The
Technical
Bulletins

of
Dianetics and Scientology

by

L. Ron Hubbard

Founder of Dianetics and Scientology

VOLUME IX
1970–1971

TECHNICAL BULLETINS
1970–1971

Contents

1970

1970

Working aboard the Sea Org flagship Apollo, *Ron continued to research intensively in the administrative and technical fields.*

Having developed a successful and standard system of organization form and function, Ron turned to streamlining the technology of management. *He released the highly workable principles and systems he evolved in the first HCO Policy Letters of the Organizing Series and Personnel Series.*

Another brilliant breakthrough was in the area of logic, where Ron made the first significant advances since the ancient Greeks. Releasing his findings in the famous Data Series policy letters, he revolutionized the subject; for the first time in all of man's history there was an effective and certain means of analyzing data and handling *situations.*

On the technical front, Ron resolved the mystery of the difficulties sometimes encountered by preclears after exteriorizing and released the technology to handle them—the new Interiorization Rundown.

1970 also saw the release of the first Case Supervisor Series HCO Bulletins, codifying Ron's years of experience in supervising cases and handling auditors. With these issues C/Ses had a clearly marked road to consistent and spectacular results for the auditors and pcs under their care.

Remimeo
Dianetic Auditors
Dianetics Checksheet

TRIPLE ERRORS IN DIANETICS

(Amends and replaces
HCOB 6 Oct. 69, same title)

In running Triples *after* running Single Flow on several items, IT CAN BE DIFFICULT IF THE TA IS HIGH AT SESSION START.

The correct thing to do when an auditor starts a session to run Flows 2 and 3 on a single item already run AND FINDS THE PC's TA IS HIGH (3.5 up) is to send the pc to Review to have his ruds put in.

The TA may not be high on the 2nd or 3rd flow about to be run at session start, but on some other chain.

The rule is simple:

WHEN STARTING A SESSION TO RUN FLOWS 2 OR 3 OF A SINGLE ITEM PREVIOUSLY RUN IN AN EARLIER SESSION, AND THE TA IS HIGH (3.5 UP) AT SESSION START, SEND THE PC TO REVIEW FOR RUDIMENTS.

In actual practice one can sometimes muddle through and the TA will come down and the needle F/N on the Flow 2 or 3 anyway. BUT THE AUDITOR WILL HAVE TO BE VERY ALERT TO BLOWDOWNS, which indicate a basic has been reached, not overrun it beyond F/N and generally run a flawless session.

L. RON HUBBARD
Founder

THE USES OF AUDITING

Case Supervisors, Registrars and Letter Registrars particularly should know something of the enormous number of uses to which auditing can be put.

The idea of selling and applying "Dianetic Triples" and "Scientology Grades" as all one knows about is an approach that is both lazy and ignorant.

It is doubtful if one could count the number of uses to which auditing can be placed to help livingness and improve the health, ability and outlook of a person.

The trend now is to apply auditing to special requirements. But this is not a new trend—it is merely unknown. Emphasis on completed grades tended to drive out of sight the real uses of auditing.

Naturally one wants his Dianetic Triples and his Scientology Triples. But to say this is the end of auditing is silly.

In the pursuit of the "new" one forgets the successful old. In Class VI auditing there are thousands of processes, all valid if run only to F/N.

Dianetic auditing particularly lends itself to specific situations. For instance, a pregnant woman should be audited on emotions and somatics relating to birth or babies before delivery. We used to simply audit the girl's own birth and any past births (R3R). Then immediately after delivery the engram is run out. Handling pregnancy in this fashion has the woman up and about in three days and in fine condition. This prevents utterly the extreme of "postpartum psychosis," as mental upset due to delivery is called. It prevents any upset with the husband or child. It prevents physical aftereffects. In short, it *should* be done.

People who have been ill for some time often only get well because they are audited.

After any illness the person should be audited.

After accidents and medical care people should be audited.

Almost any human situation containing pain or misemotion should be handled by auditing.

In the field of ability, auditing is king. The inability to study or to work or even to live can be handled in many ways. The simple action of listing the somatics, emotions and attitudes of the unwanted condition and running them R3R Triples relieves them.

A Registrar can sign up "intensives" on these subjects and get them relayed to the Case Supervisor.

Auditing is for *use*.

Auditing *is* the answer to human disability and travail. It can make life worth living.

Auditing is not a limited action. "He's had his Triples so you can't do anything" is about as limited a view as you can get.

The public should be given lists of things they may want handled. The use of auditing should be known, particularly in lower orgs.

A Case Supervisor should be fully aware of what auditing can do and insist that it get done.

There is no limit to what good auditing can do. That is the first thing one should learn about it.

L. RON HUBBARD
Founder

HCO BULLETIN OF 15 JANUARY 1970
Issue II

Keeping Scientology Working Series 17

HANDLING WITH AUDITING

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

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

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

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

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

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

Another recent case—pc with migraine headaches. Got some (evidently poor) Dianetic auditing. No change. When the pc's friend complained he was told it was "the illegal life she was living" and no action was taken. So the pc went to another org and *there* they refused auditing due to painkillers (instead of waiting two or three days until it wore off).

These are cases of NOT HANDLING.

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

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

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

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

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

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

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

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

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

Some auditors can get twenty wins and one lose and then mourn only about the one lose.

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

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

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

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

To *handle* a case one keeps at it. So the pc got an intensive. So the pc wasn't handled *in that* intensive. Well, one doesn't just dust it off and say that's it forever. The Case Supervisor looks harder and gets the Registrar to get more auditing bought.

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

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

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

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

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

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

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

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

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

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

Keep on trying to handle and you will succeed.

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

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

And sooner or later it will be.

L. RON HUBBARD
Founder

Remimeo
Registrar Form

REGISTRAR'S ADVICE FORM

Although no Registrar may give tech advice to a pc, what the pc wanted and expected and bought is made a matter of interest to the Case Supervisor.

Routing:

1. Registrar's desk.

   Pc complained of _____

   _____

   _____

   _____

   _____

   Pc hoped to achieve_____

   _____

   _____

   _____

   _____

   Pc was sold_____

   _____

   _____

   _____

   Any data from pc CF folder_____

   _____

   _____

   _____

2. To Examiner or Tech Director for interview.

   Pc's TA _____ Needle _____

   Pc's appearance_____

   _____

   _____

10

Prior auditing_____

_____

_____

_____

_____

Pc hopes_____

_____

_____

3. To Tech Services.

    Include in pc folder and send folder to the C/S. Be sure to send any old tech folder the pc may have on file or may have had sent in or brought in.

4. C/S noted the above.

_____
Initial

Note: This advice form in no way relieves the C/S of any responsibility in handling the pc's case. It is advice only. The C/S may require other actions be done first. Insofar as possible, the pc's desires are achieved but not necessarily in this one intensive and the pc should be so informed by the Registrar.

L. RON HUBBARD
Founder

Remimeo
Staff Auditors
Dn Course Supervisors
C/Ses
Dn Checksheets
Class VIIIs

NULL LISTS IN DIANETICS

It happens all too often in Dianetic auditing that:

a.   No further items on the assessment list read but

b.   The pc still has these somatics.

This is quite a problem. It cuts short the number of hours that can be delivered and leaves an unhappy pc.

But what do you know, the list isn't null. It is *suppressed* or *invalidated*.

Here is where the Dianetic auditor bridges over into Scientology, to which this action properly belongs.

There are many, many such Scientology actions which the Dianetic auditor will learn how to do when he studies to become a Scientology class auditor.

However, the great importance of the problem of a null or apparently dead list makes it necessary to teach the Dianetic auditor this technique.

SITUATION: NO ITEM ON THE HEALTH FORM OR LIST NOW READS, ONE OR MORE HAVE BEEN RUN, THE PC STILL HAS SYMPTOMS THAT ARE ON THE LIST. BUT THEY WON'T READ.

SOLUTION: THE DIANETICS AUDITOR NULLS BY SUPPRESS "BUT-TON" AND, IF NEEDED, THE INVALIDATE BUTTON.

This is normally called "getting in the Suppress button" or "getting in the Invalidate button."

It is called BUTTON because when you push it (say it) you can get a meter reaction.

In Scientology this is called "Nulling by Suppress."

All right, the list comes out all X—nothing reading.

The auditor, watching the needle out of the corner of his eye and also looking at the list (a trick you must be able to do so as never to miss a read on the meter), nulls down the list on all unrun items.

"On the item 'dizzy feeling' has anything been suppressed?"

"On the item 'painful head' has anything been suppressed? That reads."

Pc: "Yes, I suppress it all the time."

Auditor: "Painful head. That reads. Are you interested in running that item?"

Pc: "Yes! I kept wondering why it never read."

The auditor then runs R3R.

In the case of *Invalidate*, if Suppress doesn't read one "puts in the Invalidate button."

Auditor, reading an apparently null list:

"On the item 'dizzy feeling' has anything been invalidated?"

"On the item 'sore feet' has anything been invalidated? That reads."

Pc: "Yes, because it didn't read in the first place."

"Sore feet. That reads. Are you interested in running that item?"

Pc: "Yes!"

So the auditor runs R3R.

As you will learn in Scientology, when the pc suppresses or invalidates something the read *transfers* to Suppress or Invalidate, whichever they did. Suppress or Invalidate now read, the item itself doesn't until one puts the button (Suppress or Invalidate) in.

DON'T LET A DIANETIC PC OFF AUDITING JUST BECAUSE HIS UNRUN LIST ITEMS WON'T READ ON THE METER.

Get in Suppress and Invalidate on the items as above.

It is a rapid action, not two-way comm between items. You ask the *meter,* not the pc.

Hope this helps.

L. RON HUBBARD
Founder

Remimeo
SHSBC Checksheet
Academy Checksheet
Level II

WITHHOLDS, OTHER PEOPLE'S

Now and then, quite rarely, you find an auditor who in being audited "gets off" other people's withholds.

Example: "Yes, I have a withhold from you. Charley said you were insane."

Example: "Yes, I have a withhold. Mary Agnes has been in prison."

One also finds public pcs trying to do this occasionally.

The facts of the case are that it doesn't do anybody any good casewise to "get off" other people's withholds.

Essentially, a withhold by definition is something the *pc* did that was an overt act, which the pc is withholding and thus keeping secret.

Thus, getting off things that somebody else did is not helpful to a case, as such things aren't aberrative to the pc.

But now let's look at this more closely.

If a pc is "getting off" other people's withholds, HE HIMSELF MUST HAVE A CHAIN OF SIMILAR OVERTS AND WITHHOLDS *that are his own.*

Getting off other people's withholds is then seen as a symptom of the pc withholding similar actions of his own.

Let us then complete the two examples above.

Auditor: "Do you have a withhold?"

Pc: "Charley said you were insane."

Auditor, correctly: "Do you have a similar withhold of your own?"

Pc: "Er—uh—well, actually, I told the class you were crazy last month."

————————

Auditor: "Do you have a withhold?"

Pc: "Mary Agnes has been in prison."

Auditor: "Okay. Do you have a similar withhold of your own?"

Pc: "Er—uh—well, I spent two years in a reform school and I've never told anybody."

————————

You can assume that any pc who is trying to get off withholds someone else had is a sort of out-of-valence effort to avoid giving his own withholds.

This applies, of course, to all overts as well. Somebody giving other people's overts (which aren't aberrative to him) is actually failing to give overts of his own which are aberrative to him.

This is the mechanism behind the fact that if a pc is nattering about somebody the pc has overts on that somebody. The natter is "other people's overts." Getting these off does not help the pc. Getting the pc's off does.

Never be misled by a nattering pc. Never be hooked into letting him get off other people's overts and withholds.

L. RON HUBBARD
Founder

FAILURES

The psychologists and psychiatrists depended upon utterly by Western governments use only the technology of failed areas.

From Poland, Germany, Austria and Russia we get the arrogant psychologist and psychiatrist whose animal and death camp practices come from the work of PAVLOV and WUNDT.

After these and their colleague's work was accepted in these countries and used by their governments, total revolution and catastrophe followed.

The mental technology being used today by the Western governments gave Germany a Hitler, Russia a Stalin. Poland, Austria, Germany and Russia have been the scene of death camps, mass slaughter, wars and total defeat. The ruling heads who bought and used this work are long since dead, execrated and condemned by mankind.

Yet Western governments now pantingly beg for the faintest opinions of the current exponents of these technologies.

With their crime rate soaring in England since they began to use this degraded technology, yet even the police are forced to study it.

It is taught even to school children in America and American mothers raised the generation on it who are now deserting in hordes from the army.

Not only do Western governments now use this mental technology but also use the advice of the very men, nationals of those countries who were part of the downfall.

A list of these "experts" in the work of Wundt and Pavlov and other Eastern authorities shows in New York alone as 62% imported from those countries.

Further the public wants *nothing* to do with them and their "man is an animal" death camp orientation. The public will not support them financially or willingly go to them.

These men exist on government handouts and appropriations.

So they are doubly a failure.

Further, these people attack every new Western development in the field of

the mind by slamming against one the full control they now have over governments.

These men, operating from a headquarters close to the Russian–German border, control the entire field of "mental health" in the West.

Scientology, the only new Western development in the mind and spirit is fought by these men with demoniac fury.

AND WESTERN GOVERNMENTS OBEY THEM.

Anyone in the public who disagrees with this new fascism is slated for their stockades, torture by ingenious shocks and murder. All avidly agreed to by the "very best people."

In my humble opinion these very best people had better remember the fate of Czar of Russia, of Adolph Hitler, of the crowned heads of Austria and the rest. *These* were the "best people" of their day too. They died very horribly after using the work of these psychiatrists and psychologists.

Western crime is soaring, violence stamps Western cities, students are in total revolt, armies of men are deserting. And the Western leaders listen raptly to the same technology that made dust of its own world.

Either Western leaders are being stupid beyond belief or they are themselves criminal. Take your choice. There are no other possible explanations.

To scorn and attack all Western developments in the field of the humanities and engage in a death-kiss orgy with the Wundt, Pavlov rantings against man is not a "symptom of the times." It is a planned destruction of the West by the use of its own heads of state and should be regarded as such.

Watch carefully wherever the leaders of a country shrug off these death camps that are now being brought to view; you have men whose hatred of their own people is deep and bitter and will not end until the population is shattered and destroyed.

There is no possible sane excuse, pretext or explanation for planned and "lawful" seizure, torture and murder of innocent human beings.

Why import failed technology?

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 4 FEBRUARY 1970RA
REVISED 28 JANUARY 1991

Remimeo
Div 2
Div 4
Registrar
Case Supervisor
All Orgs
All SHs

PC APPLICATION FORM
FOR ANY MAJOR AUDITING ACTION

This form is to be made out by the preclear and mailed or handed in to the Registrar, who will forward it to the Case Supervisor. It is in addition to any other sign-up papers.

_____   _____

PRECLEAR NAME (BLOCK CAPS)   DATE

_____

CURRENT ADDRESS

_____

CITY

I _____ (name) hereby

apply for auditing:

☐ Purification Rundown, any org or mission

☐ TRs and Objectives, any org or mission

☐ Scientology Drug Rundown, any org or mission

☐ Expanded Grades, any org or mission

☐ New Era Dianetics, any org or mission

☐ Clear Certainty Rundown and Sunshine Rundown, any qualified org

☐ Power, in a Saint Hill or higher org

☐ R6EW, in an Advanced Org or the Flag Service Organization

☐ Clearing Course, in an Advanced Org or the Flag Service Organization

☐ OT Preps, in a Saint Hill or higher org

☐ Eligibility for OT levels check, in a Saint Hill or higher org

☐ OT Level _____ (New OT I through New OT XV, specify which), in an Advanced Org, the Flag Service Organization or the Flag Ship Service Organization.

☐ L10, L11, L12 (circle which), at the Flag Service Organization.

☐ Other rundowns or processing actions, (specify which):

_____

_____

1. I realize it may be necessary to prepare my case for a major action, such as above, or to handle medical actions or to get auditing for chronic somatics or particular difficulties.

2. I have the following physical disabilities:

_____

_____

_____

_____

_____

3. I have had auditing on the following:

_____

_____

_____

_____

4. I have had case gains on:

_____

_____

_____

_____

5. I have been trying to get the following chronic condition handled:

_____

_____

_____

_____

_____

6. I have/have not (circle one) contacted past lives in running engrams:

_____

_____

7. The following close relatives or family are favorable/unfavorable (state which) to Dianetics and Scientology:

_____

_____

_____

8. I have/do not have (circle one) a drug history. (By drugs, to mention a few, are meant—tranquilizers, opium, cocaine, marijuana, peyote, amphetamine, LSD, angel dust, medical drugs and alcohol.)

8a. I am/am not (circle one) presently taking drugs. If so, list each drug you are presently taking:

_____

_____

_____

_____

_____

9. I have/have not (circle one) been treated by psychiatrists. Give any details:

_____

_____

_____

_____

_____

10. I am a fast/slow (circle one) student.

11. I have already had the following auditing actions:

_____

_____

_____

_____

_____

_____

_____

12. My training level in Dianetics or Scientology is: (Include if you have read books or not, if no formal training.)

_____

_____

_____

_____

_____

_____

13. I object/do not object (circle one) to medical treatment if I am physically ill:

_____

_____

_____

_____

_____

14. I plan the following auditing actions after the above major grade is attained:

_____

_____

_____

_____

I hereby swear and attest the above to be true.

_____

Signed

Fill out, sign and return to the Registrar, who will include it in your folder for Case Supervisor use.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Div 2
Div 4
Registrars
Case Supervisors
Class VIIIs
All Orgs
SHs

URGENT—IMPORTANT

PC APPLICATION FOR MAJOR ACTIONS

It is vital that HCO PL 4 Feb. 70, PC APPLICATION FORM FOR ANY MAJOR AUDITING ACTION, be filled out by any pc applying for major auditing actions.

Major actions are:

Dianetic Singles
Dianetic Triples
Scientology Singles
Scientology Triples
POWER
R6EW
CLEAR
OT GRADES

Other actions, such as Student Rescue Intensives, Assists, handling chronic somatics, regaining specific abilities as desired by the pc, are not major actions.

THE BIG POINT OF CLASS VIII IS THAT a pc's case—or a pre-OT's—is PREPARED and SET UP FOR ANY MAJOR ACTION.

This applies to *all* levels of pcs and applies to ALL AUDITORS whether VIII or not.

NEVER RUN A PC ON A MAJOR ACTION WHOSE CASE IS GIVING TROUBLE.

Get that trouble *handled first*. This is done IN TECH DIV 4, not in Review. Pcs shy off reviews. Reviews are for cases flubbed IN AUDITING. Ordinary Dianetic intensives or Class VI Scientology processes to handle case trouble are run in the Tech Division.

The lowest level of handling is to get the pc to a medical doctor for treatment of any purely medical trouble. This can be accompanied by Dianetic Assists. We do not advocate severe operations and particularly do not advocate "exploratory operations." We will not refuse auditing on the grounds of medical illness.

We do advocate that known physical illnesses that respond to medical treatment be given it.

Assists are the next level.

Flying life ruds, S&Ds and other such Scientology actions, including "GF 40 Complete," more Dianetics and Class VI processes are all preparatory actions. There are literally hundreds of these.

It takes, it is reported, 25 hours of Dianetics for a field pc to get into past lives. On the PL Form No. 6, these are noted. If the pc has not contacted past lives yet, he must have more Dianetic auditing until he does so. Using Suppress and Invalidate on old lists gives you lots of items to run triple.

If a needle is dirty, the pc needs to be smoothed out by good auditing.

If the TA is high (4 or above), the pc needs more engrams run.

Dianetics and Class VI actions can and do handle chronic somatics. Use such processes until there are no more chronic somatics.

Test results should be available to a Case Supervisor. Until these are better, it is folly to engage in Scientology Triples or Power or above as the gains won't hold.

EXAMPLE OF WRONGNESS: Pc has had Scientology Singles. TA tends high. Registrar signs up for Triples and without further ado they are delivered. Flunk. The pc should have had a lot of Dianetics before anyone ran Triples.

EXAMPLE OF WRONGNESS: Pc with migraine signs up for Power, is given Power, asks for refund. Flunk. The pc should have been required to get all Dianetic auditing necessary to get rid of the migraine and the whole case smoothed before Power was begun.

It is very serious not to prepare a case for a major step. The cycle of sign up, give major action, refund, is a very, very sour way to deliver auditing.

The org and the Case Supervisor and the auditor must care what happens to the pc. An org and a Case Supervisor and an auditor must have a reality on what auditing can do.

By using HCO PL 4 Feb. 70, you get around the sticky bit of the pc thinking he is just being persuaded to have more auditing. He is made to *apply*. He is looked over in Tech as well as the form and told what needs to be done first.

If you are really interested in the pc, you will have no trouble.

The pc or pre-OT makes out HCO PL 4 Feb. 70 for every major step in auditing. Studying these, the Case Supervisor will know what to do.

Do not use HCO PL 4 Feb. 70 to prevent auditing from occurring. On the contrary, use it to increase gains on the pc.

This PL is also a major promotion opportunity. But don't promote by mailing it broadly unless you actually have auditors auditing in your org and the large number of auditing actions which can be done on a pc comprehended by the org and Case Supervisor.

Handled right, this HCO PL 4 Feb. 70 can bring success and great prosperity to your org and make a very happy field.

L. RON HUBBARD
Founder

HIGH TA, *FULL* HANDLING OF

(Refers to HCOB 17 Sept. 68, OVERRUN PROCESS)

The problem that "bugs" a great many auditors and gets in the way of a lot of pcs is HIGH TA.

Since the issue of Class VIII materials over a year and a half ago, I have been studying this problem and have additional observation and remedy on it. Whereas earlier materials handle it, it sometimes crops up again on the same pc. To handle it fully and forever on a pc was the principal target in my further research.

The following develops:

THE CAUSE OF HIGH TA IS AN ENGRAM CHAIN IN RESTIMULA-TION.

There is no other cause or reason for it than that.

Engram chains go into restimulation on OVERRUN IN LIFE.

Thus, overrun results in a high TA, but THE REASON OVERRUN RE-SULTS IN A HIGH TA IS THAT IT THROWS AN ENGRAM CHAIN INTO RESTIMULATION.

One sees this in running R3R when:

a. The original chain is erased and the pc jumps chains.

b. When the auditor insists on a rerun of an erased chain.

One sees this in Scientology when a floating needle is bypassed. The under-lying engram chain is then restimulated instead of keyed out and the resulting mass (of engrams) sends the TA high.

Rehab keys out the mass again.

An auditor should understand this Scientology cycle—auditing commands = key-out of mass in engrams = F/N. Overrun *is* auditing commands = key-out of mass in engrams = F/N + more auditing commands = key-in of mass in engrams = overrun = high TA. Rehab gets back the point of key-out = F/N again as the mass drops away out of restim.

In Dianetics an *erased* chain removes the mass. Overrun = disrelated chain being restimulated. Rehab can occur with F/N when the disrelated chain drops away.

The only real fault Symptom No. DDD, Direction 400, Pigeonhole 8 of Class VIII C/S Booklet has is an auditor's failure to get a BD item on his list. If he just listed to BD item on the question "What has been overrun?" he would usually get his F/N.

However, with the above discoveries, there is a new way of handling a chronic high TA, which follows:

CHRONIC HIGH TA is defined as one which is found high two sessions running (consecutive). "High" means around 4.0 or above. But 3.8 can also be called "high" if it occurs at session beginning too often.

To simplify—if a pc at session start has a 4.0 TA two or more sessions in a row, you can call it a chronic high TA.

The C/S CONCLUSION seeing this is that something has been overrun, usually in life but possibly in auditing. The same remedy applies to both.

One does not try to fly a rud or handle something else. One applies this remedy DDDA 400A:

1.   List "What has been overrun?" Get a BD item.

2.   Rehab if feasible with "How many times have you been released on that?" Get the number of times and you will get an F/N.

3.   Using that item, as expressed by the pc, narrative item or not, run 3-way flows R3R.

This will knock out the high TA tendency.

This Remedy DDDA 400A replaces DDD 400.*

It does not matter how high a TA goes during session so long as it eventually F/Ns. Dianetic Auditors jump chains, miss basic or they don't get down to basic. This gives a high TA or a low one. The remedy here is to rehab the point of erasure or to continue the chain to erasure.

Sometimes a pc goes exterior in session. The TA flies up after session at the Examiner. In this case, rehab the exteriorization point. This is sometimes detectable usually when pc leaves a session with F/N and has 4.0 at Examiner!

The principle of mass = high TA is the same except in this case the mass is the *body*.

I trust this will help.

L. RON HUBBARD
Founder

*[*Editor's Note:* this refers to remedy DDD 400, given in HCOB 8 Sept. 71R II, CASE SUPERVISOR ACTIONS, in this volume.]

Remimeo
Dianetic Checksheet
Class VIII
  Checksheet

FLOATING NEEDLES AND END PHENOMENA

Now and then you will get a protest from preclears about "floating needles."

The preclear feels there is more to be done yet the auditor says "Your needle is floating."

This is sometimes so bad that in Scientology Reviews one has to prepcheck the subject of "Floating Needles."

A lot of bypassed charge can be stirred up which ARC breaks (upsets) the preclear.

The reason this subject of floating needles gets into trouble is that the auditor has not understood a subject called END PHENOMENA.

END PHENOMENA is defined as "those indications in the pc and meter which show that a chain or process is ended." It shows in Dianetics that basic on that chain and flow has been erased, and in Scientology that the pc has been released on that process being run. A new flow or a new process can be embarked upon, of course, when the END PHENOMENA of the previous process is attained.

DIANETICS

Floating needles are only ONE–FOURTH OF THE END PHENOMENA in all Dianetic auditing.

Any Dianetic auditing below Power has FOUR DEFINITE REACTIONS IN THE PC WHICH SHOW THE PROCESS IS ENDED.

1. Floating needle

2. Cognition

3. Very good indicators (pc happy)

4. Erasure of the final picture audited.

Auditors get panicky about overrun. If you go past the *end phenomena*, the F/N will pack up (cease) and the TA will rise.

BUT that's if you go past the four end phenomena, not past a floating needle.

If you watch a needle with care and say nothing but your R3R commands, as it begins to float you will find:

1. It starts to float narrowly.

2. The pc cognites (What do you know—so that's . . .) and the float widens.

3. Very good indicators come in. And the float gets almost full dial, and

4. The picture, if you inquired, has erased and the needle goes full dial.

That is the full end phenomena of Dianetics.

If the auditor sees a float start, as in 1, and says, "I would like to indicate to you your needle is floating," he can upset the pc's bank.

There is still charge. The pc has not been permitted to cognite. VGIs surely won't appear and a piece of the picture is left.

By being impetuous and fearful of overrun, or *by* just being in a hurry, the auditor's premature (too soon) indication to the pc suppresses three-quarters of the pc's end phenomena.

SCIENTOLOGY

All this also applies to Scientology auditing.

And *all* Scientology processes below Power have the same end phenomena.

The 0 to IV Scientology end phenomena are:

A. Floating needle

B. Cognition

C. Very good indicators

D. Release.

The pc goes through these four steps without fail IF PERMITTED TO DO SO.

As Scientology auditing is more delicate than Dianetic auditing, an overrun (F/N vanished and TA rising, requiring "rehab") can occur more rapidly. Thus, the auditor has to be more alert. But this is no excuse to chop off three of the steps of end phenomena.

The same cycle of F/N will occur if the pc is given a chance. On A you get a beginning F/N, on B slightly wider, on C wider still and on D the needle really *is* floating and widely.

"I would like to indicate to you your needle is floating" can be a chop. Also it's a false report if it isn't widely floating and will keep floating.

Pcs who leave session F/N and arrive at Examiner without F/N, or who eventually do not come to session with an F/N, have been misaudited. The least visible way is the F/N chop, as described in this session. The most obvious way is to overrun the process. (Running a pc after he has exteriorized will also give a high TA at Examiner.)

In Dianetics, one more pass through is often required to get 1, 2, 3, 4 end phenomena above.

I know it said in the Auditor's Code not to bypass an F/N. Perhaps it should be changed to read "A real wide F/N." Here it's a question of how wide is an F/N? However, the problem is NOT difficult.

I follow this rule—I never jolt or interrupt a pc who is still looking inward. In other words, I don't ever yank his attention over to the auditor. After all, it's *his* case we are handling, not my actions as an auditor.

When I see an F/N begin I listen for the pc's cognition. If it isn't there, I give the next command due. If it still isn't there, I give the second command, etc. Then I get the cognition and shut up. The needle floats more widely, VGIs come in, the F/N goes dial wide. The real skill is involved in knowing when to say nothing more.

Then with the pc, all bright, all end phenomena in sight (F/N, Cog, VGIs, Erasure or Release, depending on whether it's Dianetics or Scientology), I say, as though *agreeing* with the pc, "Your needle is floating."

DIANETIC ODDITY

Did you know that you could go through a picture half a dozen times, the F/N getting wider and wider without the pc cogniting? This is rare but it can happen once in a hundred. The picture hasn't been erased yet. Bits of it seem to keep popping in. Then it erases fully and, wow, 2, 3 and 4 occur. This isn't grinding. It's waiting for the F/N to broaden to cognition.

The pc who complains about F/Ns is really stating the wrong problem. The actual problem was the auditor distracting the pc from cognition by calling attention to himself and the meter a moment too soon.

The pc who is still looking inward gets upset when his attention is jerked outward. Charge is then left in the area. A pc who has been denied his full end phenomena too often will begin to refuse auditing.

Despite all this, one still must not overrun and get the TA up. But in Dianetics an *erasure* leaves nothing to get the TA up with!

The Scientology auditor has a harder problem with this, as he can overrun more easily. There is a chance of pulling the bank back in. So the problem is more applicable to Scientology as a problem than to Dianetics.

But ALL auditors must realize that the END PHENOMENA of successful auditing is not just an F/N but has three more requisites. And an auditor can chop these off.

The mark of the real virtuoso (master) in auditing is his skilled handling of the floating needle.

L. RON HUBBARD
Founder

PROFESSIONAL WARFARE

Governments are very foolish indeed to side with one or the other in private group wars.

When the British government took sides between Puritans and Catholics, they got Cromwell*, a fate not even a government deserved, much less the English, Scot and Irish people!

Faction fights are not things in which governments should choose sides.

The dispute between Scientologists and psychiatrists to control the field of mental healing has so far been marred by government partisanship for the psychiatrists.

The Scientologist can well ask why the governments involved wish to tar themselves with such a brush.

The psychiatrist lacking technology, fat with corrupt "research grants," has played the game of saying to those politicians they could influence, "Let's you and them fight."

In a fair field the psychiatrist would lose hands down. He has no real public membership, his technology came from 19th century Germany. He is publicly detested so that a whole city that was polled (New Orleans) said "*Anything* would be better than psychiatry!" The statistics of crime and insanity which psychiatry is paid to control are soaring.

So the psychiatric front groups have no choice but to hide behind politicians. In an open field these two groups would either come to terms or the Scientologists would win.

This is why the psychiatrists pours rivers of false reports about Scientology into government ears and those press outlets whose owners they control.

The Scientologist has a legitimate complaint against psychiatry on purely technical grounds.

Over the years the Scientologist got on his lines more and more injured, maimed and ruined people who had been brutalized by psychiatrists.

*Cromwell: Oliver Cromwell (1599–1658), an English Puritan and revolutionary leader. He overthrew the king and had him exeuted, dissolved the existing government and ruled England as a dictator from 1653–58. His invasion and subjugation of both Ireland and Scotland earned him the undying hatred of the peoples of both these countries.

Drug addicts became an increasing problem and when Scientologists looked into the society they found psychiatry was pushing drugs and addicting people as a "cure."

Electric shock and "brain surgery" that had cured nothing now had to be handled by the Scientologist as "psychic traumas" in addition to handling what had been wrong in the first place.

The Scientologists' stomach was turned by the Nazi death camp conditions in "mental hospitals" run by psychiatry. The denial of all human and civil rights to anyone declared "insane" often for political reasons, revolted the sense of justice and decency of millions of Scientologists.

The founder of Scientology has been howled at and invalidated by psychiatry solely because he refused utterly to go along with psychiatric brutality and in 1950 was outspokenly critical of their Nazi approach. For years psychiatric front groups have released a torrent of lies and abuse about him because they are afraid he will win. They could not control him even while privately admitting he was a skilled practitioner, so skilled that 18 psychiatrists in just one month alone secretly sought to retain him to treat their wives and families.

It is folly for a government to get involved with and take sides in a purely professional fight.

Scientologists ask nothing better than a contest in the open with psychiatry.

The one thing psychiatry has tried to avoid for years was any confrontation with Scientology. Using every trick known in covert operations, using every news media pawn they had, using every politician who would listen to lies, psychiatry has been forced to fight an undercover battle.

But it is just a factional fight between two private professional groups.

Government interference on the side of psychiatry is blocking a speedy reform of the field of mental healing. By taking sides, the government is preventing better rights and treatment of the insane.

Let Scientology and psychiatry fight it out on their own ground.

Government has no business in this area of technical dispute unless of course, in this case, it really wants Dr. Cromwell as its Big Brother* in 1984.

L. RON HUBBARD
Founder

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*Big Brother: a symbol representing a totalitarian government; from the novel *1984*, written in 1949 by English author George Orwell. The book describes life under a severely suppressive government which ruthlessly invades the privacy of individuals and seeks to exercise total control over them. The government personifies itself as a "Big Brother" of the citizens to symbolize its supposed concern for their welfare.

Remimeo
All Class VIIIs
Class VIII
  Checksheet

STANDARD TECH AND INVALIDATION

Invalidation is a serious button.

When a Class VIII goes home, he is, of course, a better auditor.

He can and will crash all stats in the area if he charges around invalidating all auditors not so fortunate as to be an VIII.

STANDARD TECH

Clarifying what standard tech is:

An auditor correctly auditing the materials of his class is performing standard tech.

Standard tech is not a process or a series of processes. It is following the rules of process*ing*.

For example, one runs a process to its end phenomena. One lists by L&N laws. One sees that a question reads before auditing it. One audits with TRs in. One follows the Auditor's Code. One repairs any ARC break or gets it repaired. One doesn't kid around and coffee shop with processes. One gets trained for the grade he is auditing. One uses study tech. One checks out HCOBs correctly. That sort of thing is standard tech.

Any process ever taught on the SHSBC or ever released in ANY book can be audited and be standard tech.

Standard tech cancelled no certs or classes or processes.

If you check a process question to see if it reads and run it to its F/N and other end phenomena following the rules of auditing, that's standard tech.

Basically, standard tech was a way of auditing—following the rules *of* auditing as listed above.

There are ways to C/S for maximum case gain but these vary and advance.

Remember, stats of an area can be crashed if an VIII begins to invalidate every auditor junior to him or the C/Sing.

The stats of an area can be made to soar by an VIII who helpfully guides others into respecting the basic rules of audit*ing*.

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When an VIII returns to an area, these things should happen:

1. Enthusiasm of auditors for auditing pcs should increase.

2. Volume of auditing hours delivered should soar.

3. New people should be clamoring to become auditors.

4. Training speed per student should quicken.

5. Respect for correct auditing as noted above should increase.

6. People not getting results should be guided into correct application for their grade.

7. Auditing results should increase per session.

8. Auditing and training should boom in popularity.

Now review what you know of auditing as an HDG and VIII and you will find you have been taught how to do all the above.

In studying VIII keep your eye on how to get the above eight things going in your area with what you now know. You won't be able to make VIIIs out of HDCs or Class IVs or VIs but you sure can make terrific HDCs, IVs and VIs out of them.

That's why you're an VIII.

L. RON HUBBARD
Founder

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Clarifying What
Standard Tech is:
An auditor correctly
auditing the materials
of his class is
performing Standard
Tech.

A CAUSE OF VIOLENCE

A US commission has recently recommended that mass news media pay more attention to the views of minorities and that the government provide some means where minorities can bring their grievances to light.

About 22 years ago the president of the University of Chicago stated that the practice of excluding the views and aims of minority groups from mass media was the direct cause of violence, riots and civil commotion.

Examining this idea we see that the news media does not neglect to report the violence and reactions of minorities but almost never fully reports the actual ideas and real grievances of various groups, churches or minorities. We see reported violence *against* students such as their being banned or the subduing of riots.

We are reading in essence what one might call fragmentary reports. The whole story isn't there.

Nobody has really asked either side what *ideas* are in conflict.

The Establishment has no mediators one can approach so as to talk it over or who have the power to get things straight.

Indeed the Establishment is often very cloudy on what its ideas are or what it is trying to do. But as a government gets old and desperate its main idea is that "Any dissenting opinion must be smashed."

The Czar's government went the route that way. Students proposed reforms. The government and its press began to attack students, lie about them, ridicule them, accuse them of treason. The students demonstrated. The government increased police appropriations. The students protested. The government appointed an even more vicious head of their secret police. The students began to assassinate officials. The government began to torture student prisoners. And then BANG the populace revolted, the Czar was executed and the Communist Party took over Russia.

Nobody, but nobody ever asked the government "WHAT ideas are you supporting?" Nobody ever really asked the students "What do you object to really and how can it be reformed if it exists?"

And nobody published it.

There is no machinery in the Establishment for mediation with the people. They depend upon "elections" or polls. But they haven't got a Dept A to which a minority can go and say "Look, your idea of financing psychiatric death camps is messing things up."

A special privilege group—the very best people only, please—can use the Establishment as a mouthpiece, use its force. They can use mass news media. And with this they can remove rivals or dissenters or competition or minorities. Usually their motives are somewhat less than nice. They have their eye on big profits or someone else's property or some private monopoly obtained through government influence.

Anyone who might be imagined to be a threat to such private special privilege is promptly blared at and lied about and ridiculed in the controlled mass news media and then covertly attacked by Establishment forces.

It takes a fantastic amount of digging to find WHY some minority is being attacked. For the real private idea behind the Establishment attack is often not pleasant when exposed to view.

To go back a ways in history: All Cromwell's yap about Catholics was probably just private effort by a few, using the government, to seize Catholic property. The lies and violence surrounding those times make it very difficult to get to what ACTUAL IDEA caused the terrible dictatorship of 17th century England. Those you read in the history books are only the propaganda lines of both sides. WHO started it to be able to grab Catholic property?

For instance, I can't find out, despite vast reading, why the US is fighting in Vietnam. What IDEA is really behind it?

Students who oppose being involved personally in a war they can't understand are treated to batons and courts. They're called "Red Agitators."

What they really object to probably is a conscript army (which is an uneconomic, inefficient and foolish idea begun by a mass killer known as Napoleon) and the specter of inflation and world unrest they know they'll inherit when, getting older, they take over the reins.

There's no cool head in the Establishment who has the job of listening and finding out what it's all about and mediating.

If the ideas in opposition actually could be sorted out, they would cease to be in total opposition and some probably overdue reforms could occur and the violence would greatly diminish.

As it stands today, both sides of the conflict are seldom reported and violence is the routine way of things.

Mass news media errs badly in acting on orders it receives to defame or attack some minority group. News media would serve a real purpose if it sought to really dispassionately discover the ideas behind today's conflicts and ignored the jingoisms and catch phrases they are handed.

They are, after all NEWS media, not as they often seem to be, propaganda machines playing a part in psychological warfare.

But, of course, the ideas behind news media itself are to sell papers and get the bills paid. The same private interests behind the Establishment are too often also the backers of the newspapers and so use them to crush the possible competition. And as today newspapers are seldom solvent they think they have to have backers behind them.

The reasons for the decline of newspaper circulation are not hard to find. The public has ceased to believe what they print, sensing that their views are not always disinterested.

Also in stressing controversy and conflict newspapers have not realized that few people beyond sports fans like to witness fights. The public today finds newspapers above the level of their ability to confront. So they don't buy so many newspapers.

However if newspapers and other mass news media could refrain from editorializing for the bosses and began to search out the central, often carefully hidden, ideas behind modern violence and expose them honestly, mass news media would again become a potent force in the culture.

In a democracy particularly, people should be correctly and accurately informed. The mass news media is the people's intelligence service. False reports or biased accounts are deadly in an intelligence system.

No population can act rationally when the data they are fed is false. And when it is exposed as having been false the whole body of news media is rejected.

Much of the news media, screaming for reform in others, itself could undergo a lot of reforming.

To begin with they could pay their reporters and announcers and workmen enough money to make life seem brighter.

Writers, photographers and artists are the most economically insecure people in our society. These are even called the "insecure professions."

If they don't deliver exactly what the boss says, they've had it. Their own integrity has to go by the boards in the face of continual economic threat.

Freedom of speech does not apply to them.

It is standard practice for a reporter to receive from his editor the data he is to write and then go interview someone, receive contrary data from the interviewee but then be forced to write what the boss said in the first place. No wonder they are cynics. Paid with buttons, how can they refuse orders? They'd starve.

Scanning yesterday's and even last year's headlines one sees practically the same news stories over and over and over.

Real happenings are occurring in the world, but mass news media is given its pattern of stories because somebody up top wants it that way. This is called "molding public opinion" but should be renamed "moldering public opinion."

Psychiatric front groups wanted Scientology defamed. So the "Scientology Story" was invented out of whole cloth and written without a single reporter going near the subject's founder for all the 14 years of his active leadership of its organizations!

False "Scientology bulletins" were run off and distributed. Quotes never spoken were printed. But nobody ever asked the head of the movement anything and tore up and didn't print every press handout that was issued.

The tide has turned now. There was nothing wrong in the first place.

The false reports issued about Scientology are a grim example of how a special privilege group like psychiatry can use mass news media and the Establishment to try to eradicate competitors.

Scientologists are neither violent nor political. They are a technical church group, working successfully in the field of mental health.

The false reports were so false that at last the public refused to believe them. Even the better reporters began to turn against furthering the attack anymore. It was just too corny.

Groups less sane and less stable than the Scientologists, minorities who are not able to handle such situations calmly as the Scientologists have, begin to stockpile weapons and throw stones and have a go at the police. Nobody will listen. They are maligned in Establishment and press. And they can only think in terms of violence.

Unable to express their views publicly or call attention to real abuses and hardships such minorities begin to put their messages in the solid form of bricks and bullets.

The Establishment itself has to think of their own individual jobs, none too well paid. And like the underpaid reporters they have to snap to attention when the "very best people," the specially privileged private groups give their orders to government.

The answer to all this is not hard to find.

Governments should cease to be pawns of private interests and work honestly at their jobs in the broad interest of the whole people, not the privileged few.

And mass news media should deal honestly in what it actually observes, not in what the big boss says is so. Papers might even begin to sell again.

L. RON HUBBARD
Founder

HCO BULLETIN OF 15 MARCH 1970

Class VIII
Class VIII
  Checksheet
Class VIII C/S
  Checksheet

DOUBLE FOLDER DANGER

When a pre-OT has a Solo and an auditing folder, both, there is a great danger if the Case Supervisor does not look at BOTH before C/Sing.

There has been an instance of a pre-OT running strange C/Ses on himself. Another ran C/Ses out of other folders on himself. In both cases the consequences were hard to repair when finally found.

In another case, in the Solo folder the pre-OT had gone exterior with full perception. But the non-Solo auditing folder was being C/Sed. The TA shot up for 2 months without any C/S except myself calling for *all* folders.

Pre-OTs unfortunately run on a Solo folder and an audited folder. Unless both are to hand when C/Sing, wild errors can be made by the C/S.

There is *also* the case of a person having two audited folders being C/Sed at the same time. This is an admin error.

The firm rule is C/S ONLY WITH ALL FOLDERS TO HAND.

The embarrassing situation where one can't get a folder from another org or field auditor or where the old folder is lost has to be made up for somehow. It mustn't halt auditing totally.

L. RON HUBBARD
Founder

CIVIL RIGHTS

A people must be very alert to the chipping away of their civil rights.

Without anyone noticing, psychiatric front groups over the years have secretly widened a crack in civil liberties into a highway-wide breach.

Hardly anyone in the public has ever bothered to read procedures used for commitment. No judge, no jury, not even an expert is needed today to seize any citizen and cancel all his civil liberties just by an unsubstantiated charge that he *might* do something.

This is contrary to all common law, yet it is now part of the statutes of every country.

It has now been exposed that political reasons are common grounds for committing a person.

It has also been found that in these institutions, conditions prevail that recall Buchenwald and Dachau, the Nazi torture and death camps.

There is no statute on Earth that condones murder. The Nuremberg war crimes trials show clearly that the whole civilized world were revolted by the Nazi brutalities, human experiments and slaughter in these camps.

A similar condition exists today in mental institutions. But it has been a closely guarded secret. No one can get the lists of those committed or discharged. The records are commonly falsified. Death is called a discharge!

In George Orwell's book *1984,* the story is told of a Big Brother dictator who by using psychiatrists carried out a reign of terror.

Looked on as fiction, the book by the late George Orwell (who mysteriously died) seems closer to truth than anyone would have suspected.

The seizure laws exist. A charge can be brought against anyone that he *might* do something dangerous. Without trial or representation, without any legal procedure, under existing law and practice, he can be imprisoned, his civil rights suspended and his property seized. He has no recourse to law. He is held incommunicado. Further he can be beaten, tortured and murdered without anyone the wiser.

That is too much power in any set of hands.

It opens the door to total enslavement of a population.

When Scientology attempted to better this situation it was attacked. It was attacked with smear campaigns, lies, wild rumors and careful strategy.

Every single one of these attacks on Scientology traces back to members of psychiatric groups and members of their boards of directors who occupy high places behind governments.

What is Scientology's crime?

It said these brutal treatments were not necessary. It stated mild nonviolent methods did far more good and far less harm.

For this "crime" Scientology has been fought and lied about and hammered.

A psychiatrist who has just incapacitated for life or killed his two-thousandth patient can stand up in an inquiry and his red hands hidden behind his back can dare to state that Scientology is harmful! Scientology, that never laid a hand on anyone in its entire life is harmful?

Hypocrisy is a loathsome thing. These attacks on Scientology are hypocritical in the extreme.

Why should the power elite be so anxious to destroy any critic of psychiatric brutality and lawless murder?

What *else* do they have to hide?

A people should be very careful indeed to preserve their civil rights.

It is all very well to go about saying, "It will never happen to me." But charges of "insanity" happen to one out of fifteen people in some countries.

Psychiatry has been careful, very careful not to define "insanity" too closely. They do not in fact know what it is. They cannot cure it. Their patients die or relapse. Currently their "cure" consists of filling the country up with "insane" drug addicts.

But the recent trend of defining insanity is someone who *might* do something.

Not even the French kings with their *lettres de cachet* which were issued in blank to their pals who could then throw anyone they disliked into the Bastille ever dreamed up such a charge. At least the prerevolutionary French power elite had the good graces to place *some* charge against their victims—such as "I owe him money," "He has a pretty wife I want," "He failed to bow when I drove by." The angle is, "I feel he *might* do something." Psychiatry has had this written into the recent seizure laws.

Very possibly the modern power elite may succeed in bringing about their crazy "1984" world. But if they do they should acquaint themselves with the fate of another power elite which in 1789 in France lost its head.

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The common people, regarded with such contempt by the "very best people" have a nasty habit of eventually getting angry. They anger very slowly under the grinding heel of oppression. But sooner or later they turn and when they turn they tear their oppressors to pieces.

The widespread riots and civil commotions of the world today stem from human wrongs.

Like someone building a tomb for himself, the power elite heaps stone on stone of further wrongnesses on the pile.

Every great plan to seize the world and enslave mankind has come to bone dust in the end.

One wonders that such men never learn.

But they don't. They're too arrogant to be wise, too stupid even to remember what happened to Hitler when he decided to use the social sciences to get rid of objectors and unwanted people.

Probably the greatest condemnation that can be leveled at such men today is that they know very well that humane technology exists today in Scientology. It is not necessary to kill the insane. Yet they want that technology destroyed.

In the immortal words of a famous leader of one of these psychiatric front groups when they first laid plans to smash new developments: "Scientology poses a direct threat to our plans. It must be destroyed."

Why anyone would want to be Big Brother to a world held in insane asylums one wouldn't know.

Unless of course, the madmen are the ones in charge.

Could be.

Could be.

L. RON HUBBARD
Founder

Dianetic Course
Auditors

ALLY, DEFINITION OF

To clear up any confusion on the word "ally" it is defined here.

By "ally" in Scientology, we mean "a person from whom sympathy came when the preclear was ill or injured. If the ally came to the preclear's defense or his words and/or actions were aligned with the individual's survival, the reactive mind gives that ally the status of always being right—especially if this ally was obtained during a highly painful engram."

L. RON HUBBARD
Founder

GREEN FORM

HCOB 5 Nov. 69, Issue III, GF TO F/N,[*] applies fully, but if one got an F/N and the pc was not fully satisfied that all had been handled, the auditor's next step is to do an L-1A using "In this session has . . . " to F/N, VGIs.

Each line that is handled on the L-1A can be handled "itsa, earlier-similar itsa" until the line is clean on the meter.

L. RON HUBBARD
Founder

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[*][*Editor's Note:* HCOB 5 Nov. 69 III has been cancelled; standard references on F/Ns and prepared lists include HCOB 20 Nov. 73, F/N WHAT YOU ASK OR PROGRAM, HCOB 14 Mar. 71R F/N EVERY-THING and HCOB 27 Dec. 67 LIST HANDLING.]

Remimeo
HCO Sec Hat
E/O Hat
Tech Sec
Qual Sec
C/Ses
C/S Checksheets

AUDITING AND ETHICS

Cases undergoing ethics actions, Comm Evs, amends projects or low conditions should not be audited until the ethics matter is cleared up and complete. It only louses up their cases to audit them when under such stress.

L. RON HUBBARD
Founder

Remimeo
Dianetics Checksheet

URGENT

DIANETIC TR NOTES

(Cancels HCOB 15 Jan. 70 III,
TR 104, written by another)

To avoid coach restim in doing TR 104 and TR 103, please note the following:

1. In TR 103 the "session" is between STUDENT and DOLL. TRs are done on the *DOLL* not the coach.

2. In TR 103 the coach is not obliged to answer all of the commands—he may or may not. If he doesn't, the student assumes the DOLL has answered and proceeds accordingly.

3. In TR 103 and TR 104 NEVER give dates and durations, as a coach, in actual units of TIME—use something else. "4 figs," "2 potatoes," "horsefeathers," are all perfectly good "dates" for coaching purposes or in bullbaiting.

4. Likewise never use real somatics in coaching or bullbaiting TR 103 and TR 104—use nonsense terms or harmless ones.

5. In TR 103 the coach occupies the position of a bullbaiter who interjects distractions, bullbaiting and disruptive remarks into the "session" between student and doll. He can throw in answers on behalf of the doll which the student must abide by; but the coach does not play the part of "pc." Don't go playing the role of "pc" on a real set of process commands!

Also, please note that the POSITION of the coach in TR 104 and TR 103 is *beside* the student, not across from him.

L. RON HUBBARD
Founder

THE ENEMIES OF SCIENTOLOGY

All these attacks on Scientology are a smoke screen to divert public attention from what is really going on in British ANZO and South African institutions. Daily, the opponents kill thousands of mental patients in a new kind of Belsen* or Auschwitz. Using surgery and brutality they are "solving the mental problem" by killing the insane. Ministers of Health who approve of that without outcry are hardly to be classed as human. For them, to attack Scientology is proof of their bad faith. Scientology urges humane treatment. It condemns brutality. The public, at large, detests violence and brutality and has long since condemned it in institutions. But the public does not realize it goes on daily in a horrible parade of blood and agony. How is it governments condone death and attack whoever would raise his voice to stop it? Scientology would work quickly and effectively on the insane. It would end the slaughter. The madmen in charge of these institutions know this. Thus, Scientology must go. Scientologists have yet to kill or injure anyone. Those who fight it insist the insane must die. If Scientology was used, the torrent of blood money now given by governments to madmen would cease. Do not take my word for it. Try to visit any institution during treatment time. They will not allow it to be seen. Daily their death toll mounts. They have no right to kill. Those attacking Scientology have red hands. Stop listening to their words and look, instead, at their foul actions. You would understand at once what this fight is all about. Stop the killing of the insane. Stop these savage abuses. Stop sexual attacks on patients. Back up Scientology and end the reign of tyranny over men's bodies and minds. Ask your Minister of Health how many he let be killed today in his institutions. He will not answer. He will not even let you near these modern Belsens. If any legislation is to be passed, let it be to forbid murder and brutality in the name of mental healing.

From all over the world the enemies of Scientology have been able to find only a score or two of complaints about it. May I point out that these few people (about enough to fill a coach) are alive, free and uninjured. Those attacking Scientology run mental institutions. They make millions out of it. They advocate brutal, murderous actions against the insane. They are terrified of losing the avalanches of money gouged out of governments. They see Scientology taking it all away with kind, effective measures. There is no question in their minds that Scientology works. That's why they are attacking it. A thousand other philosophies and religions arise every year with no outcry from the madmen in charge.

*Belsen: Nazi concentration camp in West Germany during World War II. This and similar Nazi camps such as Auschwitz were the sites for detention of many millions who the Nazis labeled undesirable (most notably the bulk of the Jews of Europe). More than six million people were eventually exterminated in these camps. Those who were not killed outright were ill treated, many subjected to cruel experimentation and torture, and great masses died of disease or starvation.

The hundreds of thousands of victims of the enemy, as in all Fascist actions, cannot complain. They cannot even talk—they're dead.

If a government favors and supports a group like psychiatry and defends their assumed right to kill people at will, then that government is a government against the people, is an inhuman government and should be replaced. No private group on this planet should be allowed to seize, torture, maim and kill at their discretion and no law or government should support them against the people.

People who live in tin houses shouldn't throw can openers. This furor over the world against Scientology is stirred up by small psychiatric-controlled groups. It cannot help but result in worldwide demands to investigate the inhuman brutality they use in their institutions. Their nineteenth-century methods must end. They act like the mad scientists in a bad old-time movie. The true medical doctor is ashamed to be associated with them. The psychiatric idea of man is a godless, soulless piece of meat. They demand their rights to butcher at will. They mock every Christian sentiment. According to them, everyone is helplessly mad and anyone who opposes them is especially so. Yet where are their cures? They only have victims. They torture and kill out of sight in their institutions. Scientology organizations over the planet are urging laws which forbid killing or injuring the insane. Murder is murder. Why do the nations of the world condone the seizure and slaughter of citizens? The political implications of letting these men seize whoever they wish are serious. They do not know best. They cure no one. They attack anyone who tries to help fellow man. If legislators were sincere, they would think of their people and forbid the abuse, injury or killing of the insane. This hypocrisy on their part has gone far enough.

The year of human rights draws to its close. The current English government celebrated it by barring out foreign students, forbidding a religious leader to enter England and beginning a steady campaign intended to wipe out every church and churchman in England. The hidden men behind the government's policies are only using Scientology to see if the public will stand for the destruction of all churches and churchmen in England. These hidden men have already said so in an official booklet and Scientology orgs now have a copy. So the madmen in charge celebrated the year of human rights by beginning their campaign to obliterate all human rights and end all churches. Callaghan*,Crossman* and Robinson* follow the orders of a hidden foreign group that recently set itself up in England which has as its purpose the seizure of any being whom they   dislike

*Callaghan: James Callaghan, Minister of the Interior (also called the Home Office), the British government department responsible for domestic affairs, naturalization and control of the police at the time of this lecture. He was one of the key figures behind the 1968 attack on Scientology in Great Britain, using his authority to deny Scientologists entry into the country.

*Crossman: Richard Crossman, the United Kingdom Home Secretary at the time of the attack on the Church in England. He was a psychotic who had decided that Scientologists were a revolutionary group working against the government.

*Robinson: Kenneth Robinson, Minister of Health (head of the government department responsible for the health of its citizens) in Great Britain in 1968. Robinson was the ex-vice president of the National Mental Health Association, a private group in the UK specializing in the "treatment" of families of aristocrats. There has never been any "national" aspect to this group. The group obtained very unusual favors by means of their "treatment" of the families of these aristocrats. He was one of the key figures behind the 1968 British attack on Scientology and was subsequently removed as Minister of Health for this unpopular campaign

or who will not agree and permanently disabling or killing him. To do this they believe they must first reduce all churches and finish Christianity. Scientology orgs will shortly reveal the hidden men. Scientology orgs have more than enough evidence to hang them in every country in the West.

L. RON HUBBARD
Founder

ETHICS PROGRAM NO. 1 CASE ACTIONS

I have developed the following C/Ses to make every staff member an Ethics Upstat.

One or more of the following C/Ses for each category (as applicable) can be given so that each staff member achieves Ethics Upstat status. Each session commences with "Fly a rud."

1. LACK OF CASE GAIN:

    1. a. Medical exam and any treatment.

        b. Review to straighten up all out-ruds.

            When pc has markedly recovered:

        c. Fly a rud, GF 40 and handle every item that reads, fully. Run LX lists 3, 2 and 1 and each item that reads twice run 3-way recall, 3-way secondary or engram to end phenomena.

        d. CCHs.

    2. Dianetic Triples—at least 25 items run triple.

    3. Scientology Triples.

2. POOR STUDY RECORD:

    1. Any needful review.

    2. Student Rescue Intensive.

3. TA TOO HIGH OR TOO LOW (above 4.0 or below 2.0):

    Too high:

    1. Do procedure in HCOB 13 Feb. 70, HIGH TA, FULL HANDLING OF, as follows:

        a. List "What has been overrun?" Get a BD item.

        b. Rehab if feasible with "How many times have you been released on that?" Get the number of times and you will get an F/N.

        c. Using that item, as expressed by the pc, narrative or not, run 3-way flows by R3R.

Note: If the above doesn't work well, TA still high, do this:

1. Check if exterior in auditing.

2. Rehab.

3. Run Interiorization HCOB 22 Mar. 70.

Too low:

1. Look for any bad sessions and use List 1A on that session (as per HCOB 2 Mar. 70, LIST L1A).

2. Clean up any ARC break of long duration.

3. Prepcheck "Invalidation."

4. Do GF 40 and handle.

5. Class VIII to do LX lists as needed. Proceed with general case advance by grades.

4. POOR POST STATS:

1. Two-way comm on the purposes of the post, as follows:
Take the stated purposes for (applicable post).
Clear each one with him/her by 2-way comm on a meter until (each purpose) doubts, conflicts, problems and misunderstoods are handled. (Maybe one will F/N, maybe not.)

2. Run "Who have you failed to help?"
"Who has failed to help you?"
"Who has failed to help another?"
"Who have you helped?"
"Who has helped you?"
"Who has helped another?"

Run each of the six legs to F/N and end phenomena.

3. Run Reach and Withdraw on key object in pc working area.
"Reach for the _____ ." "Withdraw from the _____ ." to VGIs and cognition or 3 commands with no change or equal comm lag.

4. Run overts on post or on the org or on any org or group.

5. Run Overts-Justifications: "What overt have you committed?" "How have you justified that?"

6. Case handling as per HCOB 4 Feb. 70, PC APPLICATION FORM FOR MAJOR ACTIONS.

7. General auditing as required up the grades.

5. CURRENT DRUG HISTORY OR CONNECTIONS:

1. Person off drugs for required amount of time.

2. GF 40 section on drug handling (Class VIII action).

3. Dianetic Prior Assessment of drugs and run all reading items on Dianetics three flows.

6. PSYCHIATRIC HISTORY:

   1. Run out past psychiatric treatment.

   2. Run "What somatics, sensations, feelings or emotions did you have prior to mental treatment?" Do a nice list. Run R3R three flows on all reading items. If no reading items, apply Suppress and Invalidate on the list as per HCOB 29 Jan. 70, NULL LISTS IN DIANETICS. If still no reading items, do a new revised Health Form.

   3. Person may be PTS and an S&D may be needed.

7. LOW APTITUDE, IQ AND LEADERSHIP TEST SCORES:

   1. CCHs.

   2. Op Pro by Dup.

   3. Run "What purpose has failed?" This should be to a BD item. It will F/N and the pc cognite and GIs. Then run 3-way R3R on the item.

All the above actions are run as per HCO Bulletin FLOATING NEEDLES AND END PHENOMENA, 20 Feb. 70.

8. Where the same process occurs in 2 of the above remedies, do not repeat it in the second one run.

It is noted here that the above actions utilize the skills of just about every level of auditor training, so there should be many auditors in the org who can assist on the above auditing actions and so speed up the program.

The goal—every person on staff an Ethics Upstat.

Good case gain!

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 7 APRIL 1970RE
REVISED 27 APRIL 1989

Remimeo
Class V Grad
  Checksheet
Class VI
  Checksheet
Class V Grad
  and above
  Auditors
C/Ses

GREEN FORM

The Green Form is used to detect the peculiarities and elements of a pc's life which are causing case trouble or preventing gains. (It is not used to cure high or low TA.)

You can assess it Method 3 and handle, not going beyond the first F/N, but its real use is Method 5 and send to the C/S for programming.

It can also be used in combination with the Expanded Green Form 40RF to precisely locate and solve any resistiveness of a pc's case.

Directions for use of the Green Form and the Expanded Green Form 40RF are given in HCOB 8 Dec. 78R II, GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF. It is vital, before using these lists, that any auditor or C/S first checks out on the above issue.

PC NAME: _____ DATE: _____

AUDITOR: _____

1A. **HAVE YOU NOT HAD SUFFICIENT SLEEP?**   _____

1B. **ARE YOU PHYSICALLY TIRED?**   _____

1C. **HAVE YOU NOT HAD ENOUGH FOOD?**   _____

1D. **ARE YOU HUNGRY?**   _____

1E. **HAVE YOU DRUNK ALCOHOL?**   _____

1F. **HAVE YOU TAKEN ASPIRIN?**   _____

1G. **HAVE YOU TAKEN TRANQUILIZERS?**   _____

1H. **HAVE YOU TAKEN DRUGS?**   _____

      (Do not audit a pc who has not had sufficient food or rest or
      who has taken aspirin or drugs. If one of the above questions
      reads, assess no further; take the question up with the pc. If
      he is tired, send him home to rest, if he is hungry, send him
      to get fed, and if he has taken drugs, he will have to dry out
      for the time specified in HCOB 17 Oct 69RB, DRUGS,
      ASPIRIN AND TRANQUILIZERS.)

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2A. **HAVE YOU GONE EXTERIOR IN AUDITING?** _____

(If the pc is Clear, Dianetic Clear or OT and has not had an Int RD, do the End of Endless Int Repair RD per Int Series 4RB. Do not run any Dianetics. Otherwise, if the pc has never had an Int RD, give him a standard Int RD per Int Series 2.)

2B. **HAS YOUR INT RD BEEN MESSED UP?** _____

(Do an Int RD Correction List Revised [HCOB 29 Oct. 71RA]. If Int Correction has already been done on the pc get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RB.)

3. **HAS THERE BEEN A LIST ERROR?** _____

(Find out which and handle with an L4BRB.)

4A. **DO YOU HAVE AN ARC BREAK?** _____

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

4B. **DO YOU HAVE AN ARC BREAK WITH THE ENVIRONMENT?** _____

(ARCU CDEINR E/S to F/N or Remedy B if ordered by the C/S. Ref: HCOB 14 Aug. 68R, Word Clearing Series 29, REMEDY B—ENVIRONMENT AND "NEW STYLE.")

4C. **DO YOU HAVE A PRESENT TIME PROBLEM?** _____

(Itsa E/S Itsa to F/N.)

4D. **HAS A WITHHOLD BEEN MISSED?** _____

(Get what, who nearly found out, what they did to miss it, E/S M/W/H to F/N.)

4E. **WAS THERE A WITHHOLD THAT KEPT COMING UP?** _____

(Who wouldn't accept it, who said it still read. Indicate it was a false read. 2WC the concern.)

4F. **HAVE YOU COMMITTED AN OVERT?** _____

(Pull it, E/S to F/N.)

5. **ARE YOU EXPERIMENTING?** _____

(Get time, place, form and event E/S to F/N.)

6. **ARE YOU ALTERING TECH?** _____

(Get time, place, form and event E/S to F/N.)

7. **ARE YOU DOING SOMETHING ELSE WITH TECH?** _____

(Get time, place, form and event E/S to F/N.)

8. **HAVE YOU TYPED, HANDWRITTEN OR TAPED COPIES OF ANY CONFIDENTIAL MATERIALS?** _____

(Get time, place, form and event E/S to F/N.)

9. **ARE YOU HERE TO GET DATA FOR SOMEONE ELSE?** _____

(Get what, when, all, who E/S to F/N.)

10. **DO YOU HAVE A CRIMINAL RECORD OR CRIMES FOR WHICH YOU COULD BE ARRESTED?** _____

(Note all crimes, with what, when, all and who and handle with E/S to F/N.)

11. **ARE YOU HERE TO BE CURED OF SOMETHING NOT MENTIONED?** _____

(Itsa E/S Itsa to F/N.)

12. **DO YOU HAVE UNPAID DEBTS TO ORGS?** _____

(Get time, place, form and event E/S to F/N.)

13. **DO YOU HAVE KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY?** _____

(Get time, place, form and event E/S to F/N.)

14. **ARE THERE IGNORED ORIGINATIONS?** _____

(Itsa E/S Itsa to F/N.)

15. **HAVE YOU BEEN SELF-AUDITING?** _____

(Itsa E/S Itsa to F/N or L1C on the prior upset. If prior upset was in auditing, use the appropriate correction list.)

16A. **HAVE YOU BEEN AUDITED BY A NON-STANDARD AUDITOR?** _____

(Itsa E/S Itsa to F/N.)

16B. **HAS THERE BEEN A NON-STANDARD PROCESS?** _____

(Itsa E/S Itsa to F/N.)

16C. **HAS THERE BEEN A BAD AUDITING COMM CYCLE?** _____

(Itsa E/S Itsa to F/N. L1C if necessary.)

16D. **HAVE THERE BEEN CODE BREAKS?** _____

(Itsa E/S Itsa to F/N.)

17A. **IS THERE AN ENGRAM IN RESTIMULATION?** _____

(L3RH and handle. On a Clear or OT, indicate the read. You may do an L3RH if needed, however, do *no* handling beyond indicating the read. See HCOB 30 Oct 78R, C/S SERIES 53, USE OF for further data on handling reading Dianetic items on Clears and OTs.)

17B. **IS A PICTURE NOT ERASED?** _____

(Handle as in 17A above.)

18. **IS THERE AN ENGRAM EXACTLY MATCHING PT DANGERS?** _____

(Run it out R3RA Triple or Quad. On Clears and OTs handle as in 17A above.)

19. **ARE YOU CONNECTED TO A SUPPRESSIVE PERSON?** _____

(2WC to F/N. Return to C/S for instructions on further handling if needed.)

20. **ARE YOU CONNECTED TO A SUPPRESSIVE GROUP?** _____

(2WC to F/N. Return to C/S for instructions on further handling if needed.)

21. **IS THERE AN ENVIRONMENTAL MENACE?** _____

(2WC to F/N. Return to C/S.)

22. **ARE YOU HERE BECAUSE SOMEONE ELSE DEMANDED IT?** _____

(2WC to F/N. Return to C/S.)

23A. **DO YOU HAVE A HIDDEN STANDARD?** _____

(L&N "What hasn't been handled?" then L&N "Who or what would have ___(item above)___?" Run O/W on the item.)

23B. **WHAT WOULD HAVE TO HAPPEN FOR YOU TO KNOW SCIENTOLOGY WORKS?** _____

(Handle as in 23A above.)

23C. **WHAT PROBLEM ARE YOU TRYING TO SOLVE WITH AUDITING?** _____

(L&N "What problem are you trying to solve with auditing?" then L&N "Who or what would have ___(item above)___?" Run O/W on the item.)

24. **WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED?** _____

(Itsa E/S Itsa to F/N.)

25. **CAN'T YOU STUDY?** _____

(2WC to F/N. Program for a Study Green Form.)

26. **HAS ANYTHING BEEN SUPPRESSED?** _____

(Itsa E/S Itsa to F/N.)

27. **HAS ANYTHING BEEN INVALIDATED?** _____

(Itsa E/S Itsa to F/N.)

28. **HAS ANYTHING BEEN EVALUATED?** _____

(Itsa E/S Itsa to F/N.)

29. **HAS ANYTHING BEEN RUSHED?** _____
    (Itsa E/S Itsa to F/N.)

30. **HAS ANYTHING BEEN MISSED?** _____
    (Itsa E/S Itsa to F/N.)

31. **HAS A PROCESS BEEN LEFT UNFLAT?** _____
    (2WC for data to F/N. Return to C/S.)

32. **HAS A PROCESS BEEN OVERRUN?** _____
    (Rehab.)

33. **HAS A RELEASE BEEN BYPASSED?** _____
    (Rehab.)

34. **HAVE YOU BEEN OVERREPAIRED?** _____
    (Repair Correction List.)

35. **HAVE YOU GONE DIANETIC CLEAR?** _____
    (If so, 2WC to F/N and send the folder to C/S for
    programing. One would *never* simply send the person to
    declare without having done a full and complete Clear
    Certainly Rundown which showed beyond any doubt that the
    person was indeed Clear. To do otherwise can wreck the
    person's chances for making any case gain.)

36. **IS THERE ANYTHING UPSETTING ABOUT THIS
    REVIEW?** _____
    (Itsa E/S Itsa to F/N.)

37. **IS THIS LIST UNNECESSARY?** _____
    (Indicate. If no F/N Rehab or Date/Locate.)

38. **IS THERE SOMETHING THAT HASN'T BEEN HANDLED?** _____
    (Find out what and handle or return to the C/S.)

39. **IS THERE SOMETHING ELSE WRONG?** _____
    (Find out what and handle or return to C/S.)

RESISTIVE CASES PREASSESSMENT
(#40 of GF)

Assess Method 5 the following Resistive Cases. If any item reads, go to its
corresponding section on the Expanded Green Form 40RF and assess Method 5
all the items in that section. Assess the section on the Expanded Green Form
40RF that corresponds to *each* reading item.

When all sections corresponding to the reading Resistive Cases items are
assessed you will have a full picture of the pc's resistiveness.

Then, if you have C/S okay, take up each reading section on the GF 40XRF in the order in which they are listed below and handle reads per the instructions given.

Otherwise, return to the C/S for programing.

A-1. **WENT DIANETIC CLEAR AND NEVER ATTESTED?** _____

A-2. **HAVE YOU HAD ENGRAMS RUN AFTER BEING DIANETIC CLEAR?** _____

A-B. **DON'T WANT AUDITING?** _____

C-1. **AUDITED WITH RUDIMENTS OUT?** _____

C-2. **SECRETS?** _____

D. **OVERWHELMED?** _____

E-1. **CONTINUOUSLY COMMITTING OVERTS?** _____

E-2. **EVIL PURPOSE?** _____

F-1. **SUPPRESSED?** _____

F-2. **CONNECTED TO AN ANTAGONISTIC PERSON?** _____

G. **SERIOUSLY PHYSICALLY ILL?** _____

H. **HAVE YOU NOT HAD AUDITING?** _____

I-1. **SEEKING THE SAME THRILL ATTAINED FROM DRUGS?** _____

I-2. **HAVE YOU TAKEN DRUGS?** _____

J. **FORMER THERAPY BEFORE SCIENTOLOGY?** _____

K. **HAVE YOU TAKEN PART IN EARLIER PRACTICES?** _____

L-1. **OUT OF VALENCE?** _____

L-2. **ARE YOU BEING SOMEONE ELSE?** _____

M. **PRETENDING TRAINING OR GRADES NOT ATTAINED?** _____

N. **AUDITED WITH PRIOR GRADES OUT?** _____

O. **MISUNDERSTOODS IN AUDITING?** _____

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

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HCO BULLETIN OF 8 APRIL 1970

Class VIII

GF 40 HANDLING—CLARIFICATION

(Cancels HCOB 19 Nov. 69,
GF 40—OUT OF VALENCE CASE)

1. *All* reading items on a GF 40 are handled. The rule of handling all items that read twice or more as in Prepcheck and LX list assessments does not apply to GF 40.

2. If "Audited over out-ruds" reads, it is handled first regardless of how many times it read.

3. If "Out of valence" assesses out with the greatest number of reads, it is handled last (after all other reading GF 40 items have been handled).

4. In all other cases the GF 40 items are handled in order of greatest number of reads.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 APRIL 1970R
REVISED 23 SEPTEMBER 1978

Remimeo
Class V Grad
  Checksheet
C/Ses
Auditors
Tech Secs
Qual Secs

Interiorization Rundown Series 6

AUDITING PAST EXTERIOR

Refs:

HCOB	4 Jan. 71R	Int RD Series 2
		EXTERIORIZATION AND HIGH TA
		THE INTERIORIZATION RUNDOWN
		REVISED
HCOB	24 Sept. 78 I	Int RD Series 4
		THE END OF ENDLESS INT REPAIR
		RUNDOWN
HCOB	26 June 78RA II	NED Series 6RA
		ROUTINE 3RA
		ENGRAM RUNNING BY CHAINS
HCOB	7 Mar. 75	EXT AND ENDING SESSION

On Flag, where we do a lot of auditing on pcs, when I took over C/Sing after eight months off C/S lines, I found a very high percentage of cases had been audited past exterior. It was a very high percentage.

Many of these pcs (most of them VAs or on OT levels) had various symptoms:

Headaches
Body aches and pains
Effort
Pressures from environment.

The common denominator was "audited over exterior."

The main symptom of this was high TA at session start or TA up at Examiner after F/Ns, cog, VGIs at session end. Not all, however, suffered from high TA, but all who had high TA after lots of auditing had been audited past exterior.

The first (1970) version of the above-referenced HCOB (now HCOB 4 Jan. 71R) re-exteriorization and interiorization was tested and written as the breakthrough which permits auditing after exteriorization and going on up the grades.

The check, even after this, showed such a high percent of cases had been audited past exterior on Dianetics, Scientology, Power, Clearing or OT grades that I wish to bring the point home emphatically to C/Ses that it is of major importance to handle this situation by checking for it and running interiorization.

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NOTE: Per HCOB 12 Sept. 78, DIANETICS FORBIDDEN ON CLEARS AND OTs, Clears, OTs and Dianetic Clears would not now be audited on the routine Interiorization RD (Int RD Series 2), as they are not to be run on Dianetics. Dianetic Clears, Clears and above may be audited on the End of Endless Int Repair RD, which runs Int by recall. (Ref: HCOB 24 Sept. 78, Issue I, Int RD Series 4, THE END OF ENDLESS INT REPAIR RD.) A Clear or OT who then has any further unresolving Int problems should, as soon as possible, be handled at an AO.

The standard C/S for any other pc who has exteriorized in auditing, has high TA, headaches, body aches, heavy pressures or discomfort (any of these), is to order a check on interiorization, exactly per the steps given on HCOB 4 Jan. 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED. Then, if Int is found to be charged, the person is given the Int Rundown.

When the Int Rundown steps are completed, in a separate session sometime within the next few days, this C/S must be done:

1. Two-way comm on interiorization and exteriorization.

This pushes the cognition further. The pc may not have added it all up yet. Don't evaluate. Just question and listen with no Q and A.

———————

Pcs or pre-OTs can go on up to higher grades after exteriorization if interiorization is run. This is even true of Dianetic Clears. For Clears, OTs and Dianetic Clears, however, Int can only be run using the End of Endless Int Repair RD as referenced above.

We are far more successful in early auditing (such as Dianetics and lower grades) than we think!

L. RON HUBBARD
Founder

Remimeo

ARBITRARIES

(Originally written by LRH for the *Apollo* OODs of 16 Apr. 70.
Issued as an HCO PL and HCOB on 5 Nov. 80.)

An arbitrary is a false order or datum entered into a situation or group. It *is* third dynamic aberration.

An arbitrary is something entered without reason. For the tech on this I refer you to *Dianetics: The Evolution of a Science.* It is a fascinating subject, arbitraries.

I found one time that people hadn't read *The Problems of Work* where confusion and the stable datum is first covered. When I got that text across, then why we had stable terminals became very plain. Stable data is the other side of the coin. An arbitrary could be said to be a false stable datum.

Now if we can get arbitraries understood we will make some progress.

Whenever we as an organization violate the basic philosophy of Dianetics and Scientology we get into muddy water.

The whole trouble, for instance, with C/Sing is that the theory of the mind is not learned, only the mechanical processes. When one doesn't know the basic put-together of the mind but only knows processes, one never learns WHY the processes are used or *when* to use them. So one can be an auditor but can fail as a C/S if he doesn't know WHY and therefore WHEN to use a process.

A C/S should be an expert on *The Original Thesis* and the first few chapters of the *DMSMH* and on *8-80* and *8-8008*. I'll bet those studying "C/Sing" right now are still puzzling over processes!

Know your basics. They're in our very oldest books. All advances have been in how to handle basics better.

Applies to pcs *and* to organizations alike.

Know WHY and you can tell WHEN.

If you knew the most basic data given in Dianetics and Scientology books, and if you knew Scientology HCO Bulletins and Policy Letters and Sea Org Flag Orders, you would never need an order at all. You would know the true intention and could work it all out.

L. RON HUBBARD
Founder

Remimeo

2–WAY COMM C/Ses

There are four main reasons why a Case Supervisor or an auditor gives a "2-way comm" C/S.

1. WHEN NOT ENOUGH DATA TO C/S. "2-way comm to obtain data about case progress and status."

2. WHEN PC INFERS SOMETHING IN CASE THAT'S NOT BEEN HANDLED. "2-way comm to find what pc thinks should be handled on case."

3. WHEN PC HASN'T COGGED ON END RESULT. "2-way comm on (process just run) to see what thoughts pc had regarding it."

4. WHEN PC'S POST PURPOSE IS BEING CLEANED UP. "2-way comm on how his post purpose fits into org—or if he can do it."

In all these instances the C/S may be as specific as he likes about what he wants asked or cleared up. In other words, the quoted C/Ses above are only examples. Each of the above four general types can have a great number of different questions. The C/S must be very familiar with the four *types* given in capitals above.

On his part, the auditor can vary the C/S's question around to get different slants on it. The auditor doesn't have to get an F/N on the 2-way comm session but often does.

The auditor can introduce a curve, an alter-is, by Q and A with the pc and by evaluation.

The drill on 2-way comm is the old ask and listen.

A Q and A is of course echoing the pc's statement. Example: Pc: "I never liked my father." Auditor: "What about your father?" Pc: "He was cruel." Auditor: "What about cruel people?" Pc: "I don't like them." Auditor: "What else don't you like?" And so on and on.

A correct session is for the auditor to hold to the C/S's main line of questioning no matter how he phrases it and listen to and write down what the pc says.

Evaluation in auditing 2-way comm is the other deadly sin. The auditor asks and listens. He doesn't explain anything to the pc. Example: Pc: "I didn't dig the

process." Auditor: "Well, you see, that process was intended to . . ." and here we go on evaluation. Even an auditor's facial expression can be evaluation.

Ask and listen and ack. Prompt only by varying the original question now and then, that's what the good 2-way comm auditor does.

WORKSHEETS

The 2-way comm worksheet is rather more detailed as to what the pc says than process worksheets.

The C/S needs the data.

Or in looking it over the auditor himself, if he's his own C/S, will need the data.

The questions the auditor asks should be noted on the worksheet as a guide.

MAXIM

It is a C/S maxim "when in doubt order a 2-way comm."

2–WAY COMM AUDITOR

Any auditor can 2-way comm. Saint Hillers were best at it. Academy-level auditors can be used in this, even Dianetic auditors.

The only reservation is not to assign an auditor whose *grade* is lower than the pc's. The auditor's class is not as important as his grade. The reason for this is that the OT pre-OT, in being 2-way commed by a Grade V, can blow the poor auditor apart or can be stuck with a data withhold.

METER

All 2-way comm is of course done on a meter. It is, however, not a Sec Check or Prepcheck. TA position and needle reaction and F/Ns are important to the C/S.

One doesn't 2-way comm past an F/N, cog and VGIs.

L. RON HUBBARD
Founder

Remimeo
Course Supervisors
Cramming Officers
Examiners
Students

CLAY TABLE DEMO CHECKOUTS

(Note: The data in this issue applies to anyone giving a clay demo checkout, not just Course Supervisors. [Reference: HCO PL 21 Feb. 71RA, SUPERVISOR CHECKOUTS])

A Supervisor when checking a student's clay demonstrations always checks to see that the student's understanding of the material being demonstrated is present. This is done exactly as outlined in HCOB 11 Oct. 67, CLAY TABLE TRAINING. The Supervisor has only the materials of the course such as HCO Bulletins, HCO Policy Letters, tapes, textbooks or reference materials to refer to in checking out a demonstration.

If a student's clay demonstration isn't correctly done or doesn't show what is to be demonstrated, the Supervisor must give a "flunk" for it. The Supervisor must also state why it is a flunk with reference to the material. A Supervisor must never refer to another student's demo as an example of a correctly done demo or make an example of a student's incorrectly done demo to other students. Just stick to the course materials and your students will win.

You will find that students' demonstrations will each be unique in their own way of showing the data. The important thing is that the demo does show the data and the student understands it.

A student's clay demo is a personal creation by the student and when properly done is to be highly validated by the Supervisor. A student's clay demo is not something made for public display even to other students.

All a Supervisor is interested in with any student is that the material of the course is duplicated and fully understood by the student. The clay demonstrations of each student will show this.

L. RON HUBBARD
Founder

Assisted by
Deputy Preparations Chief Flag

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Class IV Grad
  Checksheets
Tech/Qual
All Auditors
C/Ses

Interiorization Rundown Series 7

BLOWS

AUDITING PAST EXTERIOR

Refs:

HCOB	4 Jan.	71R	Int RD Series 2
	Rev. 24.9.78		EXTERIORIZATION AND HIGH TA
			THE INTERIORIZATION RUNDOWN REVISED
HCOB	24 Sept.	78 I	Int RD Series 4
			END OF ENDLESS INT REPAIR RD
HCOB	7 Mar.	75	EXT AND ENDING SESSION

I have found a major cause of blows from classes, orgs and Scientology.

Overts are of course a primary cause, but many have overts and *don't* blow, so why do such people blow?

A case audited past exterior, particularly if it is not acked, tends to get stuck on exteriorizing. This can (but doesn't always by any means) cause the person to take himself away!

Three recent "blows" all fell in this category. One who was trying to blow, when audited on interiorization, changed his mind.

An amazing number of pcs go exterior on modern auditing. Modern processes, Dianetics and Scientology are very fast.

Some haven't even realized it, didn't know what it was.

When they go exterior and you keep on auditing them without running interiorization as per HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED, they become stronger as thetans while being reinteriorized, and they get odd somatics, particularly in the head.

Uncomfortable, they want OUT. Trying and failing to get out (since interiorization has not been run), in desperation they *leave* an org or class—body and all—without being exterior as a thetan.

If you rehab exterior and run an Interiorization Rundown the dramatization ceases.

The excuses such "blows" give you would fill a large book. Yet it is only that they are seeking to exteriorize, can't, so they "exteriorize" by leaving, body and all.

The Interiorization Rundown is given in HCOB 4 Jan. 71R.

For Clears, OTs and Dianetic Clears, the handling is the End of Endless Int Repair Rundown. (HCOB 24 Sept. 78 I)

A person couldn't be audited past exterior, you know.

But if given an Interiorization Rundown he or she can be.

When they have been audited past exterior without an Interiorization Rundown, you will have trouble with the case, the TA and with blows. So use the interiorization tech.

L. RON HUBBARD
Founder

UNREADING QUESTIONS AND ITEMS

Ref:
HCOB   3 Dec. 78   UNREADING FLOWS

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, all flows, including Dianetics.

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdowns (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking an item that doesn't read or running an item or flow that doesn't read.

On a list, this is the sort of thing that happens:

The list is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N item." So the auditor *does* list it, without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a "dead-horse list" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4BRA on the pc to correct the situation and gets "unnecessary action."

On a list that is getting no item you don't *extend*. You correctly use L4BRA or any subsequent issue of it. If you extend a "dead-horse list" you just make things worse. Use an L4BRA and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The auditor does, gets a BD F/N item, "A hunter." The C/S *also* says to list as a second action "Who or what would feel tough?" The auditor fails to test the question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter." It has stirred up charge from the first question and the item "A mean hunter" is a *wrong* item as it is a misworded variation of the first list's item! Now we have an unnecessary action *and* a wrong item. We do an L4BRA and the pc is still upset as maybe only one or the other of the *two* errors read.

In a Dianetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc., that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dianetic list question does usually read but one doesn't bother to test it.

But an item or flow that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

ALWAYS *TEST* A LISTING QUESTION BEFORE LETTING THE PC LIST.

ALWAYS *MARK* THE READ IT GAVE (sF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING AND ALWAYS CHECK AN ITEM AND FLOW BEFORE RUNNING RECALLS OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (sF, F, LF, LFBD) ON THE WORKSHEET.

CHARGE

The whole subject of "charge" is based on this. "Charge" is the electrical impulse on the case that activates the meter.

"Charge" shows not only that an area has something in it. It also shows that the pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged* but below the pc's reality. So it won't read.

THINGS THAT DON'T READ WON'T RUN.

The Case Supervisor always counts on the AUDITOR to test questions and items and flows for read before running them.

The auditor, when a question or item or flow doesn't read, can and should always put in "Suppress" and "Invalidate." "On this (question) (item) (flow), has anything been suppressed?" "On this (question) (item) (flow), has anything been invalidated?" If either one reads, the question or item or flow will also read. The Case Supervisor also counts on the AUDITOR to use Suppress and Invalidate on a question or item or flow. If after this there is still no read on the question or item or flow, that's it. Don't use it, don't list it. Go to the next action on the C/S or end off.

L. RON HUBBARD
Founder

HCO BULLETIN OF 28 MAY 1970

CORRECTION LISTS, USE OF

The various lists designed to find bypassed charge and *repair* a faulty auditing action or life situation should be used heavily and thoroughly.

There are many such lists—Green Form, L1B, L4, etc.

They are available in HCOB form and are themselves corrected and reissued from time to time. They can be found in HCOB 5 July AD 13, ARC BREAK ASSESSMENTS and others.

There are FOUR WAYS TO USE these prepared lists.

1. The auditor starts at the top and takes up each read until he gets one to F/N. In this case the auditor does not do "itsa earlier itsa." He just cleans each read.

2. The auditor starts from the top and on each read cleans it and does itsa earlier itsa to F/N or to a clean no-read and goes on.

3. The auditor assesses the list down until he gets a heavy read and cleans that, using itsa earlier itsa. Then he can go on to the next heavy read, cleans that, etc., to F/N. In this case he can get several F/Ns on the same list.

4. The whole list is rapidly assessed over and over until one item stays in and that is given to the pc.

UPSET PC

When a pc is very upset and misemotional, the action in (4) above is the only one to use as it is the safest. On a very upset or antagonistic pc don't engage in any chatter, just grab a list and assess it, and indicate the bypassed charge. The results are usually magical.

REPAIR

Repairing a case fully, as done in Qual or in an HGC, where the person has led an out-rud life, method 3 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a case for auditing a major action is to repair it.

This can be necessary before the person is ever audited at all on any major action such as Dianetics or grades.

Such an action can go on and on and should. The action is to bleed the list of all possible use, using (3).

This is a new discovery I have made.

AUDITING REPAIR

Auditing repair usually uses methods 1 or (for pcs upset from lists) 4.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists, don't be in a great hurry or do a superficial job.

The list is for the *pc,* not a statistic.

L. RON HUBBARD
Founder

HCO BULLETIN OF 30 MAY 1970R
REVISED 23 SEPTEMBER 1978

Remimeo
C/Ses
Tech/Qual
  Auditors
Class IV Grad
  Checksheet

Interiorization Rundown Series 3

INTERIORIZATION INTENSIVE
2–WAY COMM

The Interiorization Rundown Revised (HCOB 4 Jan. 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED) is ALWAYS followed by a final session with "2-way comm on interiorization-exteriorization."

If the interiorization auditing has to be repaired, that is done first, of course.

BUT AN INTERIORIZATION RUNDOWN IS NEVER COMPLETE UNTIL AN ADDITIONAL LATER SESSION IS GIVEN ON 2–WAY COMM ON INTERIOR–EXTERIOR.

A C/S in repairing cases should always look to see if a pc:

1. Has exteriorized at some time during auditing.

2. If the pc has exteriorized and has not had an Int RD, Int must be checked, per HCOB 4 Jan. 71R, and if charged, the only C/S that can now be done is the Interiorization Rundown (except on Clears or above, who get the Recall version).

3. If an Int Rundown has been given, then the C/S must check to see if a later session was given on "2-way comm Int-Ext."

4. If this 2-way comm was omitted, or not in a separate session, then "2-way comm on Int-Ext" must be ordered even if there have been several intervening sessions.

THE PROCESS

As an auditor, you would give the pc an R-factor that you are going to go over the subject of interiorization and exteriorization with him.

Get him to tell you how he feels about these, based on the Int button(s) that was assessed and run, and on the subject of Int in general.

The 2-way comm session is always taken to F/N.

COG

It is *usually* the case that the pc did not fully cognite when he had the Int Rundown. His TA may stay high after an Int session. O/R is of little use to get it down. What's missing is the 2-way comm session. In it the pc usually cognites and things then go right.

The current C/S and auditor error is trying to do everything briefly and all at once. Ordering an Int Rundown and 2-way comm on it in the same session would be part of such an erroneous trend.

The 2-way comm must be *another* session, preferably on another, later day.

It is a flagrant C/S error to omit "2-way comm Int-Ext" after an Interiorization Rundown session.

The signal to order a check on interiorization per HCOB 4 Jan. 71R is pc went exterior in auditing or has been found to have gone exterior. Auditing will not run well when the pc is audited past or after exteriorizing.

If charged, an Int Rundown must now be ordered.

If unsuccessful, it must be repaired.

Successful or repaired, an Int Rundown must be followed by the 2-way comm session.

Two-way comm must be done with exact TRs. The auditor must not Q-and-A. He must not evaluate (tell the pc what it's all about).

Two-way comm is a precision process. The pc is kept talking, not by giving him commands. He is kept on the subject of Int-Ext (or the 2-way comm subject), not encouraged to leap about by Q and A.

You cannot consider an Interiorization Rundown complete unless followed by 2-way comm.

If the case hasn't had it following his Int Rundown, he must be ordered to it.

L. RON HUBBARD
Founder

Remimeo

TRIPLE GRADES

(Cancels HCOB 3 Feb. 69 II)

The HCOB 3 Feb. 69 II, TRIPLE GRADES, which stated they were not taught on Dianetics Course and must be audited by a Class V Auditor is CANCELLED.

SCIENTOLOGY TRIPLES

Scientology Triple Grade for a grade is used, with the Havingness Process, as the last process of each level.

Lower Scientology processes for that grade are run first. Any of these that can be run on three flows are also run Triple.

A Triple Flow for a grade process may be audited by any auditor of the class of that grade. In other words, a Class 0 Auditor can run the major Triple for Grade 0 as the last process run for Grade 0. He may also run other processes on three flows if they apply to Grade 0 or below.

DIANETIC TRIPLES

Any trained Dianetic Auditor should run Triples.

Single Dianetics is only for assists and new student auditors.

Any other Dianetics run should be run in Triple Flow.

CONFLICT

Any other technical or tape lecture advices or rumors of such other orders are cancelled by this HCOB.

L. RON HUBBARD
Founder

Remimeo

LOW TA HANDLING

A person whose TA is low is in a state of overwhelm.

Poor TRs or rough auditing easily drive the TA down.

A TA can go low *during* a run like on engrams, and can come back up when actual erasure occurs.

Usually a person whose TA goes below 2.0 when run on incidents too steep for him will get low TA.

A low TA is of course any TA below 2.0.

An occasional cause of this is as simple as the meter not being trimmed.

Sweaty hands, improper electrodes and sometimes a faulty meter also cause a "low TA" to appear.

Heavy processes like LX 1–2–3 are sometimes an overwhelm.

An invalidative look on an Examiner's face can drive a TA down a bit. Cold cans can send it UP high.

Lack of rest or time of the day gives some cases a low or high TA. At 2:00 A.M. TAs often are *very* high, for instance.

Persons with low TAs tend to be somewhat inactive in life and noncausative.

When audited with poor TRs or on processes too steep, some persons' TAs go low (below 2.0).

An F/N is NEVER an F/N when above 3.0 or below 2.0.

Life repairs and auditing repairs, light processes and no-goof auditing are the proper actions for low TA cases.

Auditors whose pc's TAs go low should look to the flawlessness of their auditing, the ease of their TRs and refuse any heavy overwhelm-type C/Ses for such pcs.

Good two-way comm on troubling subjects, use of prepared lists on life, mild close-to Objective Processes, no forcing over protests, never running processes that don't read first, getting the pc out of being effect and toward being cause, extroverting the pc's attention with Objective Processes, all work well on low TA cases.

The actual technical reason for low TAs is found in higher levels and does not concern and would be of no use to lower-level pcs.

Take it easy. Don't goof as auditor or C/S are the keynotes of low TA cases.

My opinion on this is that people worry too much about low TAs.

On Flag where auditing is done like silk, we haven't seen any low TAs for ages.

L. RON HUBBARD
Founder

HCO BULLETIN OF 12 JUNE 1970

C/S Series 2

PROGRAMING OF CASES

Every action taken on a case by a CASE SUPERVISOR (or an auditor doing his own C/S actions) should be part of a definite outlined PROGRAM for that case.

PROGRAM definition—A program is defined as the sequence of actions session by session to be undertaken on a case by the C/S in his directions to the auditor or auditors auditing the case.

The master program for every case is given on the Classification and Gradation Chart issued from time to time. The earliest of these charts was 1965 followed by 1 Dec. 66 followed by 1 Jan. 68 followed by 1 Dec. 69. The reissues of the chart are done to improve the communication of the data on the chart. The program factor has not much changed since its earliest issue. Tapes about this chart were made for the SHSBC at its first issue and of course remain valid. The processes called for on the chart are all part of the SHSBC or for upper levels part of the SH and AO confidential materials. From time to time they are reissued but they remain standard and have been so since the first issue of the chart.

The chart and its materials have now and again been neglected or disregarded and THE NEGLECT HAS RESULTED IN FIELD FLAPS AND DOWN STATS.

Omitting this gradient of processes not only stalls cases but results in a case manifesting out-grade phenomena.

A pc *must* attain the full ability noted on the chart before going up to the next level of the chart.

Telling the pc he has made it is, of course, evaluation.

The outnesses which have occurred surrounding this chart are hard to believe. They consist of total abandonment of the chart, degrading and losing all its lower-grade processes, feeding a pc at Dianetic level data at Class VI and telling him, who has not made Dianetics yet, he is now Clear, cutting down all processes from the chart bottom up to IV to be able to do them in 2½ minutes, neglecting all levels up to OT V and then trying to put in a few lower grades and sending on to OT VI, having the pc after one trivial session attest all abilities at once, and many other errors.

This is crazy driving. If a bus were driven along a road this way, it would soon be wrecked and back where it started but in an ash heap.

Genius in C/Sing is normally required only when some former driver wrecked the thing instead of driving it right in the first place.

To case supervise, one has to accept the following facts:

1. Dianetics and Scientology work.

2. The subjects are serious subjects, not experimental toys.

3. The basics and fundamentals are stated early in the period of development and have not changed.

4. The "newest and latest" is usually a recovery of basics and better statements of them.

5. The purpose of the subject has not altered and continues to be the attainment of ability and freedom for the individual.

6. That things which were true early in the subjects are still true.

7. That the mind responds on a gradient of improvement, not suddenly like a bomb explosion.

8. That the Classification and Gradation Chart, and *all* its processes and steps, IS the basic program of *any* case.

9. That all other programs are efforts to get the pc or pre-OT back on the basic program.

10. That there is no hidden data line and that the materials and procedures are refined mainly to facilitate use and communication of them.

11. That auditing is for the pc, not the org or the auditor.

12. That major processes are done to improve the case.

13. That repair is undertaken to eradicate errors made in auditing or the environment which impede the use of major processes.

14. That a case has to be programed by the C/S to get it advancing as it should have been in the first place on the Classification and Gradation Chart.

15. That a C/S is not being called upon to develop a new chart for the case, but only to get the case back on the basic chart and get it done.

THREE PROGRAMS

There are, then, three types of programs:

1. The program laid out in the Classification and Gradation Chart (called the basic program).

2. Repair Programs to eradicate case mishandling by current life or auditing errors (called a set up program).

3. Major actions to be undertaken to get the case back on the Class Chart from wherever he has erroneously gotten to on it (called a Return Program).

It has been a very common C/S action to disperse away from a program laid out. This has been happening ever since the first issue of the Class Chart and has been a principal source of trouble for C/Ses.

This happens in several ways:

1. Not knowing the importance of the Class Chart.

2. Not knowing basics.

3. Falling for SP propaganda that "we don't use that now," "the material is old," "it's only background data," etc., that deteriorates what one *does* know and could use.

4. Failure of auditors to give good sessions and do the usual required in a session.

5. Abandonment of the C/S's own Repair or Return Program—usually because of false auditor reports or operating on insufficient data from the pc.

The correct way to go about all this is to:

A. Repair the case thoroughly with minor actions like GFs, prepared lists, ruds, two-way comm.

B. Acquire adequate data on the pc.

C. Complete any C/S Return Program begun.

D. Get the pc back on the Class Chart without any processes of the grade skipped.

E. Run the case on the Class Chart.

F. Repair any departures or errors made in life or auditing.

G. Get the pc back on the Class Chart.

DISPERSAL

Not following *any* program is a complete exercise in non sequitur (means one step does not follow the last but is different and unrelated).

Giving a pc process after process that are not related to each other and follow no Repair Program or Return Program is non sequitur in the extreme.

If processes were remarks, one would get a sequence of processes given the pc sounding like this: "The submarine just went by so we will order a hundred tons of bread. There wasn't any beer so birds are seldom seen. The dance was very fast so we fixed the carburetor. He has very long hair so we decorated his father's tomb."

"Give pc Scn Triples then do his Dianetics then fix up his hidden standard," would be a series of crazy non sequitur C/Ses. Nothing is connected to or proceeds from anything. That would be a dispersed program for sure.

It actually happens, horribly enough. Study a Class Chart and then look through some old folders. At once, the sequence of processes ordered sounds like "The submarine just went by so order a hundred tons of bread."

Such C/Sing has no cause and effect in it. A person totally ignorant of basic cause and effect gets "Pc nattery. Run Dianetics." "Pc's case not advancing. Do Grade 0." The cause of the pc condition is not understood. A nattery pc has withholds. A case not advancing has problems. That's real actual basic tech (see Auditor's Rights HCOB for the table). This data is over fifteen years old at this writing, is part of proper Academy courses and the SHSBC and is even in Class VIII materials. The reasons for the pc's behavior or trouble are not mysterious reasons never revealed. They are all very well given in course materials.

Here is an actual case, a folder I examined of a pc who is now in trouble and needing a Repair and Return Program.

Pc was an accident-prone (person who is apparently dedicated to having accidents). Very low aptitude score (about 30). Had been skipped over almost the entire Class Chart and given Power.

To handle accident-proneness was given CCHs. This cured it.

Had exteriorized so was given Interiorization Rundown without a two-way comm session.

Pc subsequently developed bad somatics. (Dianetics was never flattened or completed.)

A quarter of an inch of Examiner's Reports wherein the pc was asking for help or medicine to get rid of somatics was then put one by one into the folder.

Despite this, the "C/S" saw "VA" on the pc's folder and ordered R6EW.

More Examiner's calls collected.

The pc ran one item, making one mark on a worksheet and attested R6EW.

More Examiner's Reports collected, pc reporting self ill.

"C/S," seeing R6EW attested, ordered pc to Clearing Course.

Pc did one brief session, attested Clear.

More Examiner's Reports into folder, pc in pain and now in ethics trouble.

"C/S" ordered pc to OT I.

Pc spent thirty-five minutes on OT I in terror of it, hastily attested, had five accidents in three days.

Folder sent to me as a "baffling case."

So the correct actions now have to be taken.

1. Repair pc with every list known to man or beast to get off BPC collected in these overwhelming levels.

2. Repair pc in errors in current life.

3. Return Program the pc by running simple things, two-way comm, to give pc some wins in actual case gain by maybe handling by two-way comm minor this-life or childhood upsets with family, maybe putting in ruds on some early subject that turns up.

4. Put pc back on the Class Chart TO COMPLETE THE INCOMPLETE GRADE (Dianetics) to its full end phenomena as per Class Chart.

5. Bring the pc on up the Class Chart using all processes for each grade and honestly attesting each grade in turn.

It's all a shame because the pc had a lose on *status*. She wanted to be Clear and OT, was actually on it and never walked up the stairs to get to it.

PROGRAM NECESSITY

One can see from all this the NECESSITY of working by program on a case.

Even when one starts an honest program for the case, one can get thrown off of it and begin to do something else.

If the pc goes exterior, of course, one has to handle by Interiorization Rundown before the case can be audited at all. But that's no reason to then skip all the grades! A pc can go exterior at any point. Thus, it must be handled when it occurs. But that does not mean anything happened to one's program or the Class Chart. Exterior or interior, a pc unflat on Dianetics (not attained the ability marked on the Class Chart) is unflat on Dianetics!

And a pc who is unflat on Dianetics will have out lower grades.

Jumping processes on the Class Chart set the pc up to fall on his head later. An "OT VI with problems" is really just an unflat Grade I. And until Grade I is flattened to permanent Ability Attained on the Class Chart, he remains an unflat Grade I.

A C/S who gets wound up in this, sort of skipped everything and made nothing, of course has an awful mess on his hands. He can feel as lost as Hansel or Gretel. But waiting to get covered up by leaves is for the birds.

If one finds the pc off the road, the thing to do is return the pc to the road at the point he didn't walk it, AND THERE ARE NO SHORTCUTS FOR THE MIND.

The utter despair and insane barbarism psychiatry descended into was patient lost, psychiatrist lost, patient crazy, psychiatrist into insane sadism.

So maybe the first lesson a C/S really has to learn is:

THERE IS A KNOWN ROAD OUT.

There is no shortcut; it has to be walked, every inch of it.

And therefore, the greatest enemy of the C/S is the SP who says, "that's all old," "we don't use that now," "that's just background data" and thereby obscures the actual road.

And another enemy is the pc who screamingly demands to be put up to Clear at once so he won't have this awful headache!

STEADY ON

Thus, the measures a C/S takes to hold a steady course will profit him greatly in the end with good solid gains for the pc.

As the pc should no longer be a total humanoid by Class IV, the lower-grade gains are the most important of all.

A C/S who puts a Class Chart into every folder he handles is doing a wise thing. Even if it's big, clumsy, hard to handle, it is at least thorough.

If on it he marks in red things the pc has gotten to falsely and if in green things the pc made from the bottom walking an honest road, he knows where he is at! Seeing the whole training-cycle half of the chart continue blank means that much more ignorance and trouble for the pc in making his gains stably.

If the C/S put his Repair Program on a *red* sheet in the folder and doled it out session by session to be audited until it was DONE and all flubs made in doing it also marked in and repaired, the C/S wouldn't lose his place in the book. For a red sheet stands out in amongst other folder papers. A red sheet with a "Folder Error Summary" on one side of it and the C/S's Repair Program on the other keeps the pc's progress located. When that red sheet is done, it should be signed by the C/S as DONE, which retires all errors to that point.

A bright *blue* sheet giving the C/S RETURN PROGRAM, properly dated, also gives one a chance to not get steered off. A new red Repair Program sheet fixing up errors occurring in doing the blue sheet can be pushed into the folder, but the blue sheet can be resumed again.

The blue sheet completed should find the pc back on the Class Chart.

A list of processes run tallied up by the auditor each session keeps the C/S from repeating a process and gives him the Dianetics items used singly to be done Triple.

While all this admin may seem time consuming, lack of it mounts up into valuable AUDITOR TIME being thrown away.

C/Sing is a road. It has milestones. When the pc didn't pass one honestly, he got lost.

There's no reason for pc, auditor and C/S to *all* get lost.

The C/S has an exact road to hold to, return to and repairs to get done so the pc can get moving on the Return Program and the Class Chart which IS the road.

It took too many trillions to find this road for it to be neglected. For if the C/S neglects it, people won't arrive anywhere but lost as well.

The right idea is the road.

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Founder

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Issue I

Remimeo

C/S Series 3

**SESSION PRIORITIES
REPAIR PROGRAMS
AND THEIR PRIORITY**

When a pc has had an incorrectly run session, one that did not wind up with F/N Cog VGIs, it is often harmful to delay the repair session.

Most cases of pcs becoming ill or having accidents stem from:

A. Major errors in programing the case;

B. Delay in repairing a goofed session.

There have been several examples recently of pcs ending session with an unflat process after which the repair session was delayed for several days or even weeks and the pc came down with a cold or had some minor accident or got in ethics trouble.

Thus, repair has priority.

PROGRAM ERRORS

Under (A) a major error in programing lays the case open to having goofed sessions and exposes the auditor to some risk of making errors. The reason for this is that the pc gets overwhelmed or bogged simply by not coming up through all the processes of each level on the Class Chart.

Let us say the pc is trying to make it on R6EW Solo study but keeps having *problems* with it and can't get on with it.

The uninformed C/S orders a Student Rescue Intensive. This is all right as far as it goes. But a more searching look into the records is likely to find that this pc had exactly ten minutes on the whole of Grade I!

The out-program is far more likely to play havoc with this pc than just problems. He is possibly in doubt as to case gains and his reality is poor, and yet he is being exposed to the highly restimulative materials of an upper level to which he has never climbed.

A direct effort now to put in Problems Grade I also puts an auditor at risk.

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Instead of merely being able to run problems as he would have been able to earlier, the pc is in some sort of overwhelm and is nervous or scared or believes *he* is at fault some way. He will look everywhere but in the right direction.

The answer to an incorrectly programed case is, of course, a Repair Program and the sooner the better.

Such Repair Programs must be very light. Prepared lists to find charge, two-way comm on various subjects, take a walk. And such a Repair Program MUST NOT:

a.   Let the pc dive into rough heavy charge, or

b.   Be overdone to total boredom.

SELF–AUDITING

Some pcs "self-audit," which is different than Solo auditing since it has no meter or session and is just wandering about the bank (some overwhelmed pcs self-audit in Solo wandering all over the place).

This is a symptom of session or study or life overwhelm.

It requires a Repair Program.

EP OF REPAIR

The end phenomenon of a Repair Program is the pc feeling great and feeling he can get case gain.

A good, clever Repair Program produces what badly programed cases would consider total recovery.

It is a good idea to have the pc attest to:

"I have had definite gains from the recent sessions and feel great."

Or with a hearty "Yes" to "Does Scientology really work for you?"

Ah, you say, how could *that* much gain come from just repair?

Well, repair is almost always being done on a pc who was overwhelmed by life or auditing in the first place.

Life, we know, has a way of overwhelming people.

When a person is overwhelmed by life, an auditing error is more likely to occur.

When incorrect programing occurs, then any auditing on it can add up to more overwhelm, which adds up to more errors.

CONSISTENT COMPLAINT

The pc whose Examiner forms routinely have a sour note in them should not be continued on the Class Chart or any Return Program.

He is a repair pc and nothing else.

If you get the idea that any lower level can produce large changes in a person, you will see that lower-level processes are being misprogramed if they are producing only the gains of repair actions.

The sign of misprograming is most often seen in Examiner Reports where the pc's comments or demands are "for more auditing" or "got to have a session" or "wasn't really handled" or sour comments or cracks.

When you examine some folders, you will see some pc has more than his share of this.

That's a sign to LIGHTLY DO IT.

The wrong way to go is plunge!

I have seen a C/S order two major actions in one session after a bad session on a pc in a DESPERATE effort to reach the case!

The exact reverse is required.

Repair the case by:

I.   Patch the session goof.

II. Use prepared lists for locating session charge in past sessions.

III. Use prepared lists and two-way comm on items found.

IV. Get ruds in on periods of the pc's life.

V.   Get ruds in on parts of the pc's body that are ailing.

This is not a model Repair Program but only a sample of one. It isn't a model because the pcs have different things wrong with them.

But you could blindly do all of the above and still wind up with case gain and a win for a staggering pc.

Then you would do a Return Program to get the pc back on the Class Chart. But not until then.

I have seen a pc stagger along for years getting auditing (of a sort) while still retaining a set characteristic or somatic who, when handled with *very* mild processes, had a case gain and then, returned to the Class Chart, HAVE A COMPLETE CHANGE OF THE CHARACTERISTIC.

EFFECT SCALE

A C/S can get into the lower end of the Effect Scale and feel that desperate that he begins to throw away every major process he can order on the pc, even two or three per session! But the direction of win was LIGHTER not heavier action.

Sort of like "this sparrow keeps getting bowled out with rocks. Let's try real artillery on him!"

If one is trying to make a better sparrow, he should lay off the rocks and lighten it up, not step up the barrage! Some cotton tufts might do wonders! Might even make the sparrow reach!

The basic trouble with ALL past efforts at "psychotherapy" and "religious uplift" and "self betterment" and healing was:

The more desperate the situation, the more desperate was the remedy used.

The right answer is:

THE WORSE THE CONDITION, THE LIGHTER THE REMEDY RE-QUIRED.

Dealing with psychotics in an institution, you would find that "Hello," pleasantly said, would do more for cases than all the drug firms and electric shock machines and brain ice picks have ever done in all their existence.

Well, if it applies to psychotics it applies surely to people that aren't.

Simple interest and listening can crack an awful lot of overwhelmed cases that would only bog further if not first repaired.

BPC

The exact BPC of the last session handled is always the first action in repair programing.

This is the exact BPC. An unfinished Dianetic Chain is BPC. So get it handled. The wrong list item is heavy BPC, so get it handled.

And get this BPC off now! Now! Don't wait two days or a week. Repair it on priority.

OVERWHELM

Don't always blame the auditor. He may goof and he shouldn't. But if his procedure and TRs were reasonably correct, how come the pc got a tangled session?

If the auditor has a usually good record and you get a goofed session, then realize the pc is a bit troublesome and was not running standardly.

Of course, this doesn't excuse student goofs or plain lousy auditing. But when the auditor does all right, then the case must be in an overwhelm of some sort.

So we have two variables here for C/S decision:

X^1—Auditor fault?

    or

X^2—Pc in an overwhelm?

There is a decision here to be made by the C/S. It's resolved by folder inspection and knowledge of the auditor.

All right—auditor usually okay. That eliminates X^1. So we have a pc in overwhelm? Look over past record of pc. Runs okay. That cancels X^2.

So we repair that *one* session, and its goof, and continue with the Return Program or the Class Program, whichever the pc was on.

What if X^1 showed lots of bad sessions by the auditor and X^2 showed pc usually okay? Investigate auditor's auditing and send to Cramming for TRs, etc.

What if X^1 auditor okay and X^2 pc has lots of trouble?

NOW we get to an overwhelmed pc.

You see how it's sorted out by the C/S?

From inspecting two things only, the C/S can decide what's to be done now. If the decision isn't clear-cut, get the auditor looked into and the pc asked about the auditor's actions *and* his own case. If his "case has lots of trouble," skip worrying the auditor further unless that discloses other errors on other cases.

Okay. So the pc is running badly. So he's in an overwhelm.

Inspection will reveal one or more of three things:

1. Case didn't come up the Class Chart right.

2. Case being run in a temporary life overwhelm.

3. Former errors not repaired.

(1) and (3) may both exist.

The correct C/S action is a Repair Program in any case. If (3) is true, you engage in that first.

If (2) is true, you use repair actions on life as the second part of your Repair Program.

If (1) is true, you will also have a Repair Program to lay out first in any event and just include it in.

Write it all up on a red sheet and follow the sheet session by session as you C/S.

You will now have handled the overwhelm if your Repair Program is good and fully done and not brushed off at the first sign of VGIs in the pc at Examiner.

If (1) is true, you now do a Return Program. This, of course, is what processes you're going to get run to fill in the processes that haven't been run to get the Class Chart all done and the pc back up to where he was. He has run *some* after all.

INGENUITY

The genius and bright ideas of a C/S are not exerted with major processes ever. Only the Interiorization Rundown after the pc exteriorized or when it is discovered he has and possibly a Student Rescue or a sickness assist are the exceptions to this.

One doesn't repair with major processes! That's like "The engine wouldn't run so he hit it with a sledge hammer."

Ingenuity is required of a C/S only in the area of repair.

Locating BPC is rather standard in repair action.

But fishing up the case by two-way comm and little prepchecks and getting in ruds on things or times require a certain flair in a C/S.

I recall one pc who was staggering on engrams, couldn't talk to people and was a general mess. The wrong action would be to run a major grade, like comm, on the pc. The pc had to be handled with two-way comm of *some* sort. Yet she couldn't talk auditing or anything else fluently enough about anything to clear anything up. I asked her what would it be awful to say, and she went scarlet, hemmed and hawed and blurted out "Swearing!" So we two-way commed about it! What a torrent! Recovered completely. Recovered so well, she thought that was all there was to auditing and was immensely gratified!

Another pc had lost his job and couldn't face any part of it. I two-way commed what his job had consisted of. He promptly went out and got another.

Sometimes it takes a lot of sessions and a lot of reading worksheets to find subjects.

BUT IF YOU CAN PERSUADE AUDITORS TO MARK EVERY FALL AND BD IN TWO–WAY COMM SESSIONS, you will find exactly where the pc is hung up, and ordering two-way comm on that and related things does wonders.

But all repair isn't two-way comm. Touching things is a very good way to handle repairs. Cars, typewriters, airplanes or book pictures thereof or anything or any picture of anything also works.

The "Touch Assist" is a little fragment of a whole array of "touch."

Cases sometimes flinch at remembering anything at all. The answer is touch things, and "Reach and Withdraw" is part of this and is used in repair.

TRs (all of them 0 to 9) are so good in repair action that they actually cure 50% or more drug addicts when run for weeks in groups, such as on the HAS Course. It is even reported that when run on people still on drugs over periods of weeks, they come *off* the drugs of their own volition. TRs are a fine unlimited repair action.

Prepared lists run on all sorts of things can repair a whole life.

"Look at me. Who am I?" is used in a repair session when a pc goes too wild to audit. (An exception is list errors when the only remedy is a fast L4A.)

Mimicry is actually too high for repair.

Repair is its own subject.

The only demand in programing it is to give priority to recent auditing errors or recent life catastrophes.

Many cases obviously have to begin processing with a repair. Life overwhelm is the reason. And an S&D can be far too steep.

Next to skimping lower grades, repair is too little used.

And it is needed. And the urgency is to not let things go too long unrepaired.

L. RON HUBBARD
Founder

HCO BULLETIN OF 13 JUNE 1970
Issue II

Remimeo
HC

HUBBARD CONSULTANT
STUDY STRESS ANALYSIS

A competent operator of an E-Meter, which is used in stress analysis, needs very little training but needs to be highly observant in meter reading.

A student who is having trouble is placed across a table from the Hubbard Consultant. The student is given the leads to hold one in each hand and the meter balanced.

The Hubbard Consultant makes a Consultant Report. This is a form or plain sheet with the student's name at the top, the date and the course name, or a description of the material being handled.

The time and the meter reading is placed routinely at appropriate intervals on the left edge of the sheet.

The questions asked by the Hubbard Consultant are written down with the student's answers in brief.

The Hubbard Consultant is trained to ask what he is supposed to and to listen to and acknowledge what the student says. The Hubbard Consultant never comments by words or expression and makes no cracks or evaluations. He is trained to:

1. Operate the meter

2. Ask questions

3. Acknowledge

4. Take notes

5. Note down times and meter actions

6. Assess a list of prepared items for meter reads

7. To say "That is all" at the end of the period

8. To staple and file the notes in the student's folder.

HUBBARD CONSULTANT STRESS ANALYSIS No. 1

This is two-way communication.

The Hubbard Consultant asks if there is anything the student is having trouble with.

The Hubbard Consultant acknowledges and continues to prompt the student to talk about it until the student seems more cheerful about it.

HUBBARD CONSULTANT STRESS ANALYSIS No. 2

The Hubbard Consultant asks if there is anything in the course materials or other material being studied that the student disagrees with.

The student answers.

The Hubbard Consultant acknowledges and prompts until the student has resolved it.

HUBBARD CONSULTANT STRESS ANALYSIS No. 3

(For use where the difficulty is with
tape recorded material.)

The student is asked at what point of the tape he bogged down.

This tape is procured, put on a player and the earphone placed on the student.

The material is played from a point earlier than the student said.

The student is on the meter. The Hubbard Consultant has control of the tape player start-stop.

As the tape plays the Hubbard Consultant watches his meter needle. As soon as it reads (falls) the Hubbard Consultant stops the machine and asks what word or term that was.

If the student can't tell him the tape section is replayed from an even earlier point.

A needle read is watched for and the machine stopped.

The Hubbard Consultant asks for the word or term the student has just heard. The student gives it.

The Hubbard Consultant has the student look up the word:

a. If a nontechnical word in the student's language it is looked up in a good dictionary of that language which must be available.

b. If it is a technical word or term in the subject, it is looked up in the glossary.

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c. If in the glossary the student reads the term aloud and the Hubbard Consultant watches the needle. Any word that reads is looked up in the student's language dictionary as in (a) above.

HUBBARD CONSULTANT STRESS ANALYSIS No. 4

In the case of written material, the student is not placed on a tape player but reads the material to the Hubbard Consultant who proceeds as in Hubbard Consultant Stress Analysis No. 3 (a), (b) and (c).

Students who go to sleep during study are asked if they have had enough sleep the night before. If not, they are taken off study and given manual or clerical work to do for the remainder of that day.

If the student has had enough sleep, he is given the appropriate Hubbard Consultant Stress Analysis action as above.

Students given Hubbard Consultant Stress Analysis should be cheerful and relieved at the end.

If E-Meters are not available for Stress Analysis a Hubbard Consultant can be trained to do the four actions above by watching the facial characteristic change of the student. This is more difficult than in using an E-Meter.

The meter readings when the matter is cleared up should be between 2(F) and 3(M) on the 1 to 6 dial and the needle should be "floating".

On the 1 to 6 dial the position 2 measures 5,000 ohms across the leads with the needle at set. The position 3 measures 12,500 ohms.

A floating needle is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It moves to the right at the same speed as it moves to the left. It is loose and free.

When the student has resolved the matter, is more cheerful about it and the floating needle is observed, the matter is not taken any further. This indication to stop must be observed so that the consultant action is not overdone. Overdoing this action could cause further difficulty.

If the needle is agitated with small jerky movements the student is upset and is not being frank with the Hubbard Consultant or has been provoked by the Hubbard Consultant. Discussion cleans this up.

If the meter is reading above 3 the stress has not been resolved.

An E-Meter measures body tension. It is useful to management in locating points of stress after physical tests on equipment (as in test pilots or machine operators) so that faults of design where the machine is not well adjusted to man can be accurately remedied. It also works on physical stresses resulting from the tension of concentrating particularly when the student or trainee is unable to grasp materials or handle a subject or equipment.

By the use of the E-Meter a Hubbard Consultant can isolate the exact point of a man's difficulty with a subject or equipment and clear this up. Or the exact point can be found where equipment is not well adapted to man.

Its use in study can pin-point the exact thing that has halted the flow of comprehension. Thus it can be cleared up.

L. RON HUBBARD
Founder

Remimeo

C/S Series 4

THE RETURN PROGRAM

When a case has been repaired, there is always a Return Program made up by the C/S.

It is handwritten on a blue sheet of paper that is easily spotted in a folder.

When the Repair Program has been concluded, the case is considered to be "set up" for a Return Program.

The exact point where a Repair Program is changed into a Return Program is when the case has had some wins and is in far better shape than he was when he first began to be audited (which means his first-ever auditing).

The point is also identifiable as the point where the person feels more outflowing and less overwhelmed if at all.

This is obviously a point of case change.

The common and incorrect practice of looking for case change as the only benefit from processing should be relegated to Repair End Phenomena.

Processing is actually measured by the gradual increase in ability. Step by step these increases in ability walk up the Class Chart and ability is the measure of progress.

The C/S who is looking for THE solution to a case, the one shattering bang of total effect on the pc, has set himself for continuous losses in C/Sing. For there is no one action that totally changes a case from bottom to top in one fell swoop. The C/S who thinks there is continually fiddles hopefully. A case has MANY things to be handled, not one.

There is no one single wrongness or outpoint in a case. A case is a collection of outpoints. He hurts, he can't talk, he has problems, he is ARC broken, he has service facs, he is stuck in incidents, etc., to just mention a few such outpoints.

A radio receiver that has been many times broken and is a heap of twisted parts is not going to get repaired, much less improved, by a radio repairman finding one huge error in it and correcting that. He'll have to correct a lot of minor errors in it before any major error even shows up.

The "one-shot Clear" idea of the uninformed of 1950 is impossible. When a person goes onto the Clearing Course after missing the lower grades, he just doesn't make it at all. He often can't even get reads.

It takes many miles of road, past many "case changes" to get up the gradient scale to top ability.

A Repair Program takes the case from where it has falsely gotten to on the Class Chart and gets off the overwhelm with light processes.

The Return Program begins when the case is no longer so overwhelmed and is getting wins from the Repair Program.

THE RETURN PROGRAM CONSISTS SIMPLY OF WRITING DOWN IN SEQUENCE EVERY NEEDFUL STEP AND PROCESS MISSED ON THE CLASS CHART BY THE CASE WHICH ARE NOW TO BE DONE.

Example:

A case has falsely gotten to R6EW Solo and isn't making it well.

The C/S writes up a light process but extensive Repair Program (first on auditing, then on life).

The case achieves the EP of repair in case changes and less overwhelm.

The C/S now examines the 2-way comm sessions and Examiner's Reports to establish what levels are out. No change = Level I. Lots of ARC breaks =Level II.

The C/S lists all the Level I and Level II processes the pc did not get done and this is the Return Program.

When these are done and the pc has made it, the C/S has the pc honestly back at R6EW on the Class Chart and continues to follow the Class Chart.

Needful repairs also sometimes have to be done in getting the Return Program done. In each case a new Repair Program is done. The old Return Program looked over but probably just continued.

Example of a case at OT I now completely repaired:

Case has somatics = Dianetics level unflat

Makes others guilty = Level IV unflat

Dramatizes = R6EW unflat.

The Return Program consists of completing Dianetics, rehabbing comm, *all* Level IV processes, redo R6EW, rehab Clear, return to OT I.

That completes the Return Program.

In other words, when the case, found in trouble at a level, is fully repaired and winning, the C/S studies the current data on the case to establish the major

levels that are out (each level has an error and an ability) and then gets these into a program which then session by session is followed.

The program which can be completed in one session will never be written as there is no such program.

A program is the consecutive layout of what has to be done in the next many sessions.

The basic program is the Class and Grade Chart.

The Return Program is the return to the false point reached by getting honestly done all the points missed on the road.

The pc who can't attest a grade ability at any point has to have:

1. A Repair Program

2. A Return Program.

It is a truism that the grade he can't seem to make is not the out-grade. An earlier grade is out if the processes of any one grade, properly run, do not achieve that grade.

The earliest error is of course a failure to achieve the lowest grade there is. What is out here is that the case needed to be *started* on a Repair Program for life. Now, that skipped, one has to do a Repair on both auditing and life.

The Return Program is easy in this instance as it just puts the pc back on what he was on, the first level. But this is the *only* instance where a pc is restored by the C/S to the level he was on without an extensive Return Program.

So a Return Program always follows the Repair Program.

And a Return Program consists of putting the pc over road sections he missed on the road up.

A Return Program is concluded and retired when the pc is back on the grade he falsely had reached before the Repair and Return were done, and is now making that grade.

L. RON HUBBARD
Founder

Remimeo

C/S Series 5

REPAIR EXAMPLE

Pc X was rushed through lower grades in twenty minutes, given Power to no result, was fed cognitions on upper-level material and when run on Dianetics was found "stuck in present time." After two bogged sessions, this pc, who had come from a far place, came to Flag where I took over (not very pleased).

The actual rundown, outlined as a Repair Program (see C/S Series 3), was as follows on two 8½ inch x 13 inch red cards to be kept in pc's folder.

PC X
REPAIR PROGRAM

I.   LAST ERROR REPAIRED 27.5.70

II.   BOGGED SESSION 6.6.70
Repaired 11.6.70 (too long a wait, but done).

III.   Two-way comm on "What did you experience in Power Processing?"
Successful 1.6.70
(Revealed all lower grades out, Clear cog fed him, unable to really run Dianetics.)

IV.   L4A assessed on each list run on him, one list at a time as he recalls it.

V.   Auditor auditing Prepcheck.

VI.   Gains Prepcheck.

VII. An assessed GF done to get each charge found off.

VIII. Two-way comm "How do you feel about auditing now?"
Completes auditing cycles repair.

IX.   Two-way comm on life before Scientology. (Note all falls and BDs.) To C/S.

X.   C/S to pick up items out of IX and prepcheck each one that still reads when called off (one to be called then run, no assessment).

XI.   Two-way comm on rough areas. "When have you had a rough time?" Note all falls and BDs. To C/S.

XII. C/S to list all F or BD items. Prepcheck each one.

XIII. Two-way comm "What possessions have you had?" To C/S.

XIV. C/S to list all F and BD items and Prepcheck.

XV.   L1B in auditing, and two-way comm on gains.

XVI. C/S notes what period of his life pc hung up in. Auditor to put in ruds on it.

XVII. Find out what body part or area hurts. Put in ruds on it.

(Program can be extended to be sure pc has had wins and is in better condition than was in before auditing and no longer overwhelmed, or can be cut if this occurs before then.)

(Return Program begins with TRs 0–9, on up the Class Chart, as needed, to get his abilities and ends off with a full repair of Power, rehabbing Power Processes 4 and 5 and running 6 to EP and checking lists. He will then be back on Class Chart properly.)

This is not a Repair Program to be copied particularly. It is given as an extent of repair which would then be done session by session and ticked off by the C/S as he ordered each new step.

The IV L4A prepared list would be wholly assessed for each specific list.

The V and VI are a whole list of things not given here, common to such a step, but containing no dynamite-type things, like "SPs" or "Overwhelm" or other things like the names of major processes.

Note that everything from I to VIII are strictly auditing repairs.

IX to XVII handle life areas.

This case should have been *started* in auditing with a life repair program, such as given from IX to XVII. Had he been on drugs as a habit (or just shaky about life), TRs 0–9 could have begun his auditing, followed by life repair IX to XVII.

NEW DEVELOPMENT

These actions of repair before level auditing are a new development as such, but two-way comm and these actions are all from the early '60s SHSBC.

POSSIBLE FAULTS

Evaluation, Q and A and an inability to listen resulting in the auditor chopping comm would be the chief reasons any errors would creep into the sessions given in this Repair Program. As these might not show up in the auditing reports,

if the Repair Program sessions did not result in gain, the C/S would have the auditor's auditing checked for these points of evaluation, Q and A and comm chop. The sessions are actually very easy to run and could be done by an Academy Class III, or better by a Class VI.

NOTE ON VIII AUDITING

VIII auditing presumed, when developed, that lower grades were still being delivered.

VIII auditing and training are fully valid. They are, as the class infers, a high level of auditing and remain so.

The sequence of recent development has been:

VIII auditing to standard

Dianetic HDC–HDG auditing to Standard Dianetics

C/Sing for all levels

C/Sing below levels

C/Sing to handle the neglect of lower grades and SHSBC
data which are being gotten back in rapidly.

The C/S is therefore confronted with cases with out lower grades and the earliest and reissued Class Chart neglected.

The mania for quickie lower grades and the acts by a few who fed upper "cognitions" and other evaluation to pcs wrecked, for a while, a part of the Bridge and made it impassable.

Much of the current C/S work should take this into consideration. The Repair Program given above is not as long as it could be and certainly would be no shorter.

The IX to XVII are a brief layout of how new cases could be handled BEFORE any actual level auditing as a guarantee of real gains. This is a whole zone of action (pre-level, pre-Dianetics) becoming increasingly necessary by the decline of the culture as visible in pcs now beginning processing as different from those even up to 1962.

These IX to XVII steps would also work on institutional cases but one should take it even easier.

I repeat, this Repair Program I to XVII is an EXAMPLE and its numbers are not useful, as different Repair Programs would be designed by the C/S for the pc. Many other things could be done, none of them heavy or desperate.

The C/S should caution any Registrar NOT to sell with the name "Repair Program." This is entirely technical and not PR or sales. It is just *auditing* as far as the Registrar is concerned.

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Had pc X been processed on all earlier grades in a scramble before 1962, one would list and then rehab every process run as part of the *Return* Program.

Such a step would be done as the *last* step, however, of the Return Program as a prelude to straightening out the highest grade falsely attained before repair. The rehab would not be a substitute for running all the processes of the levels not previously run. Rehab is no part of repair.

TECH ACTION

We have fallen into a belief that any repair is done in Review. Review is now the place the pc goes when the C/S gives up.

Repair is a Tech Div action and counts as hours of auditing delivered. Auditing is auditing. Obviously, two 25-hour intensives could be consumed in a life repair before a new pc ever came near even an assessment of the minus scale of the first Class Charts much less a level!

In Academies, students may get anxious to "get their grades practiced" and so may skip repair actions needful. Thus, upper-level students should audit lower-level students.

DIANETICS

Pcs audited only on Dianetics in missions and centers will make some astonishing physical and even mental improvements. The larger percentage will do so.

However, a C/S will find some have had physical gains "without finding out about it." The reality factor has not increased to any degree.

Such pcs, of course, get a long Repair Program and are then given a Return Program to Dianetics, their highest level.

The sample Repair Program above fits such pcs, as well as one that attained higher levels before it was found that lower grades were out.

There are no variables in what the programs are:

1. Pc bogs or not gaining.

2. Repair Program outlined and concluded.

3. Return Program outlined and concluded.

What the C/S puts in the Repair Program and what he puts in the Return Program can be *very* variable indeed.

C/S Q AND A

The only fault I've seen in a C/S trying to outline two-way comm could be called a "C/S Q and A."

The pc has a big win about "Frogs." A huge cog F/N VGIs changes his life.

The Q and A C/S is to order "Frogs," two-way commed.

The system one uses is not to use pc wins as items to further handle. That stifles (overruns) the win. It's an ability gained.

One should be able to write off win items as gains and let the pc have them. And use items pc mentions that read (shows he has reality on them) to push up to new wins.

The C/S, in looking into two-way comm for things to handle, finds *his* prizes in subjects that read but haven't F/Ned.

The cycle is find an item that reads, push it to F/N Cog GIs. Leave that. Find another that reads. Push it to F/N Cog VGIs. Leave that. Find another . . . , etc.

Two-way comm with the auditor marking F, LF, LLF, BDs, etc., gives the C/S worksheets to pick new items out of. The C/S looks to see if any of these were the subject of any F/N. If so, he crosses them off. He orders Prepchecks or two-way comm on the items that read and haven't F/Ned.

That's the way the C/S gets his instructions to auditor for the exact actions of the Repair Program steps he has already outlined.

L. RON HUBBARD
Founder

Remimeo

C/S Series 6

Keeping Scientology Working Series 20

WHAT THE C/S IS DOING

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

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

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

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

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

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

LOW TAs

The low TA is a symptom of an overwhelmed being.

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

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

HIGH TA

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

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

An "overrun" means doing something too long that has engrams connected with it, which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence overrun.

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

MENTAL MASSES

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

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

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

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

A thetan is natively capable of logical thought. This becomes muddied by outpoints held in by mental forces such as pictures of heavy experiences.

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

PC SEARCH

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

The C/S is easily led astray by this.

All forces in the bank contain significances.

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

The search of the pc is for significance.

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

THE E–METER

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

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

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

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

1.   There is needle and TA action.

2.   The pc cognites.

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

BACKWARDS C/Sing

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

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

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

RELIABLE INDICATORS

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

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

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

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

The pc will now attest to an ability regained.

F/N ABUSE

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

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

A. Not run on all the processes of a level;

B. Still have force on the subject;

C. Were chopped off before they could cognite.

The ARC break in this is UNFINISHED CYCLE OF ACTION.

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

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

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

Possibly, the pc on number twelve will cognite he's really right where he is. Only then could you cease to work at it.

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

Thus, two and a half minutes from 0 to IV is not only impossible, it is murderous. It will result in an overwhelm, a low TA or a high TA eventually.

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

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

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

PC ABILITIES

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

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

What force can the pc now handle?

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

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

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

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

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

Thus, force is the thing, significance very secondary.

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

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

C/S PURPOSE

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

The C/S is for the pc.

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

No other reasons for C/Sing exist.

L. RON HUBBARD
Founder

HCO BULLETIN OF 17 JUNE 1970RA
REVISED 7 APRIL 1991

TRIPLE/QUAD RUDIMENTS AND OVERTS

When flying Triple/Quad rudiments the following commands are used. Triple/Quad ruds are often called for on Progress Programs to get the ruds in on all flows on a case, on a specific terminal or subject or just generally. (If specific commands are given as part of another auditing rundown, such as the PTS Rundown, then use the specific commands given for that action.)

Note: Triple rudiments and overts are used only on Triple pcs; otherwise use Quads only.

ARC BREAKS:

Flow 1: **"HAS ANOTHER ARC BROKEN YOU?"**

Flow 2: **"HAVE YOU ARC BROKEN ANOTHER?"**

Flow 3: **"HAS ANOTHER ARC BROKEN OTHERS?"**

Flow 0: **"HAVE YOU ARC BROKEN YOURSELF?"**

PRESENT TIME PROBLEMS:

Flow 1: **"HAS ANOTHER GIVEN YOU A PRESENT TIME PROBLEM?"**

Flow 2: **"HAVE YOU GIVEN ANOTHER A PRESENT TIME PROBLEM?"**

Flow 3: **"HAS ANOTHER GIVEN OTHERS A PRESENT TIME PROB-LEM?"**

Flow 0: **"HAVE YOU GIVEN YOURSELF A PRESENT TIME PROBLEM?"**

WITHHOLDS:

Flow 1: **"DO YOU HAVE A WITHHOLD FROM ANOTHER?"**

Flow 2: **"DOES ANOTHER HAVE A WITHHOLD FROM YOU?"**

Flow 3: **"DOES ANOTHER HAVE A WITHHOLD FROM OTHERS?"**

Flow 0: **"DO YOU HAVE A WITHHOLD FROM YOURSELF?"**

OVERTS:

Flow 1: **"HAS ANOTHER COMMITTED AN OVERT ON YOU?"**

Flow 2: **"HAVE YOU COMMITTED AN OVERT ON ANOTHER?"**

Flow 3: **"HAS ANOTHER COMMITTED AN OVERT ON OTHERS?"**

Flow 0: **"HAVE YOU COMMITTED AN OVERT ON YOURSELF?"**

These rudiment questions can also be directed to a certain terminal or subject, such as "on post," "in life," "with your wife," etc.

Examples:

Flow 1: "On study, has another ARC broken you?"

Flow 2: "On study, have you ARC broken another?"

Flow 3: "On study, has another ARC broken others?"

Flow 0: "On study, have you ARC broken yourself?"

Or on a terminal, such as when getting in ruds on an item from a PTS handling:

Flow 1: "Has Joe given you a present time problem?"

Flow 2: "Have you given Joe a present time problem?"

Flow 3: "Has Joe given others a present time problem?"

Flow 0: "Have you given yourself a present time problem because of Joe?"

Ensure that each of these rudiments commands are cleared very well before running.

The wording of these has been carefully tested and found to be the most optimum to cover the widest span.

A COMMON ERROR FOUND IN MODERN AUDITING IS AUDITING OVER OUT–RUDS!!

The auditor goofs his first ARC break and the goof multiplies itself over the session, ruining an entire C/S.

This can be rectified by *putting in the ruds for the period covered*. For example, "In your last session, did . . . ?" It uses the discovery that later on the track one can put in the ruds in an earlier period.

Although this discovery was communicated to the Class VIII students, it is of sufficient importance to be used by all Scientology auditors.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

C/S Series 7

C/S Q AND A

Just as an auditor can Q-and-A, so can a C/S.

As you know, Q and A is the incorrect two-way comm action of wandering off the question by feeding the pc what the pc said, as a Question; the Answer is taken as the next auditor's Question. Many various outlines of what Q and A is already exist, and this is just to refresh the subject. Example: Student auditor is ordered "two-way comm on cities" by the C/S, which is okay. But it can be Q-and-Aed like this: Student: "Tell me what you think about cities." Pc: "They're cold." Student: "What about cold?" Pc: "I don't like it." Student: "What else don't you like?" Pc: "Well . . . old men." Student: "What about old men?" Pc: "They're obnoxious." Student: "What else is obnoxious?" Pc: "_____." Well, you remember all about that. It's maddening and shows *no* auditor control and certainly doesn't handle the original C/S subject of "cities."

There are three main ways in which a C/S can Q-and-A in C/Sing.

PC C/S

Pc goes to Examiner on own volition and says, "I am ill. I need my ruds flown."

A C/S Q and A would be "Fly ruds."

Pc on his own goes to Examiner and says, "I am upset about my job."

C/S writes "L1B on job."

You get the idea. The first one is, therefore, Q-and-Aing with Exam statement of pc.

This is varied by taking a pc's note or letter or report and accepting what the pc says is wrong. Like "I'm PTS to my husband." And then C/Sing "two-way comm on husband."

Naturally, the ancient law applies here. If the pc knew what it was, it would not be wrong and would as-is. Pc coming up to Exam saying "It's my husband!" with F/N Cog VGIs would be what would happen if it *was* the husband. And that would be great, but of no real value to C/S except pc has had a win and not to now use "husband."

111

Give you an actual example: Pc in Solo ruds found she hated George. It F/Ned. *Next* audited session pc was saying she hated George. Wrote a note about George. C/S did not notice the outness. Ordered L1B on George and in a two-way comm got little or no TA, continued to be ill. The fact is it wasn't George at all and not even a terminal. Pc had gone up one grade too many, hit an overwhelm, the earlier six grades were out! Correct action was to have done a general repair the moment a pc suddenly and mysteriously caved in and got ill on a new level! The pc never should have been going on up grades for the last six grades!

The tendency to toss it all off with a Q and A not only didn't handle but obscured the real situation.

C/Sing A WIN

The second Q and A is to C/S a pc win.

Pc in two-way comm mentions cats and more cats and cats and finally at the end of session has a big F/N Cog VGIs on cats.

The C/S sees all this "cat" mention and orders "Prepcheck cats."

That is a very cruel sort of Q and A.

Another version of it, of course, is to see a pc reach a full end phenomena on a series of processes, like an unmistakable pc-volunteered valence shift, and keep on going into an inval. Correction is to rehab, of course.

Yet another version is to pull a withhold and then keep pulling it so the pc doesn't think it's gone. Correction is to rehab, of course.

The TA often goes high or low on these Q and A actions and inval-eval actions are ordered and the release point rehabbed.

NEXT GRADE PLEASE!

The third Q and A a C/S can pull is to agree to the pc's demands for the next grade, despite all contrary indicators.

"I'm ready for Clear now!" says the pc full of somatics, whose R6EW wasn't really done and who can't talk.

The Registrar, execs and others push on this also.

The D of P and C/S have total authority on this. They should be diplomatic. "He can have the grade, of course, but I will have to prepare him for it" is the best answer. "Please make arrangements for Clear preparation—twenty-five hours."

If the C/S doesn't hold the fort on this, the pc put into the next grade who isn't ready will fall on his head.

If this pressure from the pc (in any version) continues, have him sign a waiver, "I will not hold the org or any principals responsible and waive any refund if I am put on next grade." That either gets home or he says okay and

signs. So put him on the grade and hope he doesn't fall on his head—and if he does, *now* demand he get the hours needed to get fixed up so he can really make it.

A D of P or C/S often have other pressures exerted on them that are not technical in nature, such as economics, ambition, status symbols (of having a high grade regardless of a headache) and have to cope with these diplomatically. But any but tech considerations are dangerous to entertain.

SUMMATION

Of these three, two are concerned with letting someone else C/S. Like an engineer letting someone else plan the railroad.

And the third is also slightly in that nature, consisting of not noticing the pc's wins and using them with which to C/S.

CAUTION

This doesn't mean the pc is always wrong. He is generally right when he says he's overwhelmed or upset. He's almost always wrong when he says *what* overwhelmed him or what BPC was out WHEN SIMPLY SAYING IT DOES NOT CORRECT THE CASE OR PRODUCE F/N VGIs.

You always *use* the pc's data one way or another in that you are paralleling what the MIND does. That's reads. Not what the pc says.

Remember that what's really wrong lies in the field of mass, energy, space, time, form and location. As these are eased up (by Standard Dianetics and eighteen years of Scientology actions and processes), thoughts come to view. So if you Q-and-A with thoughts already in full view, you never really ease up the bank. That's why Q and A with significance is not done.

L. RON HUBBARD
Founder

Remimeo

C/S Series 8

CHART OF HUMAN EVALUATION

Science of Survival's Chart of Human Evaluation is a study for C/Ses and is of great use.

When you find the pc on one of its columns, you can see if the pc stays there or falls back there.

Standard Dianetics opened this chart to full use for C/Ses. Eighteen years of Scientology processes and know-how are to a large degree evolved from this chart.

IF A PC IS STAYING AT A LEVEL OF THE CHART OR FALLS ON IT, you know he is running *above* his level.

Processing changes conditions.

If it doesn't improve them (or the pc's behavior), then the pc's reality is not being reached. It can be plus or minus, above or below. It is seldom that the pc's reality is higher than the processes used and really only occurs when a grade honestly run is rerun. Then you get pc protest, as he's *made* that.

Pcs who get sick suddenly are being run far too high on the Class Chart. Pcs who don't change are also being run too high.

Behavior, mannerisms are the index. DO THESE CHANGE? If they do, the pc is improving. If they drop lower on the Human Evaluation Chart, the pc is in overwhelm.

PICKING THOUGHTS OUT OF FORCES IN THE BANK BRINGS A NO–CHANGE.

In other words, you can park a pc by continuing nothing but think processes which address only significance.

SELF–AUDITING

Self-auditing is the manifestation of being overwhelmed by masses, etc., and pulling only think out of the bank. Pulling out think then pulls *in* more force which gives more self-audit.

Not all self-audit is bad. The pc eventually realizes it's forces! After a few tens of thousands of hours! If he knows all the answers.

A good push against a wall is worth a hundred hours of self-auditing, as it's force.

HUMAN EVALUATION

This famous chart (in use, by the way, by an airline and several other areas, and which had to be printed as desk blotters for personnel people at one time) could easily be expanded in numbers of vertical columns to include all behavior.

The C/S is at a disadvantage, as he doesn't see pcs. But he can have a mannerism item filled in on a Summary Report.

"Mannerisms _____"
"Mannerism changes _____"

This serves.

It also serves to look at the psychosomatic column of the chart and a pc's Health Form.

CHANGING THE PC

The pc will change in ideas when he changes his relationship to forces.

Tons of processes do this.

Objective Processes have to be run in on a pc now and then.

Somatics passing through in a session are a definite clue to force change. The no-somatic pc is either high as an angel or being run too high.

You don't have to run directly at force for forces to change in the pc.

One two-way comm I did with a pc released his hold on a huge bundle of forces!

The body responds badly to forces.

The conflict between protecting or using a body and being as a thetan able to withstand large forces gets so mixed up in a pc he can wind up as a force-shy thetan!

STANDARD PROCESSES

Standard processes, such as those in use for eighteen years, handle this when fitted into their levels.

What the C/S has to realize is that he is (a) producing an optimum rate of change in the pc if he is C/Sing well and (b) changing the pc's position upward on the Chart of Human Evaluation.

L. RON HUBBARD
Founder

Address to Grand National Convention

21 June 1970

The Grand National Convention of Dianetics and Total Freedom was held in Los Angeles in July, 1970. Shortly before the convention, Ron recorded a message to be played to the delegates. He discussed the early days of Dianetics and the tremendous improvements in auditing technology made through the years, including the development of Expanded Grades and standardized training. The address was closed with a question to those attending: What would *they* do about the field of mental healing?

21 June 1970   Expanded Grades and Training

Remimeo

C/S Series 9

Keeping Scientology Working Series 10

SUPERFICIAL ACTIONS

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

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

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

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

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

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

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

SHORT PROGRAMS

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

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

If one heard a C/S say, "But I don't have time to spend an hour doing a long program for the pc," one is listening to something peculiar. If one spent an hour or two doing up a real long, twenty-action program to repair the pc, then for the next twenty C/Ses it takes only a few minutes to look over the session and order the next action on the list. If one had no program, one would have to study the *folder* each time. One actually saves C/S time by doing *long* programs both to repair and to get the pc back on the Class Chart where he'd gotten to.

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

"Yes, but we sell result! If we can get two hundred pcs done in one hundred auditing minutes, we would make £18,233 clear profit. . . ."

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

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

"Quickie grades," instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

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

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

SUCCESS

The real stat of an org is success stories.

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

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

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

If the C/S can't dream up eight or nine ways to repair past auditing and fifteen or twenty ways to repair a life, then it's time to go back and read *Dianetics: The Original Thesis; Dianetics: The Evolution of a Science; Dianetics: The Modern Science of Mental Health; Scientology 8-80; Scientology 8-8008* and listen to a hundred or so SHSBC tapes.

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

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

"Look. I'm the C/S, the D of P and have to audit three _____."

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

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

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

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

SICK PCs

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

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

One can do a Touch Assist, a Contact Assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCOB 24 July 69, two-way comm on suppression, 3 S&Ds, assessment for area of illness, Prepcheck on area, ruds on area, Hello and Okay with the affected area, Reach and Withdraw from area, two-way comm, Recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, Prepcheck on the body or its part, more HCOB 24 July 69, more ruds, assessment of failed purposes, two-way comm on the sickness.

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

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

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

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

Pardon me, but that's pure goofiness.

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

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

That is NOT how one should C/S.

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

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

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

SHORT–CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale. There are eighteen pairs. Each *pair* should be run to F/N Cog VGIs.

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

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

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

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

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

THE AGE

It is a symptom of the age that there is no time. But in the Data Series PLs one finds that "omitted time" is a basic insanity.

That a body lives only about seventy years puts an awful limit on man.

Man's empires endure at most only about three hundred years if that.

Seventy years is not enough time to make a real career and three hundred years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take seventy years or three hundred years to process a pc. A year maybe up to *Homo novis*. A few years to OT. Even traveling it casually slow.

Twenty-five hours to repair someone's life and fifty to one hundred hours to get him up to no somatics with Dianetics is pretty satisfactorily fast. What's this take? A week to repair. Two to four weeks for full Dianetics. At twenty-five hours a week. That's very little.

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

SPEED LIABILITY

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

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

Why settle for "quickie grades"?

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

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

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

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

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

Honest C/Sing gives an honest result.

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

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

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

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

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

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

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

L. RON HUBBARD
Founder

Remimeo

C/S Series 10

REPAIRING A REPAIR

When a pc is on a Repair cycle, it is quite horrible to have a bad (goofed) session occur.

Why?

Well, the pc is on a Repair cycle because he is overwhelmable. A goofed session is more overwhelm. AND it was goofed on a process type which was already what you would use for Repair. So NOW what do you do?

The answer, of course, is to sort out the real error. If you can't find it readily in the worksheet, have the Examiner ask the pc what the auditor did.

Then, having found the actual goof, you have it repaired by rehab of the bypassed F/N or an L1B using "Method 3" in assessing the prepared list.

The goofs are fortunately few in type.

There HAS to have been a basic goof for a Repair session to have gone wrong.

So when one goes wrong, you really search the worksheet until you find it and if it isn't visible get the pc asked.

These goofs are pretty elementary. The auditor possibly doesn't know that a TA can go DOWN by overwhelming by overrun or way up by overrun. So a usual goof in Repair is overrun of an F/N or an item that F/Ned or a list that F/Ned.

Example: In a Repair Program a GF is called for. Auditor clears a couple items, suddenly hits a hot one, pc gets F/N, cog, VGIs. Auditor (told to get all the charge off the GF overlooks senior data—let pc have a win, GFs often raise hob with the TA if run further than THE item) goes on down the GF list past the F/N VGIs hunting for new charge. Pc's TA goes to 1.6! Pc cogs he has a stuck picture. TA 1.6. "End of sess."

Now what do we do? Well, a new factor now enters in.

C/S WANDER

The pc was on a precise Repair Program, is only at VI out of XVIII steps.

But the pc is rough. Rough running. Diverges, critical, boggy.

And now he is stuck into a goofed session and we have to repair a Repair!

A C/S at this point can wander. He can Q-and-A. The WHOLE REPAIR PROGRAM CAN GET DEPARTED FROM AND THE PC REALLY BOGGED.

When faced with repairing a Repair Program session, watch it! Don't wander!

The C/S procedure is this:

1. Find in the worksheets or from the pc the exact goof.

2. Repair that goof by rehab, indicating BPC or two-way comm, depending on the error.

3. DO NOT ORDER A NEW DIFFERENT NONPROGRAM ACTION.

4. Continue the PROGRAM.

It is here a C/S can go adrift. New actions crossing the original program can soon have C/S, pc and auditor chasing over hill and dale. It is a fatal pursuit.

About the only time you change a Repair Program once outlined is to extend it or lighten it. But in that case do a whole new program.

You will find two-way comm is lighter than a Prepcheck.

Let us say pc was doing great on two-way comm, gets into a Prepcheck session and goes out the bottom.

In such a case the Prepcheck is repaired of any goof noted in it and two-way comm that session—and it comes out all right. If no goof can be located, two-way comm it and it will be okay.

An auditor can throw a list not ordered into a Repair Program by finding the TA high at session start and doing an O/R list and goofing the list. It would already be dicey to *list* a pc who is on a Repair Program. To then goof ordinary laws of Listing and Nulling can get grim.

The first C/S action to repair the Repair is of course to get the list corrected with an L4A. You can often spot the listing goof as a C/S. It's usually an O/R of an O/R list or an incomplete list or an "unnecessary list." It's poison to list a pc on a Repair Program, however. Two-way comm it.

If a check for exteriorization reveals it, you have no choice but to do an Interiorization Rundown. That's a common reason. But if the pc is already flinching at engrams, limit the Interiorization to Three-way Recall and note it clearly that he's only Three-way Recall of Int.

AUDITOR FLUBS

Student or new auditors produce the most flubs. It is therefore good to keep them off Repair actions or Repair Programs.

The commonest flubs are failing to trim the meter and ignoring the F/N at "3.1," yet sitting right there running the pc up to 4.0 without ever asking, "Have we bypassed a release point?"

Poor TRs, not having two-way comm down, neglecting pc origin or chopping comm are probably next in order of frequency.

REPAIR PCs

Remember that pcs who need lots of repair are DELICATE cases. Feather touch is the watchword.

They are not all that easy to audit. They can cause auditors and C/Ses to disperse.

Such pcs are afraid of force and easily get engulfed if pushed hard into the bank.

So lightly, lightly.

And exact repair of any flub.

And get back to the program! Mid-program is no time to become inventive.

L. RON HUBBARD
Founder

HCO BULLETIN OF 25 JUNE 1970

Remimeo

C/S SERIES 11

The following HCOBs have been combined in this issue:

HCOB	31 Aug. 68	WRITTEN C/S INSTRUCTIONS
HCOB	1 Sept. 68	POINTS ON CASE SUPERVISION
HCOB	11 Sept. 68	CASE SUPERVISOR DATA
HCOB	17 Sept. 68 I	GROSS CASE SUPERVISION ERRORS
HCOB	17 Sept. 68 II	OUT–ADMIN=LIABILITY
HCOB	22 Sept. 68	"AUDITORS MUST ALWAYS. . . ."
HCOB	8 Oct. 68	CASE SUPERVISOR–FOLDER HANDLING
HCOB	15 Mar. 70	DOUBLE FOLDER DANGER
HCOB	29 Mar. 70	AUDITING AND ETHICS

and reference to LRH ED 101 Int, POPULAR NAMES OF DEVELOPMENTS.

C/S DATA

Case supervision instructions are *always* written. A Case Supervisor always writes his C/S instructions on a separate sheet of paper for the pc folder.

Repair Programs (now called Progress Programs) are on red sheets.

Return Programs (now called Advance Programs) are on bright blue sheets.

All C/Ses are written in duplicate (a carbon copy is made). The C/S keeps the carbon copy for reference in case the original ever gets lost.

HIGH CRIME

It is a high crime for a Case Supervisor not to *WRITE* in a preclear's folder what the case-supervised instructions are and a high crime for an auditor to accept verbal C/S instructions.

To commit this crime causes:

1. Extreme difficulty when doing a Folder Error Summary, as there is no background of what was ordered and why.

2. Gives the auditor leave to do anything he likes, as not in writing.

3. Is open to misduplication and can cause squirrel processes to be run and so mess up a preclear with nonstandard tech.

Any Case Supervisor found guilty of this from this date is to be removed, as this could only be considered a deliberate attempt to mess up preclears.

POINTS ON CASE SUPERVISION

1. Check your orders to find out if auditor did them.

2. Check to see if commands correct and if pc's reaction was expected reaction for those commands.

3. Check any list and find out if there was mis-listing.

4. Advise against a background of standard tech.

5. Order any errors corrected or get the case on further up the grades.

6. Beware of overcorrection.

7. Beware of false, pessimistic or overenthusiastic auditor reports. They are detected by whether the case responded to usual actions, as they all do.

8. Beware of talking to the auditor or the pc.

9. Have implicit confidence in standard tech. If it is reported not working, the auditor's report is false or the application terrible but not reported.

10. Above all else, hold a standard and NEVER listen to or use unusual solutions.

DOUBLE FOLDER DANGER

When a pre-OT has a Solo and an auditing folder, both, there is a great danger if the Case Supervisor does not look at BOTH before C/Sing.

There has been an instance of a pre-OT running strange C/Ses on himself. Another ran C/Ses out of other folders on himself. In both cases the consequences were hard to repair, when finally found.

In another case in the Solo folder the pre-OT had gone exterior with full perception. But the non-Solo auditing folder was being C/Sed. The TA shot up for two months without any C/S except myself calling for *all* folders.

Pre-OTs unfortunately run on a Solo folder and an audited folder. Unless both are to hand when C/Sing, wild errors can be made by the C/S.

There is *also* the case of a person having two audited folders, being C/Sed at the same time. This is an admin error.

The firm rule is C/S ONLY WITH ALL FOLDERS TO HAND.

The embarrassing situation where one can't get a folder from another org or field auditor, or where the old folder is lost, has to be made up for somehow. It mustn't halt auditing totally.

CASE SUPERVISOR—FOLDER HANDLING

Analyzing Folders

Go back in the folder to the session where the preclear was running well and come forward from it doing a Folder Error Summary.

In reviewing a folder, the first thing to do is to look at the C/S to see if it was done.

Use the Summary Sheet to get the auditor's attitude and pc mannerism changes.

Use the Auditor's Report Form to get the time of processes.

Read and take all your data from worksheets and compare it to and see that C/S was complied with and ensure standard tech was applied.

If you can't read the reports, send it back to have the auditor overprint illegible words. Never try to case supervise (C/S) an illegible worksheet, as you'll only run into headaches.

The after-session Examiner's Report gives you the first clue of how suspicious you should be in examining the folder and whether or not auditing reports contain falsities.

Standard Tech

You're never led by anything into departing from standard tech. The *only* reason it doesn't work is that it hasn't been applied.

The main question of a Case Supervisor is:

WAS IT APPLIED?

If you follow this exactly, you'll never miss.

CASE SUPERVISOR DATA

A Case Supervisor should watch for ethics record of pcs who have been C/Sed.

If they fall on their head, get into low conditions, the