L. RON HUBBARD
Founder

CenOCon
Missions

PROBLEMS INTENSIVE USE

The only fully valid lower-level process today that achieves enormously effective results is the modern Problems Intensive.

It does the following:

Eradicates feelings of illness

Adds years to life

Subtracts years from appearance

Increases IQ.

It is very easy to run as it can be done with errors and, so long as the tone arm moves, will achieve marvelous results.

It is the ideal HGC process for HPA/HCA staff auditors as it gives them countless wins.

It is a natural for the field auditor who knows his Model Session and the rundown.

It can be combined with the CCHs or used without.

Its rundown is simple.

One does a Case Assessment. Assesses for the change, predates it by a month and runs the Prepcheck buttons on it over and over, flattening each one so far as possible.

When one assessed change is run, another list of changes is made and assessed and it is all done again.

It can be interrupted by an end of intensive without consequences to the pc if something was left unflat.

The public may scream to get Clear, but most of it could only be audited on a Problems Intensive anyway.

Unlike partially completed or badly done Goals Assessments, there is no liability to a Problems Intensive.

All the gains envisioned in Book One can be achieved with enough Problems Intensives, even a first dynamic Clear in many cases.

So don't risk your pc's health and goodwill if you're not a Saint Hill graduate. Get good, solid gains with the modern Problems Intensive. Only if you fail to find and pull his or her missed withholds in the course of sessions could you estrange a pc.

You may have to clear the buttons for the pc who doesn't understand the words, but other than that it's all plain sailing.

People are suddenly losing all manner of things they thought were illnesses and were calling arthritis and ulcers and whatnot. They weren't sick. They were just suppressed.

Please realize what you've got here in a modern Problems Intensive. I'll be giving you lots of data on how it's done.
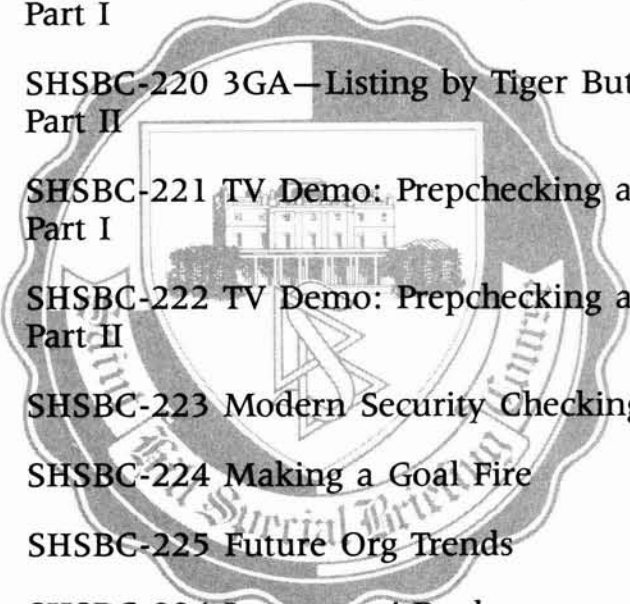
L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

October 1962

Ron continued to give lectures and demonstrations of listing technology and Routine 3GA. Later in the month a refinement called Routine 3GA Criss Cross was announced, with several lectures detailing this new procedure.

2 Oct. 1962	SHSBC-219 3GA—Listing by Tiger Buttons, Part I
2 Oct. 1962	SHSBC-220 3GA—Listing by Tiger Buttons, Part II
3 Oct. 1962	SHSBC-221 TV Demo: Prepchecking a Goal, Part I
3 Oct. 1962	SHSBC-222 TV Demo: Prepchecking a Goal, Part II
4 Oct. 1962	SHSBC-223 Modern Security Checking
4 Oct. 1962	SHSBC-224 Making a Goal Fire
9 Oct. 1962	SHSBC-225 Future Org Trends
9 Oct. 1962	SHSBC-226 Instructors' Bugbear
11 Oct. 1962	SHSBC-227 3GA Goals Finding, Part I
11 Oct. 1962	SHSBC-228 3GA Goals Finding, Part II
23 Oct. 1962	SHSBC-229 3GA Criss Cross
23 Oct. 1962	SHSBC-230 3GA Criss Cross: Following the Rock Slam
25 Oct. 1962	SHSBC-231 3GA Criss Cross Data
25 Oct. 1962	SHSBC-232 3GA Criss Cross, Secondary Prehav Scale
30 Oct. 1962	SHSBC-233 Prehav Scales and Lists
30 Oct. 1962	SHSBC-234 Listing Goals

3GA
LISTING BY TIGER BUTTONS
114 NEW LINES FOR LISTING

(Cancels all earlier HCOBs on listing)

(A student under theory examination is not supposed
to know the lines by heart, only the directions, and
how to put lines together sensibly.)

This is probably excellent as the later lines are the same buttons that make goals fire.

The first 4 lines are well tried. Remember that many have gone Clear on the first 4 with smooth auditing. The next 4 are also well tried. The next 4 are taken from the ACC that cleared 15 people.

The remaining lines are the buttons that make goals fire.

The first 12 lines *can* be gone through more often during the course of the next 102.

(Note: Before doing this listing, make sure the pc knows what his goal is and tiger drill null any old goal found on pc or any goal wording pc thought was his. To get pc's goal to fire at each session beginning, use "In auditing on the goal _____ has anything been _____?" Goal also should be made to fire at session end just before room rud, with same drill to clean up session.)

(Note: Any trouble with listing stems from:

1. Rough auditing, auditor challenging answers or mixing up questions, pc not in-session and ruds out;

2. Wrong lines;

3. Goal not cleaned;

4. Consequences of being cleared feared by pc;

5. Wrong goal;

6. Pc protesting about lines and listing.)

(Note: Signs of above are:

1. TA mostly at 4.5 or 5.0 and doesn't come down;

2. Pc ARC breaky even after missed withholds clean [the items are now withheld];

3. Pc looking bad, eyes watery;

4. *No* pain in session [a right goal on checkout always gives pain];

5. All sen on listing (comes from pc suppressing or being careful of or failing to reveal, these being the sensation buttons, or from wrong goal);

6. Bank getting more solid;

7. Pc sick and nauseated.

[Six and seven only occur with a wrong goal.])

(Note: The tiger drill buttons or any button or word can itself be tiger drilled using the ordinary 6 buttons, all with good effect.)

1. WHO OR WHAT WOULD WANT _____?

2. WHO OR WHAT WOULD NOT WANT _____?

3. WHO OR WHAT WOULD OPPOSE _____?

4. WHO OR WHAT WOULD NOT OPPOSE _____?

5. WHO OR WHAT WOULD (Effect wording of goal)?

6. WHO OR WHAT WOULD NOT (Effect wording of goal)?

7. WHO OR WHAT WOULD OPPOSE (Effect wording of goal)?

8. WHO OR WHAT WOULD NOT OPPOSE (Effect wording of goal)?

   (Effect wording can include "be the effect of")

9. WHO OR WHAT WOULD HELP SOMEONE OR SOMETHING (goal)?

10. WHO OR WHAT WOULD NOT HELP SOMEONE OR SOMETHING (goal)?

11. WHO OR WHAT WOULD HELP OPPOSE SOMEONE OR SOMETHING (goal)?

12. WHO OR WHAT WOULD NOT HELP OPPOSITION TO SOMEONE OR SOMETHING (goal,ing)?

Now into the next blank spaces fit the following buttons, one full consecutive set of lines for each button. Make the line (both goal and button) make sense if it does not:

Suppress	Hide from	Withdraw from
Invalidate	Reveal things to	Create
Be careful of	Make a mistake about	Destroy

Suggest things to	Assert things to	Agree with
Withhold from	Change (or alter)	Ignore
Protest about	Damage	

(Each button is used on each of the following lines consecutively through all lines before the next button is put in the lines.)

WHO OR WHAT WOULD (goal,ing) _____?

WHO OR WHAT WOULD (goal,ing) NOT _____?

WHO OR WHAT WOULD _____ (goal,ing)?

WHO OR WHAT WOULD NOT _____ (goal,ing)?

WHO OR WHAT WOULD (goal,ing) HELP _____?

WHO OR WHAT WOULD HELP _____ (goal,ing)?

DIRECTIONS

Make the button form and the goal form into a sensible sentence in each line. Pc must be able to answer it.

Don't take up the lines with the pc out of session or in session before you list. Do the lines very well before you even go near a session with your pc. Then, in actual auditing and listing the first time through, after pc has answered the last line fully to his or her satisfaction, clear the command of the next line with the pc. Don't alter its sense. Just arrange its word form so pc can answer it. Then list it and so on. Take up the lines with the pc as you come to them in auditing and not before.

Take a number of stiff cards, any standard size such as 5 inches x 7 inches. Write a line across the top of each card, the long way.

Number the cards in the upper right-hand corner, consecutive from the first lines above.

In auditing, place the card stack on the table. As each card is answered with any items pc has, turn it over, face down, on top of the last cards done so as to preserve numerical order.

Take a pencil or ballpoint. Make a small slant mark (/) for each item pc gives you in answer to auditing question.

Take more than one item per question if given. Take items until pc begins to comm lag. Then turn card to next question and use that as before. Do not leave items unaccepted.

Do not write down items. Only make a small slant mark (/) for each item given. For every fifth item, cross out the preceding four.

For the first run of slant (/) marks, use a black pencil. For the second run when the whole card is filled with black, overstrike with a red pencil using the same system. For the third run when the card is black and red filled, start again with a green pencil. This should give around 800 items to one card, which should be enough. Cards that drop behind can then be spotted in cleaning up free needles and questioned. Only the first 12 cards should have parity.

Pcs should buy their own cards or pay for them in student auditing.

Use rubber bands to enclose cards between sessions. Mark pc's name and date on the first card.

Don't challenge pc's answers. Take all the items pc will give you. Don't force pc to give you items.

If pc objects to the wording of a line as unanswerable, try to make it answerable by rewording or omit it. Mark *F* on card each time the line produces a free needle. Don't list beyond a free needle. Leave card in stack and test each time through.

Make the goal fire *well* by tiger drill at the start of each listing session and at the end after end ruds and before room rud.

Get in mid ruds with "Since the last time I audited you," if pc is upset or can't seem to get on with listing.

If a line continues free needle after a question is asked, don't force pc to answer it.

L. RON HUBBARD
Founder

WHEN YOU NEED REASSURANCE

(Cancels HCOB 27 Sept. 62, DREAM COME TRUE)

When you hear people growling, when the lines are all awry, when the auditor has flubbed and the world of Scientology looks black, just remember that in the dozen years of sometimes despairing work and heart-breaking setbacks, the dream has yet come true. We have it now. We can and are clearing them all—and you.

In Scientology, just remember this when all looks dark:

IT WILL ALL COME OUT ALL RIGHT.

L. RON HUBBARD
Founder

TIGER DRILLING

I recently noticed that a pc's goal at start of listing sessions was only rock slamming or ticking, and the pc's TA very high.

I told the auditor to clean it up so it would read with rockets. I told her to stress Failed to Reveal, Invalidate and Careful Of.

Here is the auditor's note giving result.

Dear Ron,

Thanks for your note re: Jane.

The R/S on her goal showed up during the 13 buttons plus and minus, in the body of the question, and I had seen it earlier in Tiger Drill on the goal, but not since.

I did work those 3 buttons (Failed to Reveal, Careful Of and Inval) hard in yesterday's session; got a cleaner read on the goal, but no rocket. Today, I reworked specifically the auditing in which the goal was found, after which it read with a slow only; then the listing, and got one small rocket a trifle latent; then did Instructor's check and got a small instant fall. (The auditor who found the goal R/Sed. Uncovered more invalidations in that bit of auditing, and got the rest of the inadvertent missed W/H from the time during listing when she thought the goal had blown.)

TA came down to 2.25, and we listed about 900 goals in the remaining 1 1/4 hours with TA 2.25–3.25, (.5–.65 per 20 minutes), needle looser and clean.

Love,

Donna

GOAL WORDING

Here is the case of an altered goal wording which kept the pc from going Clear over four months of constant auditing:

Dear Ron,

Further to my letter of yesterday I had a wonderful session with Esta today. The tone arm came down from 5–3 and a stuck needle went free.

I was running "Since April 1962 (1 month before goal was found) on the goal 'To express myself,' what has been agreed upon," and the stuck point and the missed withhold emerged and I pulled it.

After the goal was found in May (by another auditor), Esta was run on 4 lines but the goal was *altered* from "myself" to "himself." Esta agreed to this but thereafter ran *himself* instead of herself. She cognited she had partially gone into her son's valence and had been trying all the time to clear her son and other sons. She had been sitting there wanting to get Clear herself and instead was running himself. Since then she had been avoiding auditing until now, and searching for herself. The missed withhold was *herself* as a result of the substitution of himself.

This also restimulated her rock—for this was a *sun*—but *her* goal was before the rock.

There was an R/S on son/sun. Esta cognited she had switched valences from "myself" to "himself."

So there has been this missed W/H since last May. She had identified with Son/Sun as a first creation.

Her goal is now reading well.

So it proves over and over again the terrible importance of not altering goal wordings and getting the lines exactly right.

It was a session which seemed like a miracle.

All my love, Ron,

Anne.

NEW LINE LISTING

And here is what happens when a goal is right and is made to read well at session beginning and is listed as per HCOB 1 Oct. 62, 3GA, LISTING BY TIGER BUTTONS, 114 NEW LINES FOR LISTING:

Dear Ron,

I listed on the new lines today. It really was marvelous. I must have listed around about 1500 items and on one line I went up to 75 items before I comm lagged. The big thing I noticed, Ron, was that I didn't have to *"think"* or figure-figure on what the lines were about. I just dealt the items off my bank (like you say). Once my auditor cleared the questions with me and I had the understanding of it, I was away. I knew when I had given him all the items and I just stopped. It really was very textbook. Not much two-way comm, my auditor occasionally asking me—"How I was doing" and me just sitting there chanting items. Marvelous—Thanks Ron.

Love, Irene

L. RON HUBBARD
Founder

CenOCon
Sthil Students
Registrars
Ds of P
Saint Hill Grads
HCO Secs
Assoc and Org Secs   *IMPORTANT*

HGC CLEARING

The plan of HGC clearing is simple and direct but unless it is scrupulously followed, it will cause upset and dissatisfaction.

If a Central Org is not clearing the public, the public will be upset with it. This is the simple matter of the penalty of not-auditing.

You can make lots of Clears on the staff or in special cases but if you do not do routine clearing in an HGC you will continue to have trouble.

As only recent Saint Hill graduates are qualified to find goals—in actual fact, they are the only ones who safely can—the backbone of an HGC is a Saint Hill graduate.

No Saint Hill graduates can be D of P or D of T at this time, and may be Technical Directors or Association or Organization Secretaries only with my specific permission. This will hold true until the scarcity is solved.

The primary appointment of a Saint Hill graduate in an organization is "Goal Finder" in the HGC. When enough exist in an organization to fill the bare needs of the HGC, then a Saint Hill graduate will be appointed Staff Staff Auditor as per Staff Clearing Program HCO Policy Letter of 10 Sept. 62.

The HGC system is therefore as follows:

HPA or HCA staff auditors do the following:

1. Handle any CCH case.

2. Give Problems Intensives.

3. Give the "In Auditing" and "On Goals" and past goals Goals Prep-check (TV Demo tape 3 Oct. 62 and other lectures of the Saint Hill Special Briefing Course). This includes all old goals that were found or went out hard.

4. Do the required 850-goals list.

5. List goals to Clear.

At this point, unless the goal was found in 3 above (not 4 above), the HPA/HCA staff auditor turns the pc over to the Goal Finder. This can happen at any time that the Goal Finder has time available.

Once the pc is turned over to the Goal Finder he or she receives no further auditing from other staff auditors, only the Goal Finder. The Goal Finder takes the new pc the moment the last pc's goal was found.

There is no extra charge for the Goal Finder's auditing, and the auditing time of a Saint Hill graduate may not be sold as such by an HGC. The Goal Finder's units may be high. The Goal Finder may not take private pcs on his or her own. There may be no part-time HGC Goal Finders. Any Sthil graduates willing to work part-time to help the organization should be assigned to the Staff Training Program or the Academy to heighten the level of technology. An exception is the auditing of staff members, particularly the Organization or Association Secretary. Part-time Saint Hill graduates may not be used in the HGC.

FEES

A Central Organization or city office does not sell auditing hours by the hour ever. It sells:

1. Clearing,

2. De-Suppression,

3. Longevity.

It sells these by intensives as always. It cannot sell "ten hours from a Saint Hill graduate" or charge fees "for special auditing by a Saint Hill graduate."

Goals finding by an HGC is only undertaken as a part of the clearing assembly line. One cannot come into an HGC just to have a goal found or checked and get other auditing elsewhere. The practice would be very pernicious and result in few Clears and many wrecked cases.

A Saint Hill graduate's auditing time is available in the HGC only if the pc signs the Clearing Contract ("We take full responsibility for clearing you"). Then the person who signed the contract is put on the assembly line for clearing. This policy is not to be varied in *any* way.

Casual pcs coming in for intensives who do not sign the Clearing Contract must sign up for intensives as always.

All former "estimate of number of hours" procedures are now abandoned due to effectiveness of pulling missed W/Hs and a modern Problems Intensive.

A pc signing up for health reasons is just given a routine missed W/H check and a Problems Intensive. The same is done for geriatric cases (longevity of life).

So a pc signs up in the HGC either for clearing and is put on the assembly line, or for intensives and is given missed withholds and a Problems Intensive by an HPA/HCA and is made satisfied by good technical application in either case.

Single hours of auditing may not be sold by a Central Organization, city office or district office "to see how it goes." It's intensives or nothing.

CLEARING ASSEMBLY LINE

Clearing is sold by intensives, purchased when auditing is available. A careful log of time is kept.

This is TIME IN THE HGC, not time for this or that.

The pc buys one or more intensives and is handed over to the D of P.

The D of P thereafter tells the pc what the pc gets and assigns the pc as necessary.

The line is regulated by the number of Goal Finders and the Goal Finder time available.

Care is taken not to waste the pc's time. Depending on state of case and lack of Goal Finder time available, the pc has the following, some of it or all of it, done.

1. Missed withholds and Havingness Process found.

2. Problems Intensive.

3. (For a long-time pc, Dianeticist or Scientologist) One or more intensives cleaning up "In auditing" and "In self-auditing," Prepchecks.

4. Do an 850-goals list.

5. (For pcs who have had former goals found, wrongly or otherwise) Prepcheck on the goal or goals, each one chronologically cared for (first one taken up first, etc.).

6. (For pcs who have been listed on goals or wrong goals and not to Clear) Prepcheck on the auditing of goals, listing, etc.

7. Tiger Drill on every button (on Suppress has anything been suppressed, etc.).

8. Straighten up pc's HGC time with a Prepcheck.

All the above are HPA/HCA actions. They are not done by the Goal Finder. If they have to be done, the Goal Finder turns the pc back to HPA/HCAs.

The moment a Goal Finder has completed finding and checking a goal or finding one which must wait for checking by another Goal Finder, the Goal Finder grabs another pc out of the HGC or has one called in. No Goal Finder time is wasted. This may become the source of much sweat and urgency by HGC Admin, but Goal Finder time must be salvaged by grabbing up pcs for him or her.

The Goal Finder uses current methods to find the goal and check it out.

The moment that action is done the pc is returned to an HPA/HCA for a Prepcheck on the goal and listing it.

The Goal Finder must review the lines and personally see the goal fire before permitting it to be listed and must see the pc's folder routinely to make sure it is going well.

All further Prepchecking and listing is done by HPA/HCAs.

The freeness of needle is checked by the D of P.

The goal is fully tiger drilled and prepchecked after the needle goes free on all lines.

This is the Assembly Line for clearing. The Goal Finder is on no other line, does no other auditing. The only way the pc can be on this line is by signing a Clearing Contract.

FORMS

A form for each pc undergoing clearing, giving the steps, must be part of the pc's folder and kept up by the auditor. This is based on the above data.

If a pc has had a recent Problems Intensive and now signs a Clearing Contract this is made part of the clearing rundown. If done, however, by an outside auditor, the pc must be given another Problems Intensive.

A special form showing all steps and evidence of a Clear must be sent to me.

The idea is to get results, to turn out Clears and to keep HPA/HCAs well occupied and at a high technical level.

ACCIDENTAL GOAL FINDING

It will happen that in cleaning up old goals found or even by sudden disclosure, the HPA/HCA staff auditor may find a goal that fires and is *the* goal. If so, it is checked out by the Goal Finder and listed unless other orders are given regarding the pc (such as unburdening the goal).

HPAs/HCAs are not, however, to attempt to find goals at this time and it is highly illegal for an HGC to employ non-Saint Hill graduates to find goals no matter what the public pressure. It could be very destructive to Scientology to have a lot of wrong goals about or getting listed.

In due course this last injunction will be released so far as tiger drilling the 850 list by HPAs/HCAs is concerned. But wait until technology is better. This will apply only to experienced staff auditors.

METERS

Only the latest mark meters are to be used by Goal Finders. Mark IV and onwards may be used by HPAs/HCAs.

It would be dishonest to use less.

SUMMARY

HGCs must afford public clearing of individuals. Clearing Co-audits of the public are a special role and are to be relegated to district offices as soon as possible. It is no part of my plans to retain them in a Central Org or city office.

Only the highest technology and most exact adherence to policy can keep us afloat at this time. These are not ordinary policies. These are survival itself for Scientology.

L. RON HUBBARD
Founder

PROCESSES

Saint Hill Special Briefing Course
(Effective at once)

X PROCESSES

The X Unit Processes shall consist of processes as follows:

1. Security Check by rock slam, with an adequate report of results in the student's folder. This is done in Model Session with meter.

2. Model Session and Havingness Processes. All with meter.

3. Liberal use of random rudiments and middle rudiments.

All X Processes are done with full use of the E-Meter.

Rudiments and results will be routinely observed and reported on by the Auditing Supervisor.

Students apparently not yet capable of getting rudiments in, handling auditing cycle and making the pc feel and look better will be promptly GAEed without waiting for end of week.

Rock slammers, before being so designated, must be retested by the Auditing Supervisor. Rock slammers may be specially designated in auditing assignment.

Y UNIT PROCESSES

The Y Unit carries out the following schedule only:

1. With meter, in metered Model Session, fully clean missed withholds from the pc with any version of the following questions: "What have we failed to find out about you?" "What has an auditor failed to find out about you?" "What have I failed to find out about you?"

2. With meter, in otherwise unmetered Model Session, list and assess by elimination the following question: "In this lifetime, what change have you decided to make? When was that?"

3. Complete the Problems Intensive (Routine 2A) using the meter only to make sure of TA action, otherwise the Model Session and running to be done without recourse to needle.

The above should be less than twenty-five hours of auditing, three to five hours for missed W/Hs and twenty to twenty-two for the Problems Intensive.

Leaving withholds missed, a wrong assessment, failure to get TA motion or failure to get spectacular results on the pc will GAE the student to the X Unit.

This Problems Intensive and the pulling of missed withholds are and will be fundamental Academy and HGC actions, so the student should become expert in them.

Z UNIT PROCESSES

The Z Unit is totally concerned with current rundown of Routine 3GA.

If the student fails to get the detested person, dynamic and item of the pc within thirty auditing hours, the student is GAEed to the Y Unit.

L. RON HUBBARD
Founder

ROUTINE 3GA
LISTING

The reason some pcs go to Clear on listing and the reason some don't at once lies *entirely* with the auditor.

The dominant rules are two:

1. Don't force the pc to list more items than he has, and

2. Don't prevent the pc from giving items.

The number of ways an auditor can dream up, or overlook, to violate 1 and 2 above are countless.

Example:

If pc can't answer the line easily, skip, omit or change it, DON'T tiger drill it to force an answer.

LISTING IS NOT PREPCHECKING. You don't wait for the pc to say he has no more before you stop asking a line. THE AUDITOR REGULATES HIS QUESTION BY THE PC'S COMM LAG. When the pc *first* comm lags (without asking for a repeat of the line wording), the auditor comes *off* the line. The auditor doesn't ask the line *again* just "to make sure" or ask the pc "Do you have any more." Asking it *again* when the pc has comm lagged leaves, amongst other things, an unanswered auditing question.

The line is asked. The pc answers until he or she comm lags. The auditor then acks and goes instantly to next line. If the pc says he has more on the old line, the auditor says "sorry" and takes them.

A LINE IS RUN TO FIRST COMM LAG. How long is a comm lag? It is the pause before the strained grope.

A pc's decline in answering goes as follows:

1. Bright rapid giving.

2. Comm lag while looking.

3. Groping for more.

4. Comm lag while groping.

5.   Can't quite say it.

6.   Starts picking up and rejecting.

From 3 above onward the auditor is at fault. Right at the *end* of 2 the auditor acks and gives the pc the next line.

The auditor takes only the bright, easily gotten flows.

If the pc goes fumbling and groggy, the auditor is at fault and *is doing wrong*.

Listing is a rapid action. The way to keep it rapid is to deftly see that the pc has given all and then get out of there!

Auditors whose pcs dope and grope will soon have pcs that mope.

The auditor avoids Q and A. The auditor *never* repeats an item back to the pc or asks if it fits on the line. The auditor's role is *permissive* with good *presence*.

If the auditor does not understand an item, he or she says so but does not include *any* repeat of the item in saying so. That's evaluation.

Listing is slightly contrary to early auditing philosophy. Then, if the pc protested, the auditor forced the pc to answer. In listing this is *never* done. Then, if the pc comm lagged, the auditor flattened it. In listing one *never* flattens a comm lag. One shifts the moment the first comm lag appears, but without startling the pc.

Listing auditing is different. The pc is always right. In listing if you trick a pc into more items and prevent the pc from giving those items he has readily to hand, the whole case may have to be patched up before it will clear.

It is *so* easy to list right as an auditor that many will fumble all over the place before they get the knack. And almost all errors will be additive errors.

Listing is the biggest barrier to Clear now that we can find goals.

Other listing methods may appear, but these will only alter What lines. Nothing is going to alter the above, so you better learn it.

L. RON HUBBARD
Founder

Remimeo
Auditors
Supervisors
Students
Tech/Qual

Basic Auditing Series 6

AUDITOR FAILURE TO UNDERSTAND

If a pc says something and the auditor fails to understand what the pc said or meant, the correct response is

"I did not (hear you) (understand what was said) (get that last)."

To do anything else is not only bad form, it can amount to a heavy ARC break.

INVALIDATION

To say "You did not speak loud enough . . ." or any other use of "you" is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *auditor* is responsible for the session. Therefore, the auditor has to assume responsibility for all comm breakdowns in it.

EVALUATION

Far more serious than invalidation, above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th century psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said. Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong, the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, "You mean this item, then," is not only an evaluation but a nearly hypnotic command and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.

ROCK SLAMMER

The reason a person who rock slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But rock slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

SUMMARY

A very high percentage of ARC breaks occur because of a failure to understand the pc.

Don't *prove* you didn't with gestures or erroneous repeats.

Just audit, please.

L. RON HUBBARD
Founder

Central Orgs
Missions

3GA

LISTING BY PREHAV

If your pc is not doing well in listing the goal on any earlier system (particularly the 114 lines, which haven't done well at all in auditors' hands), the following line system should work. Prehav levels were the original breakthrough on clearing.

Take the old Auxiliary Prehav Scale. Just do an ordinary assessment by elimination (no reference to the goal). (It is possible some change will be made in this but it will do for now.)

Fit the resulting level into the following lines. Make sure it makes sense and makes sense to the pc. Any alteration of the word must register as well as the original word found when you add (ing) or vary its participle:

(System of marking cards same as 114 Line HCO Bulletin)

(Blanks refer to Prehav level)

1. Who or what would _____ (goal)?

2. Who or what would not _____ (goal)?

3. Who or what would (goal) _____?

4. Who or what would (goal) not _____?

5. Who or what would oppose (goal) _____?

6. Who or what would not oppose (goal) _____?

7. Who or what would _____ opposition (goal)?

8. Who or what would not _____ opposition (goal)?

(Omit effect wording lines of goal if no effect wording exists.)

9. Who or what would _____ (effect wording of goal)?

10. Who or what would not _____ (effect wording of goal)?

11. Who or what would (effect wording of goal) _____?

12. Who or what would (effect wording of goal) not _____?

13. Who or what would oppose _____ (effect wording of goal)?

14. Who or what would not oppose _____ (effect wording of goal)?

15. Who or what would _____ opposition (effect wording of goal)?

16. Who or what would not _____ opposition (effect wording of goal)?

17. Who or what would help _____ (goal)?

18. Who or what would not help _____ (goal)?

19. Who or what would (goal) help _____?

20. Who or what would (goal) not help _____?

21. Who or what would help oppose _____ (goal)?

22. Who or what would not help oppose _____ (goal)?

23. Who or what would help _____ opposition (goal)?

24. Who or what would not help _____ opposition (goal)?

25. Who or what would want (goal)?

26. Who or what would not want (goal)?

27. Who or what would oppose (goal)?

28. Who or what would not oppose (goal)?

(Effect wording lines may be omitted if none exist for goal.)

29. Who or what would want (effect wording of goal)?

30. Who or what would not want (effect wording of goal)?

31. Who or what would oppose (effect wording of goal)?

32. Who or what would not oppose (effect wording of goal)?

DIRECTIONS

Flatten every level found by going over and over lines until TA action stops.

Use strike marks as in 114 Line HCO Bulletin. Four slants and a long cross. Don't use fully written down lists of things pc gives. Don't demand more than pc has. Don't prevent pc from giving what he has (such as stopping automaticities of flow). Don't Q-and-A. Be permissive, with presence. Don't get the pc into protest, as sen will turn on. FIX lines so pc can answer cleanly, without confusion.

If pc is being shifted from another system of lines, give auditing on goal a rapid Prepcheck before using this system.

L. RON HUBBARD
Founder

Sthil Students
CenOCon
Missions Airmail

R3GA

HCO WW FORM G3, REVISED

FAST GOALS CHECK

(Keep completed form in pc's folder)

This is a rapid check out of a goal for use by auditors and particularly Instructors and Auditing Supervisors. By an auditor, it is done in Model Session. By an Instructor or Supervisor it is done as a simple checkout.

ALWAYS COMPLETE WHOLE CHECK

_____   _____

Pc's Name   Date

_____

Org Location

Goal _____

A: Read goal rapidly to pc three times. _____ _____ _____
   Note reaction and inform pc if in or out.

B: Repetitive ruds. (Early reads are acceptable as instant reads on ruds, not on goal which *must* be instant only.)

On the goal _____ is there anything you have:

   1. Suppressed   _____   4. Invalidated _____

   2. Been careful of _____   5. Suggested   _____

   3. Withheld   _____   6. Mistaken   _____

Only when each is clean, go to next and when all clean go to C.

C: Read goal rapidly to pc three times. _____ _____ _____
   Note reaction and tell pc if in or out.

D: Do fast ruds: In this session (or checkout) is there anything you have suppressed, suggested, invalidated, failed to reveal or been careful of? When all null, go to E.

E: Section E must be read all in one sweep to be valid, with no read on any rud and a rocket read (sharp downward tick at least ¼ of an inch) each time exactly at end of reading the goal. Don't add in the goal until all six ruds

638

items read null in one sweep. Then read the ruds line and the goal 3 times in one breath.

On the goal _____ is there anything you have suppressed, suggested, invalidated, withheld, mistaken or been careful of?

(Goal) _____ (Goal) _____ (Goal) _____

If none of ruds in this section reads and goal did read, providing the meter reading of the check was flawless, it is a listable goal.

Goal checked out _____

Goal didn't check out _____

_____
(Auditor, Auditing Supervisor, Instructor)

L. RON HUBBARD
Founder

639

Central Orgs
Missions

PRECLEARING INTENSIVE

(Most appropriate to Z Unit Sthil or HGCs)

On cases that have been run on many clearing procedures or goals or types of lines or who have had frequent changes of auditors, to speed eventual clearing, the following can be done:

1. Assess the Preclearing Scale (below) by elimination.

2. Choose a period one month before the first session the person ever had in Dianetics and Scientology. Use only the month and year.

3. Run the seventeen buttons by Prepcheck on the command "Since _____ (date) in (or on) _____ (subject from Scale below) is there anything (or has anything been, as appropriate) _____ (button)?"

4. Clean once through the buttons only and assess again.

5. Keep the mid ruds in.

ASSESSMENT FOR CLEARING INTENSIVE

Auditing	Working
Self-auditing	Preclears
Clearing	Auditors
Dissemination	Talking
Practicing	Goals
Teaching	Hopes
Learning	Helping
Living	Finance
Intention	Problems
Sessions	Sex
Courses	Dianetics
Training	Scientology
Processes	Organizations
Processing	

L. RON HUBBARD
Founder

Saint Hill Special Briefing Course Lectures

November 1962

In November, Ron did research into different types of cases and how to start them and get them progressing toward clear. Briefing Course students heard lectures on these advances and, near the end of the month, received the first lectures on a brand-new clearing technique, Routine 2-12.

1 Nov. 1962 SHSBC-235 The Missed Missed Withhold

1 Nov. 1962 SHSBC-236 The Road to Truth

13 Nov. 1962 SHSBC-237 The Difficult Case

13 Nov. 1962 SHSBC-238 Entrance of Cases

15 Nov. 1962 SHSBC-239 Terminals

15 Nov. 1962 SHSBC-240 Clearing Technology

20 Nov. 1962 SHSBC-241 Layout of the GPM

20 Nov. 1962 SHSBC-242 Fundamentals of Auditing

22 Nov. 1962 SHSBC-243 Question and Answer Period: Tiger Drilling, Clears

22 Nov. 1962 SHSBC-244 Question and Answer Period: District Offices, Co-audits

27 Nov. 1962 SHSBC-245 Routine 2-12, Part I

27 Nov. 1962 SHSBC-246 Routine 2-12, Part II

29 Nov. 1962 SHSBC-247 R2-12 Theory and Practice, Part I

29 Nov. 1962 SHSBC-248 R2-12 Theory and Practice, Part II

THE PLACE OF THE SCIENTIST IN SOCIETY

The Freedom of Science

(Mr. Hubbard has published some 15,000,000 words of fact and fiction in over a hundred periodicals. He has written more than 20 books dealing with the human mind and founded Scientology, the science of knowing how to know. He devotes most of his time today to his organizations throughout the world and to basic scientific research.)

Once I witnessed a mutiny in the world of science.

Some of the men who made the atomic bomb at Los Alamos Gordos met at the California Institute of Technology. It was autumn 1945. The second world war was not yet cold.

These men were angry. They had believed that the atomic bomb would never be used on man. They said they had been told that it would be demonstrated only on the desert before Japanese officials and that surrender would then be demanded. Instead it had been used in actual war and a quarter of a million human beings were dead.

These men were angry. They advocated the overthrow of the US government by force. They advocated that each scientist be armed with a personal bomb and that on any attempt to arrest him he should set it off.

The resolution was blocked. The violent action never took place.

Since that time 64 such men have been dismissed from the US government. They included some of the most able brains in atomic and nuclear physics. They were dismissed because they believed science should be free, that science should help mankind and because they did not consider themselves bound to think and work in science alone but in the humanities as well. These men desired to take responsibility for the consequences of their developments.

Even the late and immortal Albert Einstein was of this opinion.

———————

When one considers the birth and background of modern science one can see easily that the true scientist inclines to be a revolutionary.

The first revolt that is widely known is that of Galileo. Commanded by the church to follow the doctrine of a flat Earth, held in close house arrest for all his final years, he yet remained unbowed and said his immortal words, "And still it moves."

[*Note:* This article was written by Ron in November 1962 at the request of the Faculty of Technology magazine of the University of Manchester, England.]

Scientists have suffered in prisons and at the stake to gain a freedom of truth.

The battles have not been spectacular hand-to-hand combat, but warfare of a subtler kind, the warfare of long years, of centuries. And that warfare was aimed against all forces which would seek to stultify the truth.

It is a natural thing for comfortable men, profiting from the spread of a doctrine or the manufacture of a machine to resist change. Why, they ask, should *change* be so desirable? After all, they are happy with things as they are. Of course, it is the full stomach, the unassailable position which makes change so undesirable. But such men forget the many whose stomachs are not full, whose backs are covered with rags, whose bodies are sick and whose lives are *not* all right.

The scientist in his search for truth has notoriously neglected financial gain and personal security. He has always had an eye on the betterment of the lot of man whether he admitted it or not. And so, to the "comfortable men" whose profit depends on *status quo,* this thirst for betterment is incomprehensible.

Whether of Newton or Harvey or Einstein, the steady world of vested interest has always said, "What *ails* the man? We're comfortable, aren't we?"

And so there have been dungeons and prisons and the stake in yesteryear and bad press and excommunication today for those who would venture out on the far frontiers to make things better for mankind.

We have, "I would rather be wrong with Galen than be right with Harvey," and, "The theory of relativity is the greatest mathematical hoax of all time" and security and a thousand other reasons why man should not advance.

Today the scientist feels betrayed. He sees his fruits of truth used to enslave and murder men and to support overwhelming governments, the largest market for his wares. The scientist sees himself as a seeker after truth, a bringer of knowledge and therefore of better times for man. He is the explorer who comes back from unknown horizons, bringing a precious bowl of sacred fire, only to see it used to burn babies.

Therefore the true scientist, born a revolutionary, continues as a revolutionary through all his days.

His head may be bowed over his retorts, the spectacles which hide his questing eyes yet catch fire in the vision of a better world.

The role of a scientist today is to do his job. And what is that job? To make a better world for men.

Whatever he builds for whom, however much he seems a slave, in the scientist those who would seek to enslave mankind have let an enemy into their camp.

The "mutiny that failed" at the California Institute of Technology in 1945 did not fail at all. Cooler heads took over. The resolution to overthrow the government by force was defeated.

And in its place?

It was quietly decided that the best way to prevent a further war was to get mankind into space, get the attention of the lords of things as they are off this planet Earth and to the moon, to Venus and to Mars.

Just yesterday a space probe came within a few thousand miles of Venus.

L. RON HUBBARD
Founder

WRONG GOALS,

IMPORTANCE OF REPAIR OF

(Use of this HCO Bulletin. Get it hat checked on all auditors whether
classed or not. If an auditor is found to have found a wrong goal, make
him or her pass this HCO Bulletin again.)

If a wrong goal has been found on a pc and has been "confirmed" as correct
but later refuted, that goal *must* be big tiger drilled out of existence, all pain and
sensation and meter reaction off, *at once.*

If a wrong goal has been found on a pc, checked out as correct and *listed,*
that wrong goal must be prepchecked out of existence, and all pain, sensation
and reaction on the meter removed and *immediately.*

These are first, primary, important and mandatory actions. They must be
done *at once* on the discovery of the wrongness of a goal.

No other action may be done until the above is done. And the above must be
done right now, not "next month when we have an auditor available." And,
poetically, it should be done by the person who "found" the goal, if immediately
available, and should be done in addition to that person's regular auditing. Even
finding the right goal does not straighten out the "found" wrong ones.

If more than one wrong goal has been found and listed or not, the wrong
goals must be eradicated chronologically; the first wrong goal found is the first
one to be done. The above rules apply as to whether the goal was listed or not (in
other words, what is to be done with each wrong goal is governed by the first two
paragraphs of this HCO Bulletin).

Now, these rules are not because of policy. They are technical. And the
technical is extreme in its validity, and so this HCO Bulletin becomes policy
because it has such heavy technical validity.

Finding and running wrong goals is *very* destructive and very dangerous to a
pc's life and health.

The *most effective treatment* a pc who has had a wrong goal found or run
can have is the eradication of the goal by Big Tiger or Prepcheck. The pc will get
a gain beyond mere repair.

In the presence of a wrong goal found or found and run, no other processes
will work, i.e., a Problems Intensive or General O/W or Missed W/Hs. The
presence of a wrong goal found or found and run will develop a PTP that stops
all further progress. An auditor will just make no headway on a case that has had

a wrong goal found or found and run until one or the other of the first two paragraphs of this HCO Bulletin has been done properly.

SYMPTOMS OF A RIGHT GOAL LISTED WRONGLY

1. TA getting high and sticky (4.5 or 5.0) and nothing brings it down, or TA staying below 2.0 and nothing brings it up.

2. Pc looking bad, old, gray, weight increasing.

3. Pc acting blowy.

4. More sensation than pain on pc.

SYMPTOMS OF A WRONG OR IMPROPERLY CLEANED GOAL UNLISTED

1. Doesn't rocket read and no Prepcheck can make it rocket read even once out of three times.

2. Checking it gives pc sensation only, and no pain during checkout.

3. Pc blowy.

4. Pc says or feels goal is overwhelming.

5. Pc can't wrap his or her wits around goal.

6. It's not something pc really wanted in this life.

7. Pc has had no pain while auditor was cleaning goal up by Prepcheck.

8. Pc tries to fit goal into life.

9. Pc has had no cognitions on goal.

10. Pc looks worse than usual.

11. Pc very upset during checkout or in total apathy. (Pc's often nervous on a right goal during checkout, but with a wrong one pc is a wreck and very ARC breaky or totally uncaring.)

12. Pc very doubtful as to whether it is or isn't the goal.

13. Pc rock slamming during checkout.

14. Pc has no reality on goal.

15. Pc has to get into a certain position or spot on the time track to make goal read.

16. Pc very worried about being checked—a lot of anxiety. This sign also accompanies a goal which is very charged because of poor prepchecking. When it's the right goal, pc is usually calm.

(The above sixteen are taken from HCO Tech Letter of 22 Oct. 62.)

SYMPTOMS OF A WRONG GOAL LISTED

1. TA mostly at 4.5 or 5.0 (or could be below 2.0).

2. Pc ARC breaky.

3. Pc blowy.

4. Pc looks *very* bad, older, grayer, skin tone poor.

5. Pc's eyes watery.

6. Only sensation predominant on list.

7. Pc dizzy.

8. Pc nauseated or vomiting.

9. Bank getting more solid.

10. Pc gaining weight.

11. Rudiments can't be kept in.

12. Missed W/Hs, even when pulled, fail to get pc cheerfully into session.

SYMPTOMS OF A RIGHT GOAL UNLISTED

1. Goal rocket reads two out of three on Instructor's check.

2. Goal rocket reads two out of three on check after a Prepcheck on it.

3. Goal won't go out entirely and if it does it bobs back up.

4. Pc relaxed during checkout, cooperative but not selling the goal particularly.

5. Pc gets cognitions on the goal.

6. Tiger drilling, prepchecking or checking gives pc pain.

7. If sensation is on, a cleanup wipes it off and turns it to pain.

8. Pain never wholly vanishes. Handling goal doesn't wipe out all its pain for very long. Pain always returns even when briefly departed.

9. Goal goes out and in, sometimes does, sometimes doesn't read.

10. Right-goal reads are different. Wrong-goal reads are very constant and rarely rocket after maybe once or twice when found.

11. A rocket read can always be recovered on a right goal even when it has vanished, right up to the time it vanishes and the pc goes Clear. The rocket read gets shorter, gets early or late, but it doesn't vanish entirely until the goal is blown.

12. Pc looked better after goal was found.

13. Rudiments easier to keep in.

14. Pc cooperative.

It is hard for an auditor to get a reality on a goal until he or she has found a goal.

For experience, the auditor tends to hope his or her way through and trust that "even if it doesn't read, the pc will be disappointed" or the auditor feels he or she would look bad. To our shame, auditors have faked a goal to a pc or Instructor. Also, an auditor who is green tends to throw the burden on the checker and do a job that's "good enough for a check." Only the right goal, reading properly, is "good enough for a check."

An auditor who finds a goal and doesn't get it to read properly before a check, or who finds a goal and doesn't get it checked by another auditor who is expert, is irresponsible. And an auditor who will not immediately sweat to clean up a wrong goal or work overtime and on his own time, too, to clean up a wrong goal that's been *listed* is just not worthy of the name.

Wrong goals are dynamite.

Prevent them by being properly trained and by doing a good job.

With Goals Processing in our hands, we can deliver results greater than any ever achieved before anywhere. Thus, such a powerful weapon must also be respected and used right.

L. RON HUBBARD
Founder

CenOCon
Missions

ROUTINE 3-21

THE TWENTY–ONE STEPS

FINDING GOALS

I have been doing considerable research auditing and case inspection and have worked out the following method of clearing.

THE TWENTY–ONE STEPS

The first reliable clearing method, 3GA, is to be found, improved, in 3-21, carrying the pc who can be handled this way, all the way to OT goal by goal. For the difficult pc it is only varied in Step 4 below, which is changed on difficult pcs to 3GAXX or variations of it.

Clearing has been improved by the advent of Tiger Drilling and Goals Prepchecking and by new data on finding goals and on listing. The greatest holdup in clearing was lack of an adequate Prehav level-finding system. I have now developed this in HCOB 7 Nov. 62 III, "ROLL YOUR OWN" PREHAV. This will be of enormous help both in finding rock slams to find goals and running out goals when found.

There is however *no* substitute for a well-trained, accurate auditor out to help the pc. This is a *fully* understood requisite to this method.

The method is briefly as follows:

1. Tiger drill or prepcheck out of the way any earlier-found goals in accordance with HCOB 7 Nov. 62 I, WRONG GOALS, IMPORTANCE OF REPAIR OF.

2. Prepare the pc with a Problems Intensive, new style.

3. Have pc do a goals list 850 long.

4. Tiger drill goals from goal 1 on forward. (Do not preselect goals to be tiger drilled ever on *any* list—just do the list.) Stop at that goal which won't go out by tiger drilling and which can be made to rocket read occasionally. (Only this step [4] is changed on a tougher pc when it includes different goal-finding methods.)

5. Prepcheck that goal until it rocket reads with consistency.

6. Take the basic four lines:

    1. WHO OR WHAT WOULD WANT _____?

    2. WHO OR WHAT WOULD NOT WANT _____?

    3. WHO OR WHAT WOULD OPPOSE _____ ING?

    4. WHO OR WHAT WOULD NOT OPPOSE _____ ING?

   and list and null *each one* to an item.

   Do a list of around 100.

   Do a routine assessment on each. If more than one stay in, take the one that reads best as *the* item. (If the pc's early lists, on a pc whose goal has been found for some time, are missing or unavailable do this step just as above. Otherwise, use old written lists as in footnote below.)

7. Repeat 6 above.

8. When pc's tone arm ceases to be active (with all rudiments in and goal firing) on 6 and 7, do a Roll-Your-Own Prehav Assessment (see next HCO Bulletin) on the goal.

9. Use the lines:

    1. WHO OR WHAT WOULD (GOAL) (LEVEL)?

    2. WHO OR WHAT WOULD (GOAL) NOT (LEVEL)?

    3. WHO OR WHAT WOULD (LEVEL) (GOAL)?

    4. WHO OR WHAT WOULD NOT (LEVEL) (GOAL)?

   and do a written list for each and assess as in 6 above. The lines must make sense to the auditor as well as the pc and be answerable without distorting goal. If the Prehav secondary level is changed in prefix or suffix or tense, make sure it reads as well as the original.

10. When TA ceases to move on 9 do a new Roll-Your-Own Prehav and repeat 9.

11. Continue as in 9 and 10 until pc is having no trouble whatever in spotting and blowing items.

12. When last Prehav level has taken all motion out of TA by 9, 10, and 11 is evident, get a new Roll-Your-Own Prehav and proceed using the lines of 9 but no longer writing down items, using the pages of a composition book and four slant marks with a fifth crossing them out as a tally.

13. When neither old nor new Prehav levels can any longer be made to react on the goal and the needle is free, prepcheck the auditing on the goal.

14. When the auditing is clean, prepcheck the goal.

15. Test all previous Prehav levels for the goal and have somebody qualified inspect and attest the absence of goal read and the freeness of the needle. This is a First Goal Clear.

16. Repeat all above steps for the second goal.

17. Repeat steps 1 to 15 for the third goal as feasible.

18. Repeat steps 1 to 15 for the fourth goal as feasible.

19. Repeat steps 1 to 15 for the fifth goal as feasible.

20. Repeat steps 1 to 15 for the sixth goal as feasible.

21. Find consecutive goals as feasible and run them out.

Tips: The cardinal rule of listing is to never demand more than the pc has and never prevent the pc from giving items he or she does have.

Keep the pc in session, but don't use the mid ruds to punish the pc every time the pc originates.

If the pc gets very ARC breaky and missed W/Hs don't cure it, then in step 4 you have *passed* the pc's goal in the last page or two, so get Suppress and Protest clean and redo them.

In Tiger Drilling, the goal is always ahead of you, never behind you. You leave nothing behind you on the goals list.

Keep a *careful* record of the Prehav primary and secondary levels run or used in any way.

Treat a pc's goals and items lists like jewelry. Don't lose them.

Above, we have a highly standard clearing procedure, the best of everything that has worked. Only the four lines in 6 and 9 are subject to change.

On the easy case this is the *best* rundown for finding goals and clearing.

More difficult cases are characterized by two things: (a) pc's needle is occasionally very dirty, or (b) goals go out *hard* on Tiger Drilling. These are the *only* two guiding points which dictate a change. Even so *only* step 4 above is changed (finding the goal).

Even if some other method than step 4 is used to attain the goal, *the rest of the above* is still followed. I surmise that on less easy pcs only the *first* goal will require other goal finding than step 4 and that the above holds good for all second goals onward for all pcs. This however is only a surmise and other means than step 4 may be needed on some second goals.

651

Therefore, today, we have no variation from the above except in actually finding the goal. Further, about 50 percent (at a guess) of one's pcs require *no* variation from the above to find or run a goal.

As more data becomes available, some of the above can be expected to be modified in the interests of speed and positive results. But the Twenty-One Steps are based on vast quantities of experience and data.

Note: Where a pc has had his goal found some time ago and written lists exist for the first four lines, recover these lists and take them in consecutive sections of 100 and null them by usual means to an item. Then, again in rotation, take the next 100 and null each to an item. The lists, however, must be from the correct wording of the goal, not an earlier variation, as they then would not apply. In the latter case do only the steps as above.

ROCK SLAMMING ITEMS

Note: Items in the Twenty-One Steps which rock slam when found in listing the goal may have to be opposed or otherwise handled to discharge them. (See forthcoming HCO Bulletins on 3GAXX.)

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 NOVEMBER 1962
Issue III

CenOCon
Missions

"ROLL YOUR OWN" PREHAV

(Cancels all earlier HCO Bulletins on how to do a Prehav Assessment)

Roll Your Own Prehav Assessment has been developed

a.   To avoid lengthy Prehav Assessments,

b.   To get much more accurate levels for the pc for use in both finding and listing out goals, and

c.   To enter the rock slam channel easily.

The assessment is done on any available or special Prehav Scale for the purpose of the assessment (for instance, the first 65 levels of the Auxiliary Prehav Scale).

The assessment follows the exact steps below.

HOW TO DO ONE

It is very easy to do a Prehav Assessment. It is not so easy to do a completely accurate one.

When clearing is going hard, the most likely source of error is the Prehav Assessment. It is ridiculously easy for an auditor to make a bad one. The preclear's attention hangs up on a button he tells himself *isn't* it and the invalidation makes it stay in and, voilà, you have a wrong assessment.

Like goals, a Prehav Assessment must be kept clean of Tiger Drill buttons.

You get a wrong assessment if the pc has invalidated or protested a button. Or if he or she has suppressed the right one.

Also, if too many levels are staying in or too many are going out, the mid ruds are out.

A Prehav Assessment requires *careful* auditing. Only experience can give an auditor the full data.

TERMS

Prehav Scale = Any scale giving degrees of doingness or not-doingness.

Level = Any doingness or not-doingness on the scale. Any word in the scale itself.

Assessment = Any method of discovering a level on the scale for a given pc.

Read = Any reaction of the needle different from its regular action for the pc, occurring during or slightly after a level has been called.

Mid Ruds = The middle rudiments of the current Model Session.

Tiger Drill = That series of buttons which are capable of preventing a right goal or level from reading or making a wrong level read, combined in an appropriate exercise.

THE MOST ACCURATE ASSESSMENT

Realize that the most accurate assessment of a Prehav Scale would be by the Tiger Drilling of each level in turn.

By average, on a rough pc, this would require about one minute per level. This would be three hours for a 180-level scale.

Unless scales are shorter, assessment by elimination would normally be faster, if done with due care.

But Tiger Drilling a scale to find a level cannot be ruled out as a means of finding the real level with superb accuracy.

DOING THE ASSESSMENT

One puts the pc in session, gets the mid ruds in, takes a Prehav Scale and calls out each level *once,* noting its reaction on the meter.

If the auditor was not sure or didn't see it, the level is called a second or a third time.

If too many levels go out consecutively, there is a suppress. If too many levels are staying in, there is another mid rud out.

One marks only those that *read*. Those that do not read are not marked.

A pc has his own Prehav Scale mimeo copy in his folder. This is used over and over.

The pc's name and date of the first assessment is written at the top of the mimeo sheet.

A new symbol is used for each consecutive assessment and the level found on the mimeo sheet and that symbol are marked at the top at the end of the assessment.

The list is covered once. Those that read are marked in.

The mid ruds for the session are put in at the end of the first nulling.

The list is covered again but only those that stayed in the first time are now read. If they read again, they are again marked in, using the same symbol.

The list is covered a third time, but only those that stayed in the second time are read and marked in, using the same symbol.

When the list has not more than eight (on a rough pc) and not less than three levels left in, the remaining levels are Tiger Drilled.

One level will remain—or will react better than the others. Take this as the PRIMARY LEVEL and mark it in at the top of the mimeo sheet with its symbol.

ROLL YOUR OWN

In times past, this Primary Level would have been enough, but using the Prehav to locate the rock slam channel or to list out goals requires a SECONDARY LEVEL.

To "Roll Your Own" is to get the pc to give you a secondary scale that is in its turn assessed.

This is done as follows:

Take the Primary Level, found as above. Put it in the sentence "If somebody were fixated on (or 'wanted to' or 'intended to' or 'wished to') _____ (Primary Level) what would that person do?" Or use the sentence "What would _____ (Primary Level) represent to you?" The sentence must cause the pc to give doingnesses. Otherwise, it must be changed, using the Primary Level, so that the pc does give doingnesses.

The auditor, as in any assessment, lists down the pc's answers on a 13-inch (foolscap or legal) sheet with the pc's name, the date and the question at the top of it.

When the pc says that's all, the auditor puts in the mid ruds and tests the question against the meter. If the meter reads on the question, the list is incomplete and must be completed.

When the question gives no read with mid ruds in, the list is complete.

This list is now handled exactly as the original scale above.

The resulting level is the pc's level and is used for finding items in 3GAXX or in listing out goals.

The Primary Level is not otherwise used.

The Secondary List is not used again. A new Primary Assessment is done for the next full operation. Only these Secondary Levels are actually used in auditing.

Various Primary Prehav Scales may from time to time be developed for various purposes.

L. RON HUBBARD
Founder

SOMATICS
HOW TO TELL TERMINALS AND
OPPOSITION TERMINALS

It is important that a clearing auditor be able to distinguish pain from sensation, terminals from opposition terminals, and to have the data at the level of instant knowledge. To understand it less is to invite serious errors in clearing. Failure to sort terminals from opposition terminals can confuse the pc or even degrade the case. All a pc's somatics, deformities and distortions proceed from terminals, opposition terminals and combination terminals. Thus they are of vast importance to the pc and the auditor.

DEFINITIONS

SOMATICS = This is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dianetics and it is a general, common package word, used by Scientologists to denote "pain" or "sensation" with no difference made between them. To understand the source of these feelings, one should have a knowledge of engrams, ridges and other parts of the reactive bank. To the Scientologist anything is a SOMATIC if it emanates from the various parts of the reactive mind and produces an awareness of reactivity. Symbol SOM.

PAIN = PAIN is composed of heat, cold, electrical and the combined effect of sharp hurting. If one stuck a fork in his arm, he would experience pain. When one uses PAIN in connection with clearing one means awareness of heat, cold, electrical or hurting stemming from the reactive mind. According to experiments done at Harvard, if one were to make a grid with heated tubes going vertical and chilled tubes going horizontal and were to place a small current of electricity through the lot, the device, touched to a body, would produce the feeling of PAIN. It need not be composed of anything very hot or cold or of any high voltage to produce a very intense feeling of pain. Therefore what we call PAIN is itself, heat, cold and electrical. If a pc experiences one or more of these from his reactive mind, we say he is experiencing PAIN. "Electrical" is the bridge between sensation and PAIN and is difficult to classify as either PAIN or sensation when it exists alone. Symbol PN.

SENSATION = All other uncomfortable perceptions stemming from the reactive mind are called SENSATION. These are basically "pressure," "motion," "dizziness," "sexual sensation" and "emotion and misemotion." There are others, definite in themselves but definable in these five general categories. If one took the fork in the pain definition above and pressed it against the

arm, that would be "pressure." "Motion" is just that, a feeling of being in motion when one is not. "Motion" includes the "winds of space," a feeling of being blown upon, especially from in front of the face. "Dizziness" is a feeling of disorientation and includes a spinniness, as well as an out-of-balance feeling. "Sexual sensation" means any feeling, pleasant or unpleasant, commonly experienced during sexual restimulation or action. "Emotion and misemotion" include all levels of the complete Tone Scale except "pain"; emotion and misemotion are closely allied to "motion," being only a finer particle action. A bank solidity is a form of "pressure," and when the sensation of increasing solidity of masses in the mind occurs, we say "the bank is beefing up." All these are classified as SENSATION. Symbol SEN.

TERMINAL = An item or identity the pc has actually *been* sometime in the past (or present) is called a TERMINAL. It is "the pc's own valence" at that time. In the Goals Problem Mass (the black masses of the reactive mind) those identities which, when contacted, produce *pain,* tell us at once that they are TERMINALS. The person could feel pain only as himself (thetan plus body) and therefore identities he has been produce *pain* when their mental residues (black masses) are recontacted in processing. Symbol TERM.

OPPOSITION TERMINAL = An item or identity the pc has actually opposed (fought, been an enemy of) sometime in the past (or present) is called an OPPOSITION TERMINAL. As the person identified himself as *not it* he could experience from it only *sensation.* An OPPOSITION TERMINAL, when its mental residues (black masses) are recontacted in processing, produces only *sensation,* never pain. Symbol OPPTERM.

COMBINED TERMINAL = An item or identity the pc has both been and opposed produces therefore both pain and sensation when it is "late on the track," which is to say, after the fact of many terminals and opposition terminals. The combination terminal is the closure between terminal and opposition terminal lines which possesses attributes of both and the clarity of neither. It signifies a period toward the end of a game. It is found most commonly when the pc's case is only shallowly entered. They exist on all cases but are fewer than terminals and opposition terminals. Symbol COTERM.

ITEM = Any terminal, opposition terminal, combination terminal, significance or idea (but not a doingness, which is called "a level") appearing on a list derived from the pc. Symbol It.

RELIABLE ITEM = Any item that rock slams well on being found and at session end and which was the last item still in after assessing the list. Can be a terminal, an opposition terminal, a combination terminal or a significance, provided only that it was *the* item found on a list and rock slammed. Symbol RI.

ROCK SLAM = The crazy, irregular, left–right slashing motion of the needle on the E-Meter dial. R/Ses repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth.

A rock slam is the response of an E-Meter to the conflict between terminals and opposition terminals. It indicates a fight, an effort to individuate, an extreme

657

games condition which in the absence of auditing would seek unsuccessfully to separate while attacking. A rock slam means a hidden evil intention on the subject or question under auditing or discussion.

As the pc's attention is guided to the items involved the games condition activates and is expressed on the meter as a ragged, frantic response. The wider the response the more recognizable (to the pc) is the reality of the games condition and the violence of the conflict.

The rock slam channel is that hypothetical course between a series of pairs consisting of terminals and opposition terminals.

If the conflict is too great for the pc's reality no rock slam results. Later in auditing as the pc's confronting rises, items which did not react earlier in auditing now begin to be real and so express themselves on a meter as a rock slam. The pc with the lowest reality level is the hardest to attain a rock slam on, but in contradiction a pc who has the least control over himself in certain zones of life has the largest rock slams.

The rock slam vanishes under Suppression and activates on Invalidate or Withhold or on other Prehav levels.

This is the most difficult needle response to find or attain or preserve. And it is the most valuable in clearing.

All rock slams result from a pair of items in opposition, one of which is a terminal, the other being an opposition terminal.

It can exist in present time where the pc is the terminal and what the pc is faced with is the opposition terminal. Symbol R/S.

INSTANT ROCK SLAM = That rock slam which begins at the end of the major thought of any item. Symbol IRS. (Valid R/Ses are not always instant reads. An R/S can read prior or latently.)

DIRTY NEEDLE = An erratic agitation of the needle which is ragged, jerky, ticking, not sweeping and tends to be persistent. It is not limited in size. Symbol DN.

DIRTY READ = An instant agitation of the needle in response to a major thought. It is ragged, jerky, ticking, not sweeping and is not limited in size. Unlike the dirty needle, it does not persist. Symbol DR.

TESTING

The method of testing for the character of an item (whether term, oppterm or coterm) is extremely simple.

If the item, when said to the pc in any way, turns on PAIN in the pc's body it is a TERMINAL.

If the item, when said to the pc in any way, turns on SENSATION around or in the pc's body it is an OPPOSITION TERMINAL.

If the item, when said to the pc in any way, turns on both PAIN and SENSATION in or around the pc's body it is a COMBINATION TERMINAL.

WAYS OF ASKING

The rule is, "Give the terminal cause, the opposition terminal effect in any listing, wording or use."

The simplest form is, of course, just chanting the item at the pc a few times. This is not always workable.

A simple but not always workable form is:

For a terminal—"Would a _____ commit overts?"

For an opposition terminal—"Consider committing overts against _____." Using PH level.

Instead of "Committing Overts" the Prehav level by which the reliable item was found is normally used:

For a terminal—"Would a _____ (item) _____ (PH level)" or "Consider a _____ (item) _____ ing (PH level)."

For an opposition terminal—"Consider _____ ing (PH level) a _____ (item)."

USING TD BUTTONS

The above sentences may also be used, or their rough approximation, with a Tiger Drill or Prepcheck button, and if a rock slam is present, it may develop.

No matter what method is being used in saying the item being tested to find out if it is a terminal, opposition terminal or combination terminal, the rules of sensation and pain apply. Sensation means oppterm. Pain means terminal.

It is important to know if an item is a term, oppterm or coterm, as its character as one of the three determines the listing question.

The same rule for testing applies in listing. If it is a terminal, it (Prehav levels). If it is an opposition terminal it *is* (Prehav leveled).

Example: For a terminal, "a waterbuck," Prehav level "snort." Proper listing question: "Who or what would a waterbuck snort at?"

Example: For an oppterm, "a tiger," Prehav level "snort." "Who or what would snort at a tiger?"

Of course the reverse can be listed but is rarely necessary except to get a longer list when the pc stalls.

THE LINE PLOT

A line plot must be made up for any pc for his 3GAXX or the Listing the Goal steps of Routine 3-21 (steps 6, 7, 8, 9, 10 and 11 of 21 steps).

This consists of a heavy blue 13 inch (foolscap or legal) sheet of paper, kept in the pc's folder and kept up to date every time a reliable item (or even last item in) is found.

On this line plot one column, the left-hand one, is reserved for oppterms. The right-hand column is reserved for terms and lines indicate whenever terms or oppterms are derived from each other.

A reliable item is designated as such on this line plot with the symbol RI. Nonreliable items are not designated.

The date each line plot item was found is added after the item so it can be found again in the Auditor's Reports without a scramble.

The full behavior and character of any item found is written into the auditor's report of that session in which it was found. The width of the instant rock slam in inches, whether the slam turned on every time the item was read, what wording turned it on and whether it would still R/S by session end are all made part of the auditor's report.

About 20 percent or 25 percent of the cases that appear for clearing can have reliable items found on them at once by exploring the words "Scientology," "a Scientology organization," "an auditor," "Me (the auditor)," "Ron" or the head of the local Scientology organization by name. These are considered to be oppterms by any pc whose realization of his goal would be interfered with, he or she feels, by Scientology. It does not matter what wording (see above) turns on the R/S so long as it can be consistently turned on for a bit. If it is at first only a dirty read, it is tiger drilled to try to make it rock slam. Only in this peculiar instance is the person called a rock slammer or is considered a security risk. Everyone alive R/Ses on something. In any event, if items such as those in this paragraph turn on a rock slam, they are put on the line plot as reliable items and used in handling the case.

The above material is in actual fact a partial anatomy of the Goals Problem Mass, its identification in auditing and the behavior of an E-Meter towards it.

As it has never before been viewed by any practice, mental science or religion, it has to have special terminology.

The terminology has been stably in use for quite some time in Scientology. I have made the definitions more precise in this HCO Bulletin.

Anyone working in clearing should have this HCO Bulletin data at his instant call without referral to the HCO Bulletin.

With very few additions, this is the track one walks in clearing and going Clear.

Know it.

L. RON HUBBARD
Founder

3GAXX

STRAIGHTENING UP 3GAXX CASES

(This is an interim HCO Bulletin issued while the main
HCO Bulletin on step 4 of 3-21 is in composition.)

All cases being run on Dynamic Assessment must at once begin the following actions to speed progress.

This applies to cases both before and after the goal has been found.

Any slowdown of a case in running stems from failure to oppterm *every* reliable item, when found.

Cases develop a "phantom rock slam" when this is not done. Further, the pc is to a greater or lesser degree puzzled as to "what was the package."

Do the following:

1. Make a complete line plot for your pc (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS) and get your already found terms and oppterms in the right places and every reliable item noted with RI.

2. Oppterm every reliable item found to date, whether in searching for or listing out the goal.

3. Represent every RI which still has an R/S after being opptermed.

Your pc's line plot probably currently looks like this:

_____ Detested
           person

_____ Dynamic

_____ Item ⟶ _____ Term
                                     ↓
                                 _____ Term

Make it so it looks like this:
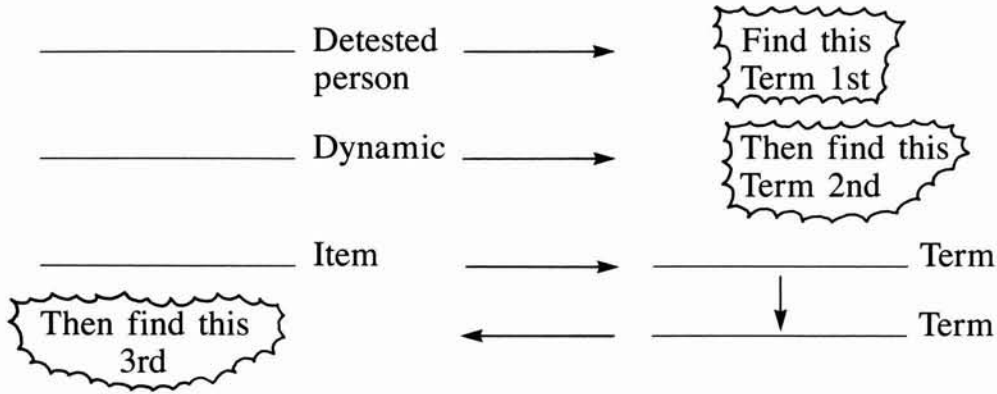
In short, fill in all the blanks where no oppterming was done before.

See HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS, for all details of how it's done.

Your pc's attention is hung up where you haven't made a pair. The GPM is full of pairs of terms and oppterms.

The rule is on all future items: Oppose every reliable item. Represent every one that still R/Ses when the oppterm or term matching it is found.

L. RON HUBBARD
Founder

3GAXX

DIRTY NEEDLES AND INCOMPLETE LISTS
HOW TO ASSESS

I have long been aware of the penalties of making incomplete lists for nulling. But only last week did I find the *only* sources of the DIRTY NEEDLE.

Most auditors are sitting there beating their pcs to death with mid ruds every time the needle dirties up. This is a gross auditing error. The auditor who neglects this manifestation of DIRTY NEEDLE is going to wind up with no item or R/S on his or her pc.

With the single exception of the first entrance to a case, when cleaning a needle depends on finding an item, or Item No. 1, all DIRTY NEEDLES STEM FROM INCOMPLETE LISTS OR MISSED ITEMS.

On even rough cases, the complete listing of the first line that will produce an R/S will banish chronically dirty needles. And the dirty needle won't return until the auditor fails to complete a list.

The best test for a complete list is to null the first ten items and if a dirty needle shows up *at all* (which is to say if the mid ruds go out) then the list must be added to, the mid ruds put in and nulling resumed. DON'T just put mid ruds in. You'll ruin them for the pc, get a protest going and never get anything done.

If the last six or eight items suddenly collect a necessity to put in mid ruds before you can go on, do the same operation: Add to the list, *then* put in the mid ruds.

It is timesaving to complete the list. Even if it *seems* longer to null a longer list, how can you do it with a dirty needle? And you'll come to nothing anyway.

Sometimes you have to use your judgment and get the mid ruds in enough to coax the pc to list more. But the *easy* way is to list more and then get the mid ruds in.

ASSESSMENT STEPS

The basic procedure of assessment is:

a. Determine the line to be listed (the question).

b. Clear the question as needful with the pc.

c. Ask the question often enough to keep the pc going but don't use it to stop the pc from listing. Acknowledge softly if at all while writing items or levels.

d. When pc says no more, put in the mid ruds and see if the question (a) reacts on the meter. If it does and the reaction is not an ARC break, continue the listing. If an ARC break, clean it up and test again. If the question reacts, continue the listing until pc says no more, get in mid ruds and test question.

e. Repeat (d) if question still reacts after listing.

f. Start nulling.

g. If dirty needle develops at any stage of nulling, add to list, get in mid ruds and continue nulling.

h. Null down to three to eight items or levels in. Tiger Drill each item or level in turn. If dirty needle develops continue listing, get in mid ruds, come down again to three to eight items or levels in and start Tiger Drilling.

i. Choose the last item in. It won't go out if all the above were done right.

———

Don't use mid ruds or any part of them as a response to a pc origin. Don't punish the pc for originating or commenting.

DIRTY NEEDLES mean incomplete lists. They don't mean anything else.

A dirty needle *can* be turned on by *very* lousy CCHs and *very* lousy 3GAXX. The usual answer is a *good* Problems Intensive.

However, one good assessment with the right question, listed to a complete list and a reliable item will turn off the dirtiest needle in Christendom or China either.

WHAT IS A COMPLETE LIST?

COMPLETE LIST = Any list listed for assessment that does not produce a dirty needle while nulling or Tiger Drilling.

L. RON HUBBARD
Founder

SAINT HILL SPECIAL BRIEFING COURSE

Pursuant to HCO PL 12 Nov. 62, students on the Saint Hill course will not now be held longer than 16 weeks unless it is plain they will become Clear in an extra 30 days, at which time only this extra period will be granted as a special favor.

This means that an organization, a group or an individual is assured of return to post or home in 16 weeks or 20 weeks in all cases.

It has been my finding that a student's auditing skill reaches a good high at the end of 16 weeks, and that students leaving Saint Hill in the past 6 months have achieved good case gains after departure.

With only 30 or so students on course, which will now be the case, individual Instructor attention will more than make up for the shortened time.

Two things have occasioned this:

1. The achievement of a concise training pattern in the course itself. With three sections, Theory, Practical and Auditing, students are learning much more rapidly than last spring.

2. The accomplishment of stable clearing technology gives the student no need for restudy of changing checksheets beyond a few added bulletins to clarify existing material.

This is the time to enroll on the course. By next summer, the numbers will be climbing up again. Enrollment this winter gives a good assurance of a fast passage.

Saint Hill students recently graduated are doing wonders in their areas and orgs.

The Saint Hill Special Briefing Course exists to train superlative auditors. This is its whole purpose. Clearing around the world is following in the wake of this training. And graduates, setting up the technology in their areas and working with other graduates, are going Clear or are Clear today.

You can be assured now we will not hold onto you or your staff members beyond 16 to 20 weeks and will graduate them classified according to their skills.

I have only been holding onto some for so long because I had to know how to teach them to clear. I've accomplished that.

L. RON HUBBARD
Founder

The Saint Hill Special
Briefing Course exists to
train superlative auditors
This is its whole purpose.
Clearing around the world
is following in the wake
of this training. And
graduates, setting up the
technology in their
areas and working with
other graduates are
going clear or are
clear today.

CenOCon
Missions

ROUTINE 3-21

The following data and other R3-21 HCOBs to follow are an expansion of Routine 3-21, HCOB 7 Nov. 62 II, ROUTINE 3-21, THE TWENTY–ONE STEPS, FINDING GOALS. It requires a full understanding of that bulletin as well as HCOB 7 Nov. 62, WRONG GOALS, IMPORTANCE OF REPAIR OF; HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS; HCOB 11 Nov. 62, 3GAXX, STRAIGHTENING UP 3GAXX CASES and HCOB 12 Nov. 62, 3GAXX, DIRTY NEEDLES AND INCOMPLETE LISTS, HOW TO ASSESS.

It is VITAL that pcs being cleared be run *only* on Routine 3-21, as many cases have "lost their goals" or become hung up on listing or have failed to go Clear in a reasonable length of time. These difficulties are now overcome in Routine 3-21, providing the auditing is good. One can get the pc into difficulties that need repair or skilled redo by failing to write down items listed from the goal, as in 114 lines. Routine 3-21 handles all cases and *all* cases must be shunted over to it in order to prevent *any* hang-up.

DEFINITION: BYPASSED ITEM

When a list has been made, either in 3GAXX or R3-21 and includes a reliable item (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS) and that reliable item was not used to find an item in opposition to it, the item which was not so found is called a BYPASSED ITEM. See HCOB 11 Nov. 62, 3GAXX, STRAIGHTENING UP 3GAXX CASES. On the picture in that bulletin the items with balloons around them are BYPASSED ITEMS until found. It is *this* item which causes the goal to submerge when finding or listing. It is *this* item (or bad auditing) which causes the TA to go up and stick. It is the BYPASSED item which turns on the constant sensation or pain that does not relieve.

The rule is: Whether in finding items before or after the goal has been found, all lists must be used to find items and all reliable items found must be used to find their opposition item. In short, always null lists to a reliable item whether listing to find the goal or listing from the goal. Auditing of the GPM must result in a LINE PLOT no matter how that line plot is achieved. (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TER-MINALS) Whether listing items from lines to find rock slams or from the goal to find them, you must wind up with a written picture of the pc's GPM. This is the line plot. It is begun by 3GAXX in trying to find the goal. It is *continued* after the goal is found right down to the rock and opposition rock, the two basic items of the GPM. This also applies to goals found in some other way than 3GAXX.

RELIABLE ITEMS (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS) are ALWAYS IN PAIRS. Leave one side of these pairs unlocated and you have left the BYPASSED ITEM raising the devil with the pc. Always oppose a reliable item whenever found and you will never leave a BYPASSED ITEM and the case will run and clear. This applies both before and after finding the goal.

The difference between the case that lists items easily to Clear and the case that doesn't is this: The case that just listed to Clear without fuss was able to assemble the pairs (terms and oppterms) as it went. The case that didn't list straight to Clear didn't get the pairs straight and needed help; this case had BYPASSED ITEMS, so the tone arm went up and stuck and the goal, overwhelmed, ceased to fire. Using HCOB 11 Nov. 62, 3GAXX, STRAIGHTENING UP 3GAXX CASES version of listing, this shouldn't happen. The pc won't bypass one side of a pair and so won't hang up. It is understood that bad auditing or a wrong goal would also cause a mess.

Thus, the second case above—the case where the goal has been listed on and is hung up and won't fire—is a case of either wrong goal or bypassed items. The remedy is to take the first written lists from the goal and null sections of them. Take, for instance, the "Who or what would want the goal" list and null down just calling each item out once, about a hundred. When you have assessed an item on this list (HCOB 12 Nov. 62, 3GAXX, DIRTY NEEDLES AND INCOMPLETE LISTS, HOW TO ASSESS) and have a good reliable item, you oppose it (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS) and find, by making the list of items that would oppose it or it would oppose, the other part of the pair.

If you don't find the *pairs,* the pc won't go Clear but will hang up on the BYPASSED ITEM or ITEMS. The more that hang up (bypassed items) the more un-Clear your pc will feel.

I've really been lifting the roof trying to find the reason for this hang-up and there it is. The bypassed item keeps cases from going Clear.

The *exact* way to do Routine 3-21 Step 6 is as follows:

a. Compose the basic four lines using the pc's goal or the goal to be proven by listing.

b. Put each line wording at the top of a sheet of paper, a separate sheet for each basic line. Put pc's name and date and page number on each sheet.

c. Take sheet one and get items from pc until pc runs out of items for that line.

d. Take next sheet in rotation and list until pc runs out. Continue to do this until an R/S occurs. See next step.

e. Keep pc on meter, turn sensitivity down a bit so you have no trouble keeping needle on dial but can still see an R/S. (HCOB 8 Nov. 62,

SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TER-MINALS, "Definitions," page 2) As soon as you see an R/S, continue with that list. (Be sure R/S wasn't just a body movement.) List it down until the dwindling rock slam, if any, is gone. List out any dirty reads. In short, *complete* any list that R/Ses. Don't go on to the next list.

f.   Null the list that R/Sed. (Get mid ruds in, call off each item once, leave in all that react on meter. Eliminate these the same way. Tiger drill the last few items, as per HCOB 12 Nov. 62, 3GAXX, DIRTY NEEDLES AND INCOMPLETE LISTS, HOW TO ASSESS.) Null to a reliable item.

g.   Establish as per HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TER-MINALS AND OPPOSITION TERMINALS, whether RI found is term or oppterm.

h.   List a list in opposition to it (if a term, "Who/what would it oppose"; if an oppterm, "Who or what would oppose it").

i.   Null list as in (f) and obtain a reliable item.

j.   Establish with pc that these two RIs oppose each other and put on PC's LINE PLOT.

k.   Null the remaining lists rapidly, looking for an R/Sing item. If one found, repeat step (f) to (j) above. (Experience will tell if this is neces-sary on your pc. It may be possible to abandon all lists of items done from goal. If so just get four fresh sheets and start again, using as the first line to list the one most likely to now have a potential R/S.)

l.   Repeat (b) to (k) over and over.

This is New Step 6 Listing.

Keep your rudiments in, don't upset the pc, be sure to note, find and run out R/Ses.

URGENT

On *ALL* pcs whose goals have been found or found and listed by *any* earlier procedure, relocate the earliest item lists written from the first four lines and null these and oppose the reliable item found in every list. The pc will brighten up and start to make fast progress.

The Goals Problem Mass becomes, in the pc's folder, the line plot.

It is safe to do the above on any goal that consistently produces pain as well as some sensation. But beware the moment it goes all sensation.

L. RON HUBBARD
Founder

CenOCon
Missions

URGENT

ROUTINE TWO–TWELVE
OPENING PROCEDURE BY ROCK SLAM
AN HPA/HCA SKILL

Note: Hat check this HCO Bulletin with a stiff examination before permitting its use.

Note: This procedure is to be done on *every* HGC pc, every course student of every course as a pc, as early as possible and definitely *before* Prepchecking or CCHs. Done correctly it will end the no-results or slow-result case and guarantee faster gain to the fast case. *ALL* cases must have this done at once.

The slow student as well as the slow gainer is always a rock slammer.

THE SLOW–GAIN, NO–GAIN CASES

The slow- or never-gain case has been a target with me for twelve years.

I have now made a breakthrough on this. It is, I'm afraid I have to tell you, *the* breakthrough. You could straighten up the head of the Medical Association with it, it's that powerful. It undercuts all the reasons why. It must be done on all students. And also *every* HGC pc.

Unfortunately, the solution is similar to a Routine 3 process, but there's nothing for it but HPAs/HCAs must learn the steps in this HCO Bulletin if we are to survive. For these skills encompass more than 50% of the cases, in some areas up to 80%. And these will clear slowly or not at all unless this first step is taken first. Even a Problems Intensive will fail on about 30% of these cases.

Here are the progressive data which led to this breakthrough:

DATUM 1953—A problem is postulate–counter-postulate.

DATUM 1954—Persons with heavy overts on Scientology make *no* case progress. No Case Gain = Suspected Person.

DATUM 1955—A person with a present time problem will get no graph change.

DATUM 1961—The Goals Problem Mass consists of items (valences) in opposition to one another. Any pair of these items, in opposition to each other, constitute a specific problem.

DATUM 1961—A person with a hidden standard won't go Clear.

671

DATUM 1962—Rock slammers. Persons who rock slam on Scientology or associated items are security risks.

DATUM Nov. 1962—When a GPM item exists in present time, it constitutes a present time problem. If one of the opponents in a problem (item versus item) is part of the Goals Problem Mass, that problem will not resolve without resolving at least a portion of the GPM.

DATUM Nov. 1962—All non-gain or slow-gain cases have a GPM item in their present time environment. The companion or opposing item to the PTP item is buried out of sight.

CONCLUSION—All slow-gain or non-gain preclears *have* to have the GPM item that is in the present time environment located and opposed before they will make adequate gains in processing or study.

Suddenly, it becomes of vital *technical* interest whether a person is any variety of rock slammer or not. Before, it and other security measures were only of administrative interest. Now it is a question of whether or not the case will *ever* improve.

Thus, we have to have (a) a broadened definition for a rock slammer, (b) an easy method of detecting one and (c) quick procedures to remedy the condition. We have all these now.

DEFINITION—A ROCK SLAMMER is a preclear who rock slams on a present time GPM item in his or her immediate environment.

Until this item is located and opposed, the rock slammer will make slow gains or no gains in clearing.

The Routine 2-12 method of discharging the influence of a rock slamming item is actually taken from 3GA Criss Cross (3GAXX) and is a specialized routine from Routine 3. We will, however, since it does not touch goals, designate it as Routine 2. This routine will have to be learned by all HPAs/HCAs and used by all staff auditors. It does not include clearing. It includes only item assessment. By labeling it Routine 2, it comes within the reach of all trained auditors.

ROUTINE TWO–TWELVE

1. Make or use a list of Scientology items. This includes Scientology, Scientology organizations, an auditor, clearing, auditing, Scientologists, a session, an E-Meter, a practitioner, the auditor's name, Ron, other Scientology persons, parts of Scientology, past auditors, etc. (See HCOB 24 Nov. 62 ROUTINE 2-12, LIST ONE—ISSUE ONE, THE SCIENTOLOGY LIST and subsequent HCO Bulletins for "Scientology Lists.") The list need not be endless as it will be easy to catch a trace of the GPM if the person is a rock slammer. The list is composed by the auditor, not the pc.

2. Assess the list, calling each item once (or until auditor is sure of the read). Eliminate down to the last 3 or 4 items.

3. Tiger drill the items still in. Select the one with the biggest dirty read or the last one to go out or the one that went out hardest.

No matter how faintly or sporadically the item found now reads, if the last one in stayed in at all, use it for step 4 below. If, however, the item found in this step produced a good rock slam (reliable item), omit steps 4, 5 and 6 below and do the tests in step 7 and continue with the remaining steps. If two RIs are found in this first step, oppose each one as in steps 7 onward.

4. Using the item selected, list a list from the line question "Who or what does _____ (the item found in 3) represent to you?" (It can happen that steps 4, 5 and 6 are unnecessary. If the item in step 3 consistently rock slammed a third of a dial to a dial wide and kept on doing it when the auditor said "Consider committing overts against _____ [the item found]," use it instead of doing the step 4 list. If this rock slam is on and then vanishes even with "Suppress" clean, do step 4, using the item that so slammed but vanished.) In doing listing beware of stopping listing while the needle is still dirty or stopping just because the pc says the last item was it. (The *real* R/S item you want usually comes *after* the pc says the last one he put on was IT.) (If the pc stops or refuses to go on, get in your mid ruds and continue to list until there is no dirty needle or R/S when pc thinks of items before saying them to the auditor.) Mark every item that R/Sed or DRed on listing. While listing keep the meter at about sensitivity 8 and keep an eye on it to note R/Ses and DRs.

5. Null the list, saying each item on it once (or more if the auditor didn't catch the read). Be sure the mid ruds are in. If a dirty needle turns on while nulling, add to the list, get the mid ruds in and test the question for reaction. If needle reacts to question the list is incomplete or the pc is protesting the question. Leave any item in that reacts. Eliminate all but the last 3 or 4 items.

6. Tiger drill the last items in. Select one item with the biggest needle reaction or rock slam. (Two items can appear on any list. If they both rock slam equally and neither goes out, you have found two items, in which case you must do the following steps to each.)

7. Find out if item turned on pain or sensation when being tiger drilled, or say it to the pc and find out. If pain, say to pc, "Consider _____ (item) committing overts." If sensation, say, "Consider committing overts against _____ ." This should turn on a rock slam if it isn't on already whenever the item was said or tiger drilled. This is called a reliable item if it rock slammed. The rock slam is very touchy sometimes and has to be tiger drilled back on. If an item slammed while *being nulled,* it is probably it. Those that R/S while being listed do not have to R/S flicker at all while being nulled, and usually don't.

8. If the reliable item found turned on pain, list "Who or what would _____ (the reliable item) oppose?" If it turned on sensation, list "Who or what would oppose _____ (the reliable item)?" Complete the list as in any listing. Don't stop just because the pc nattered or wept. Get the mid ruds in and get a list which gives no dirty needle (not dirty reads, there's a difference) while nulling. In case of a coterm, test to see if there's more pain than sensation or

sensation than pain and classify accordingly. If you can't decide, list both as opposed and oppose and null as one list.

9. Null the list saying each item once, down to 3 or 4 items.

10. Tiger drill the last 3 or 4 that were left in. Select the last one left in.

11. Test and turn on the rock slam on the last one in (as in step 7 above). Be sure to properly determine which is term and which is oppterm. Get pc to examine and align the package for correctness (and any bonus package) and put on the pc's line plot.

12. Go over the list used in step 1 to see if there are any more dirty reads or traces of reads on the Scientology list. If so, repeat the above eleven steps on the pc. If not, make a list for the step 1A, etc., using questions given further on in this HCO Bulletin.

Note: Only the Scientology list is tested again. Other lists for step 1 are used only once.

This is the only action known in auditing which will undercut the bank of a slow-moving or non-gain pc. *Every* such pc is a rock slammer.

Why is this? Well, these two items (a terminal and oppterm of the GPM) make a present time problem. The pc is obsessively trying to solve *this* problem, not trying to get well or go Clear. The pc won't come off trying to solve this subsurface problem. He or she doesn't even "know" about it. So there's the auditor trying to make somebody well, but the pc is trying to die "to prove Scientology doesn't work" or to get sick "to make my boss realize what he's done to me," etc., etc.

It's pathetic. In the largest percentage of cases, the auditor is opening the door to the next two hundred trillion years and the pc is reactively trying to get even with grasshoppers.

This disagreement between auditor and pc brings about the upsets and no gains.

No other technique known will get at this key problem or problems.

This technique doesn't try to diagnose the problem. Indeed, the problem won't be known to the pc (or the auditor) until the action is complete. And then the auditor doesn't even have to ask for it or about it.

What do you do with these two items? Well, *this* will prove to be the third biggest source of falls from grace in using Routine 2-12. You don't do anything with the items except establish which is the terminal and which is the oppterm and put them on the pc's line plot. The thing that *could* be done with them would be to get "represent lists" from them to find more items. You can ask for missed W/Hs, saying, "When did _____ (oppterm found) nearly find out about you?" But it's best to leave the R/S on for a goal finder as the goal finder will

want to use them in 3GAXX. (Step 4A—Routine 3-21.) So don't spoil the R/S. The pc will cognite all over the place and that's the benefit, and the pc won't be trying to chop up auditors and orgs, and should respond very well to CCHs and Prepchecking after the two items are found.

The biggest error that will be made is trying to do R2-12 with the rudiments out, and conversely, putting the mid ruds in every time a pc originates (a sure way to ruin a pc).

The second biggest source of error is making incomplete lists. These go out *hard* and give a dirty needle and result in no item. The unschooled auditor will usually chicken out whenever the pc says, "That's all," or "I've just put it on the list. That last item is IT," at which the auditor stops listing. And the item that will rock slam is never put on the list and so is never found. And the auditor is left fighting a dirty needle and trying to read through it. The rule is, while nulling, if a simple question "What did you want to say?" fails to smooth out a suddenly dirty needle the list is incomplete. Complete it and then put in mid ruds. The average list runs 80 or more items. (Get the precise difference between a dirty needle and a dirty read in HCOB 8 Nov. 62 SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS.

QUESTIONS FOR THE SECOND PAIR

If you have found a pair of reliable items and can't find anything now on the basic list of step 1, *and* you want to continue Routine 2-12, the following questions will produce lists on which reliable items can be found. You ask the pc the question and write down whatever he says. You *never* correct the pc or refuse an item. You only use *one* of these questions at a time for a full coverage with all 12 steps.

LISTS

List R2-12—1. The basic Scientology List as given in step 1. It is essential not to omit it as the first action in Routine 2-12. It may be done *again*, and should be, after other lists are used to get reliable items. (After other items have been found, List 1 may come alive again as pc's case unburdens.)

List R2-12—1A. Special list for pc's environment. General question, "In present time, who or what have you been upset about?" This, whatever the question, must get things like wife, husband, marriage, job, home, myself, my case, police, this country, machines, etc., etc. It is an effort to locate PT items that keep the GPM keyed in. Use *only* after List 1. Pc gives the items for this list.

List R2-12—1B. General question, "Who or what would you prefer not to associate with?" Listed from pc. This list heading was developed for pcs who won't say they have enemies. It can be used on any pc. Use only what pc lists. Be sure list is complete.

List R2-12—1C. General question, "Who or what have you detested?" Use only what the pc gives. Be sure list is complete.

List R2-12—1D. General question, "Who or what isn't part of existence?" Use only what pc gives. Be sure list is complete.

List R2-12—1E. General question, "What problem have you had?" Use only what pc gives. Be sure list is complete.

List R2-12—1F. General question, "Who or what have you had to be careful of?" Use only what pc gives. Be sure list is complete.

List R2-12—1G. General question, "Who or what have you invalidated?" Use only what pc gives. Be sure list is complete.

List R2-12—1H. General question, "Who or what has nearly found out about you?" Use only what pc gives. Be very, very, very sure that list is complete or you'll have missed a withhold on the pc.

The above lists are numbered and lettered for proper sequence in use on the preclear.

In other words, you could do Routine 2-12 many times (plus doing step 1 on the Scientology List more than once) on a preclear. But *always* do the first step with Scientology items as many times as you can get one of its items to react and you'll never miss.

It is this first list of Scientology items which holds up cases, so it must be used for all 12 steps again and again.

Further questions can be had from Prehav assessments.

The rule is: "If you get a reliable item, *always* get its opposing item." Then you will never get a BYPASSED ITEM, the thing that hangs up cases.

In getting any reliable items and their opposition, you are of course cleaning up the GPM and therefore clearing the pc. So this is a road to Clear.

Items have many other uses, so never fake one and never fail to record one on the line plot.

Occasionally you get a BONUS PACKAGE off one list. In addition to the item you are looking for, sometimes two R/Sing items will show up on the same list opposing each other and blow. They oppose each other, not what you're listing. Point this out to the pc when found and put these also on the line plot, marked BP (Bonus Package), one as a terminal and one as an opposition terminal. And go on and find your regular item.

Routine 2-12, coupled with Problems Intensives and CCHs, gives the HPA/HCA a full kit that can handle the worst cases, knock out the no-gain cases and can clear. So I haven't forgotten the HPA/HCA.

Don't try to cover up the fact that somebody has a rock slam or a dirty read on Scientology, etc. You'll have set him or her up to never have gains.

To accomplish a 3GAXX for rock slammers, an auditor needs to be drilled and thoroughly examined on the following:

1. The E-Meter and what is a dirty read, a dirty needle and a rock slam. Practical.

2. HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS. Theory.

3. Any future HCO Bulletins on assessment for rock slamming items. Theory and practical.

4. Tiger drilling. Theory and practical.

5. This bulletin. Theory and practical.

If the auditor can't do 3GAXX for rock slammers, it will be because he did not know or was badly examined on the five things above. There's neither difficulty nor mystery about the above 12 steps.

So study up and don't miss. This, but no Routine 3 process, is declared an HPA/HCA skill. If an auditor can't do it, he'll have a slow go or a no-win on about 80% of all cases.

With the above, properly studied and well drilled, there will be great success on anybody who can be persuaded to begin a session.

And *also* this must be done on *every* case that hasn't gone Clear already even after their goal has been found. It's a certainty that such a case is bypassing at least one side of a present time problem that is part of and suppressing the whole GPM.

This is THE PC'S BIGGEST MISSED WITHHOLD of all.

Note: There are *no* variations on the order of steps or actions above. One doesn't sometimes do this, sometimes that. This is a very rote procedure.

Note: On some very, very rough cases this system may not work *fully* until some regular 3GAXX is run by a Class IV Auditor. In any event, a case on 3GAXX should be tested again as above after every 6 or 8 RIs are found.

Note: And just to clear up any possible misunderstanding, you do R2-12 on *all* pcs *first* and you never vary its steps or sequence.

Note: No preclear will achieve a lasting case gain with overts on Scientology and allied items. No free needle will stay free in the presence of these overts. Routine 2-12 removes the unwanted valences that commit such overts rather than endlessly sec checking the pc. The most insidious bypassed items are those that remain in present time prompting the pc to commit senseless overts to the dismay of his good sense and the peril of his case condition. He will make no fast gain until the Scientology List is worked over and over for any reaction.

1. USE OR COMPILE A LIST 1, 1A, 1B, ETC.

2. ASSESS LIST.

3. TIGER DRILL THE LAST 3 OR 4 ITEMS LEFT IN. TAKE THE ONE WITH LARGEST OR ANY REMAINING ACTION. IF ITEM FOUND IS AN RI, OMIT STEPS 4 AND 5.

4. USING ITEM IN 3, LIST "WHO OR WHAT DOES _____ REPRESENT TO YOU?"

5. NULL LIST.

6. TIGER DRILL LAST 3 OR 4 ITEMS LEFT IN, SELECT ONE.

7. DETERMINE IF ITEM FOUND IS A TERMINAL OR OPPOSITION TERMINAL.

8. LIST FROM ITEM USING PROPER WORDING FOR A TERMINAL OR OPPOSITION TERMINAL AS ESTABLISHED IN 7. TERM = PAIN = WHO/WHAT WOULD _____ OPPOSE? OPPTERM = SENSATION = WHO/WHAT WOULD OPPOSE _____ ?

9. NULL LIST.

10. TIGER DRILL LAST 3 OR 4. SELECT LAST ONE LEFT IN.

11. TEST PACKAGE (AND ANY BONUS PACKAGE) WITH PC, MAKE SURE WHICH IS TERM AND OPPTERM AND IF THEY OPPOSE EACH OTHER AND PUT ON LINE PLOT.

12. DO ALL ABOVE STEPS AGAIN ON SCIENTOLOGY LIST UNTIL IT HAS NO GHOST OF A REACTION. THEN DO 1A, 1B, ETC., EACH ON ALL STEPS.

Note: This is a primary training skill. Do not give students more than instruction on the checksheet of Class IIb before turning them loose on Routine IIb as a heavy-time auditing activity. They will learn little or nothing before being clean on R2-12. Put Comm Course and other instruction after R2-12 and the student will have a chance to learn it. Give the student further heavy instruction on R2-12 toward course end. Classify only on the end-of-course repass of the IIb checksheet. The point is don't waste instruction on basic Scientology until the student is cleaned up on Routine 2-12, particularly the Scientology List. I don't care how this is accomplished in the Academy or in the HGC. Just get it done.

L. RON HUBBARD
Founder

Central Orgs
Missions

ROUTINE 2-12
LIST ONE—ISSUE ONE
THE SCIENTOLOGY LIST

This is the List One of Routine 2-12. You can lengthen but do not shorten this list for Step 1 of R2-12.

This list is used over and over on all 12 steps until no reaction of *any* kind can be gotten off of it. If an item on it reads sporadically, even, use it on the 12 Steps.

The Scientology List is called LIST ONE. Others, 1A, 1B, are called by their designations. All lists, including the Scientology List, are referred to in general as "A first list," or "The first list."

PC NAME   DATE

AUDITOR   LOCATION (CITY)

SCIENTOLOGY	A DIANETIC ORGANIZATION
SCIENTOLOGISTS	ORG SURVIVAL
AN AUDITOR	A CENTER
AUDITORS	FIELD AUDITORS
STUDENTS	HCAs
AN E-METER	DSCNs
METERS	HGC PCs
A SESSION	ACCs
CLEARING	MENTAL SCIENCE
A CLEAR	A SCIENCE OF MIND
A RELEASE	MENTAL DOCTORS
A PRECLEAR	SAINT HILL
A PATIENT	COURSES
INSANITY	STATEMENTS
THE MIND	UNITS
MINDS	SCIENTOLOGY PAY
MENTAL HEALTH	WORLD CLEARING
DIANETICS	RON
BOOK ONE	L. RON HUBBARD
DIANETIC BOOKS	THE EXECUTIVE DIRECTOR

SCIENTOLOGY BOOKS
A SCIENTOLOGY MAGAZINE
RON'S ARTICLES
A SCIENTOLOGY CONGRESS
A BULLETIN
A POLICY LETTER
A HAT
HATS
A SCIENTOLOGY ORGANIZATION
STAFF MEMBERS
A REGISTRAR
SCIENTOLOGY LETTERS
INSTRUCTORS
STAFF AUDITORS
THE D OF P
THE D OF T
HCO
HASI
THE CHURCH
THE FOUNDATION
THE CENTRAL ORG
THE ACADEMY
THE HGC
HDRF
THE CO–AUDIT
CO–AUDITING

THE GOVERNING DIRECTOR
THE FOUNDER
MARY SUE
MARY SUE HUBBARD
THE ASSOCIATION SECRETARY
THE ORGANIZATION SECRETARY
THE HCO SECRETARY
SECURITY
WITHHOLDS FROM SCIENTOLOGY
OVERTS AGAINST SCIENTOLOGY
YOUR CASE
PEOPLE'S CASES
TECHNIQUES
PROCEDURES
A SQUIRREL
PSYCHOLOGISTS
PSYCHIATRISTS
HUMAN RIGHTS
ENTHETA
RUMORS
BAD AUDITORS
BAD AUDITING
SECURITY RISKS
ROCK SLAMMERS
NO RESULTS

A bad person in Scientology

The worst auditor pc had

A bad person in Scientology

A Scientology exec

A bad person in Scientology

A Scientology exec

Auditor's formal name

A prominent Scientologist

Auditor's informal name

Something in Scientology
worrying pc

An auditor pc had

Something in Scientology
worrying pc

The first auditor pc had

Something in Scientology
worrying pc

The best auditor pc had

680

Note: Fill in all blanks with pc's help.

Note: The above when found can be terms or oppterms. It doesn't matter which. All that matters is meter reaction unless an RI is found on this list. If so identify for Term or Oppterm as in Step 7 and continue R2-12.

L. RON HUBBARD
Founder

R2-12

PRACTICAL DRILLS

The following drills were prepared by the Practical Supervisor Saint Hill Special Briefing Course. These drills may be used in any Academy or course.

R2-12
TRAINING DRILL

To teach a student to audit with 2-12, he must have certain basic auditing skills. These are:

> Goals Finder Model Session
> Getting in mid ruds
> Anti Q-and-A and TR 4
> Missed withholds detection and cleaning
> Completing a list
> Tiger Drill
> Nulling a list
> Meter reading.

When an auditor has these skills, he is capable of running 2-12 and produce results without exception.

The coach has the student use the 12 steps of 2-12 in Model Session. His purpose is to give the student a reality on the mechanics of what he is doing and coach him to be able to stick to the rote procedure without variation. The coach uses the HCOB 23 Nov. 62, ROUTINE TWO–TWELVE, OPENING PROCEDURE BY ROCK SLAM, AN HPA/HCA SKILL step by step, giving the student on a gradient scale anything he is likely to have to handle during R2-12.

Student uses a dummy meter and coach uses a pen as a needle during listing and nulling items.

DRILLS

1. The coach has student assess List 1 calling off each item one at a time and makes sure that the student can null this list using a standard marking system and marking in any meter or pc phenomena which may be of value to him, i.e., rock slams, pain or sensation, dirty reads, etc.

2. Coach has student drilled in Tiger Drilling the last 3–4 items in as per "Tiger" (HCOB 1 Aug. 62, ROUTINE 3GA, GOALS, NULLING BY MID RUDS).

3. Coach shows student various things that could happen on a List 1 assessment, e.g., 2 rock-slamming items stay in, 1 R/S item stays in, sporadic item stays in, nothing stays in, and teaches student what to do with the item he is left with (step 3 of 2-12).

4. Coach shows student how to get a represent list from a reading item (step 4, 2-12) coaching him on marking his list with any useful data that shows up during listing or nulling. Coach gives student reality on dirty needles and incomplete lists by "turning on" dirty needles during nulling, also gives student reality on out-rudiments during nulling causing items to stay in—3 items in a row stay in shows a mid rud out somewhere—coach has student have a complete list before nulling.

5. Coach has student null the list by saying each item once until only 3 or 4 react.

6. Coach has student tiger drill last few items as in step 2 to a reliable—or 2 reliable items.

7. Coach has student do step 7 of 2-12 practicing all he has learned regarding needle behavior and coaches student to recognize a term or an oppterm (HCOB 8 Nov. 62, SOMATICS, HOW TO TELL TERMINALS AND OPPOSITION TERMINALS).

8. Coach has student complete the steps 8–12 of R2-12 having him handle anything which may come up during a session and find a package or recognize a blown item.

Instructor passes student when he can run the whole 2-12 steps and find a "package" on Instructor without any variation from procedure.

Coach uses HCOB on 2-12 throughout as his reference for coaching.

COACHING NOTES

Coach should look for:

1. Poor marking system in nulling

2. Incomplete lists

3. Too many mid ruds

4. Failure to get in mid ruds

5. Failure to add items to list

6. Poor Tiger Drilling (Tiger Drill is a dust off, not a full-scale cleaning-up job like a Prepcheck.)

7. Student failure to note R/S items during listing or nulling, also failure to note any pain or sensation pc originates

8. Poor R-factor—not keeping pc informed

9. Failure to recognize a blown item or package.

L. RON HUBBARD
Founder

Central Orgs
Missions

ROUTINE 2-12
LIST ONE—ISSUE TWO
THE SCIENTOLOGY LIST

This is List One—Issue Two. Do not add to it or change it.

This list is used over and over on all twelve steps until no reaction of *any* kind can be gotten off of it. If an item on it reads sporadically, even, use it on the twelve steps.

PC'S NAME	AUDITOR'S NAME	DATE

SCIENTOLOGY	CO–AUDITING
SCIENTOLOGISTS	A DIANETIC ORGANIZATION
AN AUDITOR	THE DYNAMICS
AUDITORS	THE REACTIVE MIND
AUDITING	PAST LIVES
STUDENTS	A CENTER
AN E–METER	FIELD AUDITORS
METERS	CERITFICATES
A SESSION	HCAs
CLEARING	HPAs
A CLEAR	DSCNs
A RELEASE	HGC PCs
A PRECLEAR	ACCs
A PATIENT	MENTAL SCIENCE
INSANITY	A SCIENCE OF MIND
THE MIND	MENTAL DOCTORS
MINDS	SAINT HILL
MENTAL HEALTH	COURSES
DIANETICS	STATEMENTS
BOOK ONE	UNITS
DIANETIC BOOKS	SCIENTOLOGY PAY
SCIENTOLOGY BOOKS	WORLD CLEARING
A SCIENTOLOGY MAGAZINE	RON
RON'S ARTICLES	L. RON HUBBARD
A SCIENTOLOGY CONGRESS	THE EXECUTIVE DIRECTOR
A BULLETIN	THE GOVERNING DIRECTOR
A POLICY LETTER	THE FOUNDER
A HAT	MARY SUE
HATS	MARY SUE HUBBARD

A SCIENTOLOGY ORGANIZATION
STAFF MEMBERS
A REGISTRAR
SCIENTOLOGY LETTERS
INSTRUCTORS
STAFF AUDITORS
THE D OF P
THE D OF T
HCO
HASI
THE CHURCH
THE FOUNDATION
THE CENTRAL ORG
THE ACADEMY
THE HGC
HDRF
THE CO–AUDIT

THE ASSOCIATION SECRETARY
THE ORGANIZATION SECRETARY
THE HCO SECRETARY
SECURITY
YOUR CASE
PEOPLE'S CASES
TECHNIQUES
PROCEDURES
A SQUIRREL
PSYCHOLOGISTS
PSYCHIATRISTS
AUDITORS
AUDITING
ROCK SLAMMERS
THETANS

Auditor's Name _____

L. RON HUBBARD
Founder

Sthil Students
CenOCon
Missions

ROUTINES 2-12, 3-21 and 3GAXX
TIGER DRILL (Small Tiger)
FOR
NULLING BY MID RUDS

(Replaces HCOB 1 Aug. 62)

(Note: In an actual session, in addition to Model Session script, only the words below are used. No additive words or departures are necessary except to clean up a constant dirty needle with *session* mid ruds if that misfortune occurs. And use *session* mid ruds only when you *can't* go on otherwise.)

DRILL ON NEW NULLING PROCEDURES

Position for this drill is the usual auditor-coach position. The coach only has the drill form and follows it exactly until the student auditor has each example down perfectly. When the student auditor and the coach have these drills down exactly, then the coach can give different reads and different goals for the student auditor to work on, the only caution being that the goals selected be those which would be most unlikely on anyone's goals list. The goal used in this drill is TO BE A TIGER. On the drills below, "A" is for auditor, "C" is for coach. Student and coach use only the words in the drill, except when student errs, at which coach says, "Flunk!" and "Start," at which student starts at the beginning.

Use of Tiger Drill: This drill is used in Routine 2-12 to sort out the last 3 or 4 items left in on each nulling. It is used in Routine 3-21 to null the goals list and on the last 3 or 4 items left in. In 3GAXX it is used on the last 3 or 4 items left in and on any goals list. This is the *Small Tiger Drill*. It is, however, simply called the Tiger Drill. Big Tiger is always called Big Tiger.

Buttons used: Only the following buttons are used in Small Tiger: Suppressed, Invalidated, Suggested, Failed to Reveal and Mistake.

Big Tiger is the same drill except that it additionally uses Nearly Found Out, Protest, Anxious About and Careful Of. One shifts to Big Tiger when making sure of the last item in on the list or a goal that fires strongly.

Tiger and Big Tiger compare in buttons used to mid ruds and big mid ruds.

Drill 1:

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 2:

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been invalidated?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 3:

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 4:

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Null

A: On this goal has anything been suggested?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suggested?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 5:

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Null

A: On this goal has anything been suggested?

C: Null

A: On this goal is there anything you have failed to reveal?

C: Read

A: That reads. What was it? Thank you. On this goal is there anything you have failed to reveal?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 6:

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Null

A: On this goal has anything been suggested?

C: Null

A: On the goal to be a tiger is there anything you have failed to reveal?

C: Null

A: On this goal has any mistake been made?

C: Read

A: That reads. What was it? Thank you. On this goal has any mistake been made?

C: Null

A: To be a tiger

689

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 7:

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been invalidated?

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been suggested?

C: Null

A: On this goal is there anything you have failed to reveal?

C: Null

A: On the goal to be a tiger has any mistake been made?

C: Read

A: That reads. What was it? Thank you. On this goal has any mistake been made?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been invalidated?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 8:

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

691

C: Null

A: On this goal has anything been suggested?

C: Null

A: On this goal is there anything you have failed to reveal?

C: Null

A: On this goal has any mistake been made?

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Read

A: To be a tiger

C: Read

A: To be a tiger

C: Read. (Note that this goal is now ready to be checked out.)

Drill 9:

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been invalidated?

692

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been suggested?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suggested?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suggested?

C: Null

A: To be a tiger

C: Read

A: On this goal is there anything you have failed to reveal?

C: Read

A: That reads. What was it? Thank you. On this goal is there anything you have failed to reveal?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Drill 10:

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Read

A: On this goal has anything been invalidated?

C: Null

A: On this goal has anything been suggested?

C: Read

A: That reads. What was it? Thank you. On this goal has anything been suggested?

C: Null

A: To be a tiger

C: Null

A: On this goal has anything been suppressed?

C: Null

A: To be a tiger

C: Null

A: Thank you. That is out.

Acks—These are used to complete and end a whole drill cycle. They can be used during the drill if pc needs them, but *only* if *pc* needs them. It's better to use the drill as is.

Suppress—Suppress is not used repetitively in tiger drilling, only in mid ruds and Prepchecking.

"Do you agree that that is clean"—This is not used.

"I will check that on the meter"—This is not used.

After doing Suppress, always check the goal.

If the pc has a tendency to lose sight of the goal on a long run, you can always change, for a command, the wording to "On the goal 'To be a tiger' has anything been _____?"

L. RON HUBBARD
Founder

694

Saint Hill Special Briefing
Course Lectures

December 1962

Ron closed out 1962 with further lectures on his latest breakthrough, Routine 2-12. The technology of listing was refined as he used and further developed this new routine.

11 Dec. 1962   SHSBC-249 R2-12 Data

11 Dec. 1962   SHSBC-250 Phantom R/S

13 Dec. 1962   SHSBC-251 R2-12 Data: Needle Behavior

13 Dec. 1962   SHSBC-252 Repair of R2-12

HCO POLICY LETTER OF 1 DECEMBER 1962

CenOCon
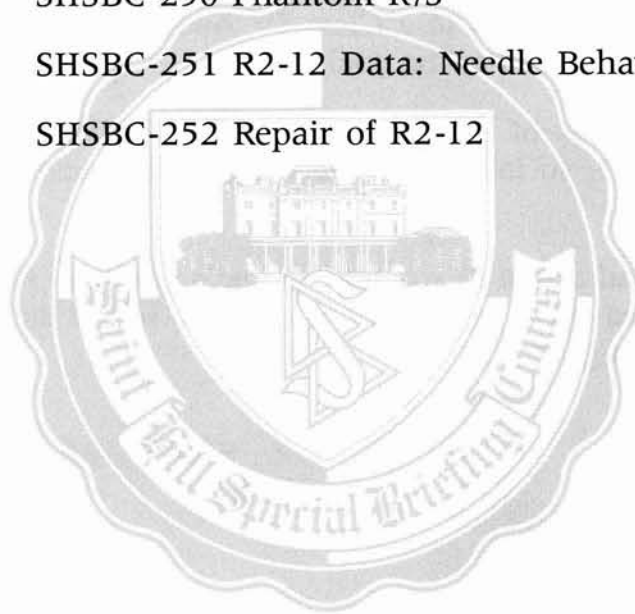
GOALS AND PREPCHECKING

In prepchecking pcs through Problems Intensives, it commonly occurs that the pc presents his or her goal to the auditor.

When this occurs, the goal should not be given vast importance or suppressed, either way.

The pc should be taken to a Class IV Auditor and checked out. The prepcheck may then be shifted to the goal itself.

The usual actions of Routine 3-21 are then followed, of which the goals prepcheck is a part, so long as the auditing is done under the supervision of a Class IV Auditor.

It is a very bad action to just take the pc's goal and run it without its being thoroughly checked out. The health and even the life of the pc can be put at risk if it is *not* the pc's goal.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 2 DECEMBER 1962

SUPERVISOR'S STABLE DATA

In addition to the Supervisor's Code (old Instructor's Code), there is a primary stable datum about all supervision:

Get the student to accomplish auditing the preclear and then get the student to accomplish it with better form, speed and accuracy.

A Supervisor must never lose sight of the PURPOSE of auditing. Auditing is for the preclear, is intended to improve the preclear's case. Auditing is not just a matter of good form.

The reason some students do not accomplish auditing is that they become so oriented on form alone that they forget the purpose of the form.

Good auditing form and correct sessioning obtains many times the result of bad form and incorrect sessioning. But total form and no effort to do something for the pc results in no auditing.

The result comes before the form in importance. Because students may use this idea to excuse lack of form, Q-and-Aing, and to squirrel with their processes, the stable datum becomes unpopular with Supervisors.

A student should first be held responsible for the state of the pc during and after sessions and made to know that as an auditor he is there to get a fast, good result. The student should then be taught that he can get a better, faster result with better form. After that the student should be taught that Scientology results are only obtained by correct and exact duplication of Scientology processes, not by offbeat variations.

The student wants to know how to do this or that. Refer him to his materials on how to do the most fundamental actions, but MAKE HIM OR HER *DO* IT. And keep up a running refrain that you want results, results, results, on that pc.

The student will be all thumbs and faint. The Supervisor may be horrified by the goofs. But don't bother with the goofs. Just demand results on the pc, results on the pc, results on the pc.

This action by the Supervisor will teach the student (a) that he or she is supposed to get results in auditing and (b) that results can be obtained and (c) that he or she sure needs better skill.

So the first address in training is to teach those above three things (a), (b) and (c).

You can't teach a student who doesn't realize that results in the pc depend on the auditor and auditing and that results are *expected* from auditing; who believes results can't be obtained from auditing or wants to prove auditing doesn't work; and, who doesn't yet know that he or she doesn't know. *These* are the barriers to training and a good auditor.

The gradient approach to the mind is vital. Clearing will not occur without it. But the gradient approach to auditing can be overdone to a point where the student completely loses sight of why he is auditing.

1. First and foremost the auditor *accomplishes* something for the pc and without that there is neither sense nor purpose to auditing;

2. Excellent form accomplishes more for the pc faster; and

3. Exact duplication of processes alone returns standard, high-level results on all pcs.

The student thrown in over his head learns:

A. Results in the pc depend on the auditor and auditing and that results are expected from auditing;

B. That results *can* be obtained in auditing and the better, the form and duplication, the better the results; and

C. That the student has more to learn about auditing and that the student doesn't yet know.

Therefore, the Supervisor must teach the student:

a. That he or she is supposed to get results in auditing;

b. That Scientology can obtain results; and

c. That better form and duplication obtain better, faster results.

I dare say many students learn things just because they are told to and find no relationship between form, duplication and the preclear. Let them fall on their heads and yet obtain results and this attitude will change—and you'll save us a lot of offbeat nonsense and case failures in orgs and the field.

L. RON HUBBARD
Founder

Central Orgs
Missions

ROUTINE 2-12

LIST ONE—ISSUE THREE
THE SCIENTOLOGY LIST

Do not add to list or you will get incomplete list phenomena.

_____   _____   _____

PC'S NAME   AUDITOR'S NAME   DATE

SCIENTOLOGY	SOMATICS
SCIENTOLOGISTS	PAIN
AN AUDITOR	ENGRAMS
AUDITORS	CIRCUITS
AUDITING	VALENCES
STUDENTS	THE DYNAMICS
AN E-METER	PAST LIVES
METERS	A CENTRE
A SESSION	FIELD AUDITORS
CLEARING	CERTIFICATES
A CLEAR	HCAs
A RELEASE	HPAs
A PRECLEAR	DScns
A PATIENT	MINISTERS
INSANE PEOPLE	HGC PCs
THE MIND	ACCs
MINDS	MENTAL SCIENCE
MENTAL HEALTH	A SCIENCE OF MIND
DIANETICS	MENTAL DOCTORS
BOOK ONE	SAINT HILL
DIANETIC BOOKS	COURSES
SCIENTOLOGY BOOKS	STATEMENTS
A SCIENTOLOGY MAGAZINE	UNITS
RON'S ARTICLES	SCIENTOLOGY PAY
A SCIENTOLOGY CONGRESS	WORLD CLEARING
A BULLETIN	RON
A POLICY LETTER	L. RON HUBBARD
A HAT	THE EXECUTIVE DIRECTOR
HATS	THE GOVERNING DIRECTOR
A SCIENTOLOGY ORGANIZATION	THE FOUNDER
STAFF MEMBERS	MARY SUE
A REGISTRAR	MARY SUE HUBBARD
SCIENTOLOGY LETTERS	THE ASSOCIATION SECRETARY
INSTRUCTORS	THE ORGANIZATION SECRETARY
STAFF AUDITORS	THE HCO SECRETARY

THE D of P SECURITY
THE D of T YOUR CASE
HCO PEOPLE'S CASES
HASI TECHNIQUES
THE CHURCH PROCEDURES
THE FOUNDATION ROUTINE 2-12
THE CENTRAL ORG A SQUIRREL
THE ACADEMY PSYCHOLOGISTS
THE HGC PSYCHIATRISTS
THE PE ROCK SLAMMERS
HDRF THETANS
THE CO-AUDIT TESTS
CO-AUDITING EXAMINERS
A DIANETIC ORGANIZATION GOALS
THE DYNAMICS TAPES
THE REACTIVE MIND LECTURES
ABERRATION

_____

Auditor's Name

L. RON HUBBARD
Founder

[_Editor's Note:_ This list is added to by HCOB 9 Dec. 62, ROUTINE 2-12, LIST ONE, ADD TO LIST
ONE ISSUE THREE. See page 710 of this volume.]

CenOCon
Missions

R2-10, R2-12, 3GAXX DATA
THE ZERO A STEPS AND PURPOSE OF PROCESSES

RULE: WHEN AN R/Sing ITEM IS FOUND ON LIST ONE, THE SCIENTOLOGY LIST, IT MUST BE OPPOSED.

COROLLARY: WHEN AN R/Sing ITEM IS FOUND ON LIST ONE AND IS NOT OPPOSED, THE CASE WILL TEND THEREAFTER TO PRODUCE NO ROCK SLAMMING LISTS.

The rule and corollary are so much fact that if the auditor fails to oppose an R/Sing item on List One and only represents it, the case will produce dead horses thereafter.

This is true mainly for the Scientology List. As Scientology is what is helping the pc, having a GPM-type present time problem about it will prevent any further case gain.

On four cases now, where no R/S was found on List One, the Scientology List, although DR items were found and represented, no R/Ses occurred on the lists.

Thereafter the history of these cases was gone into, older auditor reports were examined and it was found that in each of these cases during a Security Check that an item like "Scientology" or "auditor" or "LRH" had R/Sed. The case then fully suppressed it and it did not come up on a new assessment of the Scientology List.

As soon as these items were opposed, R/Ses turned back on on the lists and all went well thereafter.

Further, the nattery nature of the pc was extreme until this was done.

So it can be concluded that a BIG 2-10 or 2-12 goof is to fail to oppose items that R/S on List One, the Scientology List.

It is an INDICATOR that if a pc is very nattery or upset on 2-10 or 2-12, it is probable that somebody overlooked and didn't oppose something that R/Sed on List One. It is an indicator that if a pc is producing dead horses on listing, somebody overlooked and failed to oppose an R/Sing item on List One or that the pc should be run on List Zero-One or List Zero-Two.

A common form of missing an R/Sing item on a *represent* and being unable to make a list *nullable,* is that the item from which the represent list was taken, being unburdened by the listing, now begins to R/S and becomes the reliable item.

Rule: When having difficulty getting a clean needle on a represent list at the end of listing, and before nulling, always tiger drill briefly the item the list is coming from to see if that item is now R/Sing. If it is, don't bother to null the represent list just made. Do an oppose list on the original item.

Example: List One item found—"the Church." Gives a DR. A represent list is written 200 or more items. Meter still rough. Check "the Church." It will occasionally be found to be R/Sing and is therefore taken as the RI and now should be opposed. The represent list made is abandoned.

In trying to run R2-12 on a first-goal Clear, use R2-10 instead and use any tick an item gives instead of an R/S in order to oppose that item. A persistent tick or reaction = R/S on a first-goal Clear.

ZERO LIST QUESTIONS
OR
R2-12

Where a pc is producing dead horses on List One, there are Zero lists that can be used.

The procedure is this:

R2-Step 02:

Check up on the pc's record to see if an R/S was ever observed on Scientology, the orgs, auditor, LRH, and if so oppose that item at once.

R2-Step 01—Lists 0A:

If a dead horse is produced by (1) above, then assess the following for largest read on the meter:

List 0A0	Keep hidden
List 0A1	Be reasonable about
List 0A2	Rather not think about
List 0A3	Rather not know about
List 0A4	Ignore
List 0A5	Avoid
List 0A6	Stay away from
List 0A7	Not communicate with
List 0A8	Hold off
List 0A9	Rather not have appear
List 0A10	Have to help
List 0A11	Fail to help
List 0A12	Dislike
List 0A13	Fight

List 0A14	Advise others to attack
List 0A15	Attack
List 0A16	Do away with

Then use the result (largest read or R/S) in the blank of the following question:

"In present time who or what would you _____ ?"

Step 1-0A:

Make your first list by asking the pc the question formed in (02).

Proceed then with the usual remaining steps of R2-12 (or R2-10).

Note: These steps do not replace the 1-A series in the original issue. The Zero A series as given above are all prior to List One, the Scientology List, which must be done after the Zero A series.

The Zero A series can be assessed several times for new lists.

But remember, the pc who has a hot List One (the Scientology List) will make minimal progress on Routine 2-12.

On a pc newly on R2-12 or 2-10, if an R/S was missed on List One, and nobody can discover if this pc ever R/Sed on it, and List One gives two dead horses in a row, fall back on the Zero A List. Then after two or three packages are found from it, re-assess List One. The List One R/S will have been caught by the Zero A lists or will be there on List One again.

"NEVER R/Sing" PCs

If a pc cannot be made to R/S on represent lists taken from List One, then List One was already R/Sing or the Zero A list must be resorted to.

There are no never-R/Sing pcs. *All* pcs R/S. Those that are mediumly bad off R/S very easily. Those that are *way* down R/S less easily. Those that are in fair shape R/S well but the R/S is rather moderate (less wide) and their R/S turns on every time an R/Sing item is said to them. The bad-off pc's R/S suppresses *very* easily. The mediumly bad-off pc has a wide, wild frantic R/S that sometimes R/Ses within the R/S as it slashes.

The progress of a pc can be marked by this cycle:

Horrible shape = Hard to find R/S.

Mediumly bad off = Frantic wide, sporadic R/Ses easily suppressed.

Not too bad = Easy to find R/S turns on easily on auditor's statement of item. Mediumly wide.

Fair shape = Easy to find, easy to turn on, doesn't suppress, fairly narrow and regular.

Good shape = Very easy to find, very easy to turn on by command, blows on cognition.

A pc in horrible shape goes through all these phases. Any other case on the scale moves up.

The GPM R/S is the pathway through the GPM. *Any* item that R/Ses was part of the GPM and has another item in opposition to it.

Thus, you could, in theory, clear a pc by just finding items on and on.

However, the goal sooner or later presents itself, usually in the form of a rocket reading terminal. By listing what goal that terminal may have, one gets a goals list that can be assessed. (The RR item still must also be opposed.)

But wrong goals are *so* deadly and R2-12 items are so beneficial when found that a Class II Auditor takes his pc's health and life in his hands to fool about with goals. Leave that to Class IVs and go on finding items.

ROCKET READS VS. R/Ses

The rocket read is superior in value to an R/S. The R/S is superior in value to a DR. A DR is superior in value to a fall.

A beginning R/S is sometimes mistaken for a rocket read. But it won't repeat itself. And a rocket read always goes to the right with a fast spurt which rapidly decays. The slash of an R/S is all of the same velocity and doesn't decay, it just ceases.

The rocket read is the read of the goal or the rock itself.

The R/S is the read of the rock vs. the opposition rock and every pair above them on the cycle of the GPM. It marks the path to the rock.

Just below the rock lies the pc's goal.

The ROCK SLAM CHANNEL is the pathway through the pairs of items that compose a cycle of the GPM and lead to the rock and goal.

The rock slam marks the path of interest of the pc. R/S = interest = cognitions. No R/S = no cognitions.

Below the first goal is a whole new undisclosed GPM. The first goal clears off a cycle of the GPM. The second goal a second cycle, earlier and stronger. And so on. This is therefore the road to Theta Clear and Operating Thetan.

But the first goal is too heavily overburdened to be found easily or run on the vast majority of cases. Therefore, R2-12 is needed and 3GAXX.

704

PURPOSE OF PROCESSES

The target of R2-10 is fast result in the pc and greater reality for the auditor.

The target of R2-12 is the packages in present time which bend the GPM out of shape and give the pc PTPs and hidden standards.

The target of 3GAXX is items on which goals lists can be compiled and unburdening.

The target of Routine 3-21 is Clear, Theta Clear and Operating Thetan. Second goals are easily found by R3-21 alone without Step 4A (3GAXX).

This then is the whole road from Homo sapiens to Homo novis to Operating Thetan.

It requires only precision and the auditing skill now taught on the Saint Hill Special Briefing Course.

L. RON HUBBARD
Founder

Sthil Students
Academies

TRAINING

SAINT HILL SPECIAL BRIEFING COURSE

SUMMARY OF SUBJECTS BY UNITS

Please delete on checksheets any and all tapes, HCOBs and drills that lie outside these outlined subjects. This is a streamlining for the 16-week course. We assume now that the student can do old Model Session and a Problems Intensive of sorts when he or she enrolls. If not, we will still omit.

V UNIT

Nothing but co-auditing. No checksheets beyond course regulations. *Heavily* supervised R2-10 or R2-12 directed toward results.

Basis for promotion to next unit—Clean List One on the student and has gotten startling results on a pc. No other basis for promotion. No time limit in unit. Any study time is spent on W Unit checksheets in Theory and Practical.

W UNIT

Theory—Usual beginning course fundamentals, but only Goals Finder Model Session. Lots of HCOBs on mid ruds, big mid ruds and meter, TRs, Havingness, CCHs, also HCOB 8 Dec. 62, ASSISTS.

Practical—TRs, meter, GF MS only, CCHs. Assists.

The student must not be dragged out forever in this unit, and be made to study very hard in it as it is without auditing. This is a sweat-it-through-in-a-hurry unit. If student fails to get 5 passes each in Theory and Practical per week, is dropped to V Unit, as low passes would clearly indicate more gains were indicated in the V Unit.

When checksheets for this unit complete, goes to X Unit.

X UNIT

Theory—Everything relative to R2-12. More data on mid ruds. Tiger Drilling and Big Tiger.

Practical—All R2-12 practical. Any drills omitted in W Unit. Tiger Drilling and Big Tiger.

Auditing—Rudiments, missed withholds and havingness. See HCO Bulletin 8 Dec. 62, ASSISTS.

Basis for promotion to Y Unit—Checksheets complete plus auditing requirement of being able to clean a pc's needle, get missed W/Hs and get a pc's Havingness Process.

Y UNIT

Theory—Everything relative to finding goals and clearing. 3GAXX, Routine 3-21, etc., HCOBs on wrong goals, etc.

Practical—All clearing practical, free needle, etc.

Auditing—Routine 2-12 and CCHs. Assists. Prepchecking.

Requirements for promotion to next unit—To smooth out a pc's line plot and pilot a pc through R2-12 with *no* difficulties because of dirty needle, incomplete lists, overlooking R/Sing items, etc.

Line plot of pc must contain no bypassed items, needle must be clean and specified lists wholly null.

Z UNIT

Theory—Additional clearing data. Form of the course. Scientology plans.

Practical—Review of drills, TRs.

Auditing Requirements—Goal found on self, goal found on pc with all checksheets complete, gives Class IV. If successfully up-to-date with all Y Unit checksheets and requirements passed, Class III. If successful in auditing requirements of Y Unit but only up to X checksheets complete, Class II.

L. RON HUBBARD
Founder

Sthil Students
Academies

TRAINING
X UNIT

The biggest hole in student auditing is the inability to clean up a needle.

Students who try to do assessments fail to get results when they attempt to null with a needle that is already filthy.

It is rather easy to clean a needle and the results on the pc are highly beneficial.

The basis of an inability to read a meter is state of case. This is remedied by R2-12's List One cleaning. When List One is burnished bright, the student will be able to read a meter.

In V Unit the auditing is heavily supervised and the student's reality is raised by accurate R2-12 or R2-10.

In X Unit, therefore, the first indicated step is to teach the student to use the mid ruds.

This is done by Havingness by mid ruds.

The pattern of the session is goal finder's Model Session.

The purpose of the X Unit sessions is to clean a needle and to demonstrate that a needle can be cleaned.

The auditor notes the pc's can squeeze before session start.

The session is started with the usual goal finder's pattern.

The rudiments are put in by big mid ruds, "Since the last time I audited you _____" (or "Since the last time you were audited _____" if this is the auditor's first session, or "Since you decided to be audited _____" for raw meat).

The general missed W/Hs of the pc are pulled in the body of the early sessions. When this has been done, remaining sessions are devoted to Havingness.

The pc's Havingness Process is tested for and found, or is run.

The body of the session is closed.

The big ruds for the session are then put in.

708

The pc is then asked with meter at sensitivity 16 "In this session was the room all right?" and this is cleaned. The can squeeze test is then made with sensitivity 1.

Goals and gains are taken up and the session is ended.

By end of session the needle should be without pattern and the pc should be cheerful.

L. RON HUBBARD
Founder

Central Orgs
Missions

ROUTINE 2-12

LIST ONE

ADD TO LIST ONE, ISSUE THREE

(HCOB 4 Dec. 62)

Correction: Auditor's name at end of second column is part of second column and is used in assessment.

DIRECTIONS: If anything has ever rock slammed on List One itself, it must be opposed even if it doesn't rock slam now. The data of all observations and Security Checks is used to find if anything rock slammed. The case will give dead horses if a rock slamming item is bypassed. Cases that give dead horses on R2-12 *had* a rock slamming item on List One that was never opposed. On cases that have been giving lists on which no R/Ses occur, tiger drill List One until you get an R/S on any button or pain or sensation on any item and just oppose it.

After a List One item has been represented, always check it again to see if it now is rock slamming. If so, do an opposition list to it in accordance to whether it gave pain or sensation.

Add these additional items to List One, Issue 3:

FRANCHISE	FAMILY
10%s	HOME
SCIENTOLOGY GROUPS	LOVE
GROUP AUDITING	PARENTS
MEMBERSHIPS	FATHER
REPORTS	MOTHER
DISSEMINATION	A GROUP
INFRACTIONS	GROUPS
PABs	GOVERNMENT
ASSESSMENTS	ORGANIZATIONS
MID RUDS	COMPANY
CHECKOUTS	MANAGEMENT
EXAMINERS	LABOR
GLASSES	A CLUB
HEALTH	PEOPLE
MEDICINE	MANKIND
MEDICAL DOCTORS	SPECIES
HEALING SYSTEMS	LIVING THINGS
PROCESSING	MATTER
TESTS	MASSES
IQ	ENERGY
TRAINING	SPACE

YOURSELF	TIME
YOU	FORM
ME (meaning pc)	FORMS
ME (meaning auditor)	AUDITING ROOMS
SEX	THETANS
SEXUAL PRACTICES	SPIRITS
A MAN	GHOSTS
MEN	KNOWLEDGE
A WOMAN	THOUGHT
WOMEN	RELIGION
A CHILD	GODS
CHILDREN	GOD
MARRIAGE	SUPREME BEING

L. RON HUBBARD
Founder

ROUTINE 2-12

THE PHANTOM ROCK SLAM
THE RESULTS OF 2-12

The only reason R2-12 fails to work exactly as designed is the auditor's failure to do it. The whole burden of results depends upon the auditor, not the process and not the pc. The whole burden of training and doing is to emphasize this. Auditors who do not get results with R2-12 are not doing it right. This puts the auditing supervisor, the D of P, the Technical Director and the Instructor in the driver's seat. Routine 2-12 done right spectacularly resolves any case rapidly. So no more blaming the pc and no more varying the process because it didn't work. Routine 2-12 *works* and works *fast*. Two proper packages of reliable items in one 25-hour intensive should change the whole course of processing of a pc.

These auditor inabilities are showing up:

1. Failure to get a clean needle before nulling.

2. Neglect of an R/Sing item in List One and failure to oppose it.

3. Failure to carefully study pc's folder to see if any items have been left unpackaged before plunging on.

4. A desire to get off List One and into trick lists while pc has R/Sed on List One with no action taken.

5. Failure to really complete a list so it will null easily.

6. Failure to get in and keep in session and list mid ruds.

THE PHANTOM ROCK SLAM

A pc who rock slams sporadically in the rudiments is the more difficult pc. Next to him is the pc who "doesn't R/S at all."

The "Never R/Sing pc" has an R/Sing item on List One that has been neglected and has not been opposed. Tiger drilling List One will recover it, or just opposing key items on List One such as "Scientology" will do it, or taking a faint tick or speeded rise item on List One and representing it and then checking to see if the List One item, now unburdened, is R/Sing: all or any of these take care of the pc who has only dead horses.

The phantom rock slam pc is the baffler. If the auditor plunges and tries to guess at what turns this phantom slam on every time, the auditor will be baffled

indeed as the phantom R/S will seldom turn on on the same thing twice. In short you can't safely grab hastily at an R/S in the rudiments and come out on top.

A *phantom rock slam* is a rock slam that occasionally comes on during session rudiments without direct relation to any item.

It is like trying to grab smoke. I've chased one all over the place on a pc and I know.

The proper way to get a phantom rock slam located and handled is by the following rules:

RULES

1. A phantom rock slam is against something which the session present time includes.

2. A phantom rock slam speaks of overts amounting to an overwhelming PTP against something included in the session present time.

3. Until the phantom rock slam is found and definitely handled so that both pc and auditor know what it was, the case will make a very slow gain even if other reliable items are found.

4. A phantom rock slam is an unknowing protest against auditing or against winning.

5. The phantom rock slam is best found by listing everything of which a session consists, by the pc and also by the auditor and an assessment of this list for rock slam.

6. The phantom rock slam is best handled when found by determining if the item making the R/S gives pain or sensation to the pc (see HCOB on somatics) and opposing it accordingly and then when packaged, by also representing it for a new package with the twelve steps of R2-12.

L. RON HUBBARD
Founder

HCO BULLETIN OF 15 DECEMBER AD 12

URGENT

R2-12

THE FATAL ERROR

The surest way to retard and upset a case with Routine 2-12 is to find a rock slam on List One, tiger drill it down to a dirty needle and then represent it.

That case will then hang up, 2-12 can be pronounced as unworkable and the whole thing can be skipped.

Yes, the represent list so taken will R/S. Yes, the List One item tested again will probably now R/S. Yes, the auditor has followed the rules of R2-12. All except one, and that rule is:

IF AN ITEM ROCK SLAMS WHEN CALLED ON LIST ONE OR AT ANY TIME DURING TIGER DRILLING, NO MATTER HOW BRIEFLY, THAT ITEM *MUST* BE GIVEN AN OPPOSITION LIST.

And another rule:

IF YOU AREN'T SURE IF A LIST ONE ITEM GAVE PAIN OR SENSA-TION, THE OPPOSITION LIST MUST BE MADE BOTH WAYS, "WHO OR WHAT WOULD IT OPPOSE?" AND "WHO OR WHAT WOULD OPPOSE IT?"

If more than one item R/Sed on List One, you take what R/Sed longest or was closest to the session.

List One items do not have to continue to rock slam forever in order to do opposition lists to them.

Most pcs who know the rules lie about pain or sensation in order to pretend List One items are terminals. Do the opposition lists both ways as above and null all.

Routine 2-12 has only this frailty: Rock slammers will not find rock slams on List One. And Tiger Drilling can be counted on, in inexpert hands, to suppress the R/S.

A case BOGS when you represent an R/Sing item.

NEVER represent an R/Sing item. Always oppose it.

Hear me, now. Almost 100% of R2-12 cases will fail if no attention is paid to the above.

If you get a case that gets only dead horses, don't go to the Zero A list. Just write an opposition list to Scientology. You'll be right ninety percent of the time. The other ten percent R/S on Scientology orgs and auditors.

Opposition lists only on R/Sing items. Hear me now.

If a case EVER ROCK SLAMMED ON A LIST ONE ITEM, whether on an old Security Check, a Joburg, a Rock Slam Sec Check, and you now do only represent lists from List One, that case will hang or make small gain on R2-12 until somebody is smart enough to look at the record and oppose that R/Sing item.

Honest, the case is finished right now, kaput, wrecked, smashed, ended, snarled, messed up, ruined, stopped and skewered until a List One item that R/Sed ever so briefly is opposed. Represent lists will get it nowhere until this is done.

Hear me, *please*.

L. RON HUBBARD
Founder

Remimeo

URGENT

IMPORTANT

ROUTINES 2-12 AND 2-10
CASE ERRORS

POINTS OF GREATEST IMPORTANCE

The errors in doing Routine 2-10 and Routine 2-12 are divided into two broad divisions:

a. Those of auditing itself;

b. Those deriving from errors in doing the exact skills of Routines 2-10 and 2-12.

AUDITING ERRORS

This bulletin touches only briefly on the errors of (a) auditing errors. These consist of sloppy form, bad TRs, inability to read a meter, auditor Code breaks, Q-and-Aing, missing missed W/Hs, doing bad mid ruds or Tiger Drilling and using auditing form to hold up results.

One remedies bad auditing (as different from bad 2-10 or 2-12) by following this prescription:

The poorer the auditor, the more a Supervisor or Instructor takes away from him the tools of auditing. In short, if an auditor makes bad auditing errors, one simplifies the auditing to prevent the errors. Don't let him or her do 2-12. Make such an auditor use only 2-10. Then, as the auditor's skill in basic auditing improves, the more he or she can be trusted with 2-12.

Do NOT let an auditor who can't do any kind of a job of basic auditing do 2-12. Let such an auditor do only 2-10. And then as that auditor's case improves on 2-10 or 2-12, and as training drills are passed, let the auditor graduate up to 2-12.

Remember this: 2-12 works all by itself with *no* auditing niceties. And it can be prevented from working (but only to some degree) by bad auditing form or intention.

Strip off Model Session, mid ruds, Tiger Drilling and *two-way* comm, demand it be run muzzled, muzzled, muzzled, use the meter only to find rock slams, and modern Routine 2 works like a dream, a dream, a dream even for an auditor whose auditing skill is terrible.

Let a Q-and-A artist clean cleans on a meter, muck up the mid ruds, yap at the pc, and Routine 2 *won't* work because it never gets done.

So the training stress and the *use* stress of Routine 2 is *first* on Routine 2, its rules and how it's done, and when the auditor has case gains and wins, auditing *form* is then entered upon.

The backwards way is to insist on a good hard study of form before training on Routine 2. Always hammer Routine 2 home first and get it *done,* not fooled with by the Mixed-up Kid from Mid Rud Gulch.

Your main trouble will come from not teaching Routine 2 hard just as itself before entering upon the niceties of auditing. You have to show the wild man it's a house before you teach him to serve French Pastry a la Partie.

Of course, nothing in this HCO Bulletin should be used to degrade the value of good auditing form.

Good metering, a smooth command of the TRs, a grip on the basics and a fine knowledge of fundamentals are *vital* in an auditor.

You can't get all there is to get out of Routine 2-12 with rough auditing.

Auditing skill is not just something to acquire. It's the only thing that gets real auditing done. And good auditors are scarce and I appreciate them. I've had my share of rough auditing and I know the diamonds and gold of a smooth, flawless auditor.

But Routine 2, at the time of this writing, and for always in some area of the world as we expand, will be handled with rough auditor skill. Therefore, for the purposes of this HCO Bulletin, we will consider the auditing skill to be rough and show what Routines 2-10 and 2-12 can do in unpolished hands.

And never fear, when their cases are better and the training can be stepped up, they'll become polished, never fear. And appreciate being so. It's my brag I can get a pc out of anything with just auditing skill. That makes me pretty brave as an auditor. But this "Bring on your lions" attitude is born out of auditing skills, taught, not "native." I use the same pattern and patter as you do if you audit textbook. But I don't clean cleans often or miss reads ever and I don't Q&A. You can audit just as well as I can with practice and study. Why do I know this? Well, auditing is not my main forte, not even close to my appointments and goals.

We're probably all rock slammers somewhere on List One, and this is man pulling himself out of the mud indeed.

So don't run down pure auditing skill. It's more precious than anything in this universe.

But you can acquire it as you do Routine 2 and after.

Meanwhile, don't underrate the power of Routine 2 to work with rough auditing, so long as the Routine 2 is done right.

THE ERRORS OF ROUTINE 2

Routine 2 (by which is meant 2-10 and 2-12) has its own rules and these must be learned first and learned well.

Routine 2 today is a powerful process. And if it can straighten up a pc so fast, it can also cave him in fast. However, such cave-ins, while dramatic, are very easy to remedy even though they must be remedied with accuracy. (The remedies are all contained in this HCO Bulletin.)

Remember, in doing Routine 2, the primary pc upset is from badly done Routine 2, not badly done auditing. To repair a car don't look for paint scratches when somebody has removed the engine. Auditing form is paint scratches. The removed engine is flubbed Routine 2.

Routine 2 must be taught hard, not just as a version of auditing but as itself. It is its own technical package and it doesn't even infringe on the basics of auditing.

AUDITOR RESPONSIBILITY

Routine 2 has several hills to climb. One of them is auditor responsibility. This process has the peculiarity of handing all responsibility for case gain or worsening to the auditor.

You will hear people who haven't a clue on Routine 2 crying about bad pcs, bad D of Ping, bad Ron and blaming everyone but themselves. Investigate and you'll find only an auditor flub on Routine 2.

All Routine 2 auditor flubs consist of:

a.   Not knowing Routine 2

b.   Not doing Routine 2

There are no other Routine 2 auditor flubs.

In Routine 2 all gain or lack of gain is assignable directly and only to the auditor.

Frightening isn't it?

But encouraging too. For it puts the auditor at cause, wholly and completely, over the pc's case. You might have known that would happen with the first all-case fast-gain process.

DURATION OF PROCESS

Routine 2 is here to stay. You've been used to the changing face of processing. That discouraged learning any process very well and setting up to get it done by one and all. Well, Routine 2 is here to stay. It isn't going to change. You can invest a great amount of time and effort on learning it.

It's here to stay because where it doesn't get results, the auditor didn't know it or didn't do it, and we can always remedy that.

It only produces mediocre or worsening results when it either isn't known or isn't done.

Further, it is quite easy to do.

And it produces fast, stable results, very startling to even raw meat. There is more miracle in 50 hours of well-done Routine 2 than in the entire history of the Church.

Further, it has to be done on every case before a goal can easily or reliably be found, or even if found, before it can be run.

So there it is. Learn it.

NO AUDITING

The first and greatest error of Routine 2 is no auditing.

Yes, the auditor may be sitting there like a one-man band, busy as free beer at the boiler works and yet not be auditing Routine 2.

Example: Eat up two-thirds of every session with needless beginning, middle and end rudiments.

Example: Spend 2 hours prepchecking the mid ruds and then find the reason the needle is dirty is an incomplete list.

Example: Spend 3 sessions full of general O/W trying to calm an ARC breaky pc when in actual fact the auditor has been opposing an item off an incomplete list.

It's not just audit the pc in front of you. That's vital enough. But audit the pc in front of you with *correct* Routine 2.

Auditors have been known to spend hours, days, running old processes to get the pc "up to running 2-12" when 5 minutes of 2-12 would have had the pc sailing.

NO AUDITING means "While seeming to deliver auditing, actually get nothing done." It's the greatest crime in Routine 2 or Routine 3. NO AUDITING can be reduced to the finest art. Doing a wrong list, redoing a dead horse, these aren't no auditing. Auditing may have been wasted or may be slow, but it's still auditing. No, NO AUDITING means going through endless, useless motions, perhaps in top form, perhaps perfectly, none of which are calculated to advance the pc's case 1 inch. Doing Havingness every half page, endlessly tiger drilling, doing mid ruds just because it's "good form," all these and a thousand more add up to NO AUDITING. Absolute essentials, bare bone, and bounteous correct 2-12 are *AUDITING*.

Mid ruds, Tiger Drilling, are necessary to good auditing but using them an inch beyond necessity is NO AUDITING.

FAILURE TO SAVE RECORDS

Almost the only way to completely bar the door on the pc is to lose his case folder or fail to put all lists and reports in it.

Every sheet of every list must have on it the pc's name, date of the list and the question from which the list comes.

This is the biggest MUST in Routine 2: Preserve the records and make them identifiable and usable.

FAILING TO FIND R/Ses ON LIST ONE

Failing to find and utilize an R/S on List One is the most common (but not the most destructive to the pc's health) error in Routine 2.

Example: Auditor has three dead horses. Abandons case. Another auditor assesses List One, tiger drills the R/Ses out, represents a tick. Gets another dead horse. Abandons case. Pc now known as a "tough pc." A third auditor gets cunning, looks over the original assessment, sees "auditor" R/Sed once long ago. It doesn't now, having been tiger drilled to death. Opposes it. Gets a beautiful R/Sing list. Case starts to fly.

This error has been done over and over and over *and is the source of ALL* dead horses.

Rule: Oppose every R/S found on List One or 1A or a "PT consists of" list. Oppose them even when they only R/Sed on Tiger Drill buttons. Take the R/Sing item most intimate to the actual session as the first one to use. If in further doubt, take the R/Sing item closest to the session the pc is interested in.

List One, 1A or "PT consists of" lists do not have to be RIs to be opposed. They are locks on RIs. They only need to briefly R/S, or to have been seen to R/S at some time, to be opposed. If they R/Sed at any time, they *must* be opposed according to whether they are terms or oppterms.

I have seen a case fail to give more than dead horses until somebody recalled that on a Sec Check test a year before, the case had R/Sed on "Scientology orgs" (now not even a tick). When that was opposed, a dial-wide R/S turned on for 55 consecutive pages of items, a high record.

One remedy is to tiger drill "On List One _____," but it isn't infallible.

REPRESENTING AN R/Sing ITEM

One of the three most destructive actions to the pc is *representing an R/Sing item.* (The other two are opposing the wrong way and opposing an R/Sing item taken from an incomplete list, both included below.)

Representing an R/Sing item puts a terrible strain on the pc's attention. The list may even R/S, probably will. But the opposing item, now hidden, wreaks havoc on the pc all the time its companion is being listed on a represent list. A

real calm pc can turn into a screamer if an R/Sing item is listed with a represent list, whether it has been opposed or not.

(Note: This is contrary to a 3GAXX action which could be done only because a detested person wasn't a vital oppterm. It should not be done even in 3GAXX.)

Rule: Only do opposition lists on R/Sing items. Never represent them.

OPPOSE RIs

Always oppose an RI and continue to oppose RIs until you get a satisfactory package. Never leave a BYPASSED item. To do so is destructive to the preclear. This is not the greatest source of destructiveness and not every RI bypassed will ruin the preclear. But once out of three times the pc will be upset.

Example: "Scientology" R/Ses. A reliable item "a slavemaster" is found on the opposition list. It is not then itself opposed. Pc is upset by presence of a hidden item that opposes "a slavemaster." Pc stays upset until "a slavemaster" is opposed and its RI companion item "a freedom fighter" is found. "Slavery" shows up on the "Opp Scientology" list as the thing that actually fronted up to "Scientology" when the whole thing was packaged.

Rule: When a First List R/Sing item is opposed and an RI is found, then Routine 2 steps are incomplete until the found RI is itself opposed.

It goes represent–oppose–oppose or oppose, oppose.

It will be seen that First List R/Sing items are usually locks into PT on actual RIs. It will also be seen that the rock slams on the First List, the first opposing RI and the RI that opposes that all match. They have the same width and speed and pattern. They seldom all R/S at the same time but in sequence of when first found.

Rule: All items found must be completely packaged.

Rule: All R/Ses in a package must match in character and vanish when fully packaged.

Leaving a bypassed item is also possible because of incomplete lists. (See below.)

INCOMPLETE LISTS

If, after nulling, you have several rock slamming items remaining, your list is *always* incomplete.

Bonus packages vanish as soon as spotted. They occur once in a while. They can be ignored in this rule:

Rule: If you find more than one R/S in *nulling* a list, that list is incomplete and must be completed.

Example: "Preclear (pn)" once R/Sed so it is opposed. The "Who or what would a preclear oppose" list is listed and a dozen R/Ses were seen on listing

(okay so far). The list tested without reaction on the question. The auditor starts to null the list. *Some* of the items that R/Sed while being listed R/S now on nulling. List is nulled down to 3(!) R/Sing items. Auditor chooses one. It R/Ses nicely. This is "a control device (SEN)." Auditor now lists "Who or what would oppose a control device?" List R/Ses well. However, masses tend to close in on pc. Havingness drops. Pc possibly ARC breaky. Auditor continues on listing. And on. And on. Finally gets to nulling. Very hard job. Pc cutting up. Auditor tries to pull missed withholds. After much blood, auditor finds four R/Sing items left on list, chooses "a wild man" and tries to package. Pc glum. Very little cognition. *TWO* items have been bypassed. How? Auditing Supervisor sees that several items on the "Who or what would a pc oppose" list R/Sed on nulling. Assumes rightly list was incomplete. Directs it to be completed. Pc smiles brightly and with a suddenly clean needle lists 80 more items (several of which R/S on listing). Masses fall away from pc again. No ARC breaks. This time only one item R/Sed on nulling. "A controller (SEN)." (Only new list is nulled, of course. You never renull in 2-12.) R/S has mysteriously (and correctly) vanished off every other R/Sing item on that list. The list "Who or what would oppose a control device?" is wholly scrubbed, being wrong. The auditor now lists "Who or what would oppose a controller?" The pc happily lists 200 items (many R/Sing). The needle goes clean. The auditor starts nulling. Finds he has *two* items on the first three pages that R/S. Has learned his lesson and, leaving off nulling for the moment, gets pc to add 50 items. Auditor goes on nulling. Nulls down to one R/Sing item, "an insane idiot." The R/S on "a preclear," "a controller" and "an insane idiot" all matched when seen each in turn (but "a preclear" doesn't R/S any more). Pc cogniting like mad. Very happy. Masses all moved off and havingness up.

Rule: If in nulling more than one R/S is seen on list, that list is incomplete and must be completed.

There are no exceptions to this rule. Bonus packages blow off on a completed list.

Also, to clarify, keep in mind this rule:

Rule: If a list does not R/S now and then or at least once when being listed, it will become a dead horse.

That some list items R/Sed when the pc said them during listing is natural.

If, with Suppress clean, more than one of them R/Ses during nulling, that list is incomplete.

Also, in passing, don't finish nulling a list before adding to it as a general practice. Add to it when the pc's needle is dirty or when you see more than one R/S on it during nulling. The pc ARC breaks if you keep completing the nulling of the existing list and then adding.

WRONG–WAY OPPOSE

Pcs are not always right when telling you it's a terminal (pn) or oppterm (SEN). They even sometimes lie to try to save their face (to keep from looking bad in an auditor's eyes or the world, or to seem even more villainous than they are).

The only real test of a right-way oppose is whether or not the list lists easily

with IMPROVED SKIN TONE in the pc and improved cheerfulness, and if it produces *one* R/Sing item that packages later.

If you just can't tell which way to oppose, oppose both ways and then decide on pc's appearance which way was right and continue it.

Wrong-way opposition is not usual. Usually, the pc tells the truth and all is well. But when a list is listed wrong-way-to on opposition it's long, horrible and deadly. The pc goes faintly gray, green-yellow or blackish, looks worse, and the list gets endless. A wrong-way list will R/S. So it's only pc appearance that tells the story. Routine 2 is beneficial. Pcs that are listed with right-way opposition look brighter, younger, with a more translucent skin tone. You won't make a mistake if you can tell the difference between a young boy and an old man, it's that distinct. (Remember, a pc will also look worse as above if you took an item from an incomplete list or committed any of the other R2 errors in this HCO Bulletin.)

LISTS THAT WON'T COMPLETE

The only reasons a list will not complete are:

a.   Wrong source

b.   Wrong-way-to oppose

In either case there is something wrong with the source of the list.

That a list in listing R/Ses is no guarantee of rightness of source. A wrong-way-to list will R/S. Some lists taken from a wrong-source cycle R/S, dirty read, clean needle, R/S, dirty read, clean needle.

Wrong sources are:

1.   A First List item is opposed that didn't ever R/S;

2.   An "RI" grabbed off an incomplete list that must be completed;

3.   An item that was a terminal being opposed as though it were an oppterm and vice versa;

4.   On a represent list, the item being represented actually was an R/Sing item;

5.   On a represent list, the item being represented was badly chosen and of no interest to the pc.

There are no other wrong sources and thus no other R2 way to get a list that won't complete. But when you *do* get a list that won't complete, be very careful to look over the above 5 reasons and pick out the right one. You may have to complete an earlier list first and scrub the one you're on.

Incompleting lists are usually abandoned without further patch-up.

How long is an incomplete list? How long is a piece of string?

Don't ever be afraid to have a long list, only be afraid of short ones. But when a list is running up toward thousands, something is wrong.

Endless lists stem basically from wrong source as above or from the auditor's failure to understand what indicates a complete list.

If, on close study of the case folder and pc, Routine 2 errors seem to be absent—the source is right and not something taken from another list, itself incomplete, if the oppose is right-way-to, then look for the following:

a. Pc is not answering auditing question, or

b. Pc has *decided* something was his item and is representing it or is otherwise operating on a *decision*.

The remedies are to get *Decide* in well and to make sure, without upsetting him, that the pc is answering the auditing question.

And if that is all okay, then it's just a long list, so complete it.

Rule: A list is complete when it can be nulled and when it produces just one RI that R/Ses on tiger drilling and stays in.

A list can be nulled only when a needle is *clean* (except in 2-10).

The definition of a CLEAN NEEDLE is one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing. A CLEAN NEEDLE is not just something that doesn't react to a particular question. It's a lovely slow flow, usually a rise, most beautifully expressed on a Mark V at 64 sensitivity.

A list has to be listed until this needle flow is observed (with no mid ruds put in). But ruds or no ruds, a CLEAN NEEDLE always appears when a list is complete.

A DIRTY NEEDLE is an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size.

There are the *auditing* methods of converting a dirty needle to a clean needle, both as defined above. These are all the skills of auditing used with big mid rud buttons.

Now, entirely and distinctly separate from *auditing* skills for cleaning a needle, there are the Routine 2 methods for converting a dirty needle to a clean needle.

Usually, both *auditing* and *Routine 2* methods are used to clean a needle so that one can null, the former briefly, the latter abundantly.

However, do not overlook the demonstrable fact that Routine 2 methods for cleaning a needle are *very* beneficial and lasting in results, whereas purely *auditing* methods (like mid ruds) have value only for the moment and, even

though auditing methods are desirable in this operation, when the Routine 2 is in error, the clean needle is really impossible to achieve longer than seconds with *auditing* methods.

The obvious solution to cleaning a needle is to first have *Routine 2* as perfect as possible (the errors outlined in this HCO Bulletin uncommitted or being rapidly corrected) and *then* use auditing methods.

Try it in reverse (auditing methods first and then using corrections of Routine 2) and you will not only fail to get a needle clean longer than seconds, you may also waste the better part of an intensive trying to do it.

So spend *hours* straightening up Routine 2 errors and doing it right and brief minutes with auditing methods when necessary.

And don't revile a pc for having a dirty needle. It's the auditor who dirties it up with incorrect or inaccurate Routine 2, not the pc.

Now, a clean needle is vital in order to null a list. Don't *ever* try to null a list with the needle dirty. *If* the Routine 2 is right, the needle will clean up with two minutes' work of big mid ruds. If Routine 2 errors (wrong list source, list incomplete, wrong-way oppose, etc., as per this HCO Bulletin) exist and Routine 2 is being done wrong, then two hours' worth of big mid ruds will not clean a dirty needle.

Any of the Routine 2 errors taken up in this HCO Bulletin will create a dirty needle and keep it dirty and leave the auditor sweating over mid ruds and the pc going mad trying to answer the questions. Yes, the mid ruds are out. But why? Because one or more serious Routine 2 errors as described in this HCO Bulletin are present.

So see the light. If you sweat on mid ruds as an auditor, curse them as a pc or see a co-auditor dripping exasperation over mid ruds and the needle won't stay clean, look at the Routine 2, *not* the difficulty with mid ruds. Look for the errors here described. Check them off on the case, one by one, and don't even be satisfied that it's only "no auditing." Check all the errors off, section by section. You'll be startled.

So in general, difficult mid ruds and dirty needle indicate wrong Routine 2, not bad auditing. Somebody has flubbed the Routine 2 before the *auditing* was flubbed. Once the Routine 2 is in error, auditing becomes impossible.

This gives no excuse for bad metering, cleaning cleans, trying to look like an auditor but ignoring results. Auditing errors *do* exist. And can be serious, but a pc running on right Routine 2 would forgive the Pope for having a forked tail. You almost can't muddy up a pc running on right Routine 2.

Here's a trick. Don't try to null a list until you've seen a clean flowing needle for a *lot* of items, maybe 50. Then get in fast mid ruds on the list and do it without cleaning any cleans. Then start nulling. If the needle dirties up after 30–40 items, skip mid ruds, just show the pc the page and have him spot any big thoughts he had on it. Then immediately get back to nulling. If the needle is dirty

still, resume listing until it's clean. Just do those actions and (given error-free Routine 2 as per this HCO Bulletin) you'll have a smooth, smooth happy time of it in nulling.

Do anything you don't *have* to do in auditing Routine 2 and you're in trouble in the auditing department. Bang out almost total Routine 2 and you're in clover. Give 1/10th of the session over to goals, mid ruds and other auditing actions and 9/10ths of the session to pure Routine 2 actions and you'll really win. And that 1/10th includes any mid ruds on the list as well. Give half the session to auditing and half to Routine 2 and you'll be in continuous trouble.

The righter the Routine 2, the less auditing you'll have to do.

So how long is a list? Can you null it with a needle that requires only a pc inspection of a page to keep it clean? Are all but one of the R/Ses that happened in auditing dead when you nulled? Are your pages long streams of Xs? Did you have to use Suppress only once per page (fast check) to keep it clean?

Well, that's a complete list. If it gave you an RI. Just one.

So how long is a list?

But if all the above is true and a pc's lists are still *very* long, another thing can be wrong.

That wrongness usually is the pc's confronting ability being driven down by auditor unconfrontability. (But also can be caused by a wrong RI or other errors gone before it as covered in this HCO Bulletin.)

The auditor Q-and-As, yap, yaps, nags the pc, blames, gets in endless mid ruds, cleans cleans, misses reads or does something else.

The length of an auditor's pc's lists is to some degree proportional to the rough auditing or no auditing done by the auditor. (And also by a failure to use mid ruds and Tiger Drills in the right places when necessary.)

We have known since 55 that rough auditing reduces havingness. Here's why: Rough auditing lowers the pc's ability to confront in the session. The pc's havingness is proportional to his ability to confront in the session. If a pc's havingness by can squeeze test is lower at session end than at beginning on Routine 2, then there's something wrong with the auditing or with the way Routine 2 is being applied (one of the above Routine 2 errors is being made).

The remedy for the bad auditing is to make the auditor only acknowledge anything and everything the pc says or put it on the list. Tear out all rudiments, Tiger Drills, two-way comm, and forbid any chance to comment or act on an origin by the pc, and get only Routine 2 done.

The remedy for Routine 2 errors (and the errors themselves) are given above in this HCO Bulletin.

CONCLUSION

Routine 2 does not have an endless parade of DO–NOTS. They are basically just those above.

Simple, really.

And I've not seen one session on Routine 2 that was going really wrong, go wrong on auditing errors alone. Routine 2 sessions go wrong on bad Routine 2. The auditing form and meter errors start to pile up after Routine 2 has been balled up. One or more of the above Routine 2 errors has been done and overlooked.

The reason why Routine 2 errors are more deadly than purely auditing errors is that Routine 2 is handling the pc by batches of lifetimes. All the stress and gore and agony of generations exist on the lists of any one package. An auditing error can be gross and get by unless it is sitting on a Routine 2 error. Then the tiniest auditing flub can produce a reaction like an earthquake. The charge is all coming from Routine 2 mishandling and is evident on the surface only by the auditing error.

CASE REMEDY

Routine 2 case patch-up is elementary, done with a knowledge of the above errors. Just find out which one of the above sections is being violated. And get it done. The error will only be one of the above to cause case nonprogress or worsening.

The sections are given in order of importance.

I will shortly work up a series of actual case history case repairs. So save the records and you save all.

SUMMARY

Routine 2-10 and 2-12 are their own technology and must be learned as such.

Routine 2 errors are more shaking to a case than errors in form and meter (except where the auditor can't even see a rock slam!) and where a case is not winning on Routine 2 auditing it is the Routine 2 that must be reviewed—and fast. The elements to be reviewed are all listed above by sections in order of importance. Of course, many other smaller fantastic errors can be done and will be invented but they will be junior in value to those listed above and will be reported when found.

Routine 2 will be with us a long, long time and it is worth learning well. It takes the toughest case apart and is the *only* process that can start the actual clearing of 80 percent or more of all cases.

I have done or reviewed thousands of hours of auditing in forming and organizing and testing Routine 2.

It is the most gratifying (and sometimes hair-raising) auditing I have ever done or viewed. You can't oversell Routine 2. You just can't. For it is the first gateway to light, life and liberty for all mankind at last.

L. RON HUBBARD
Founder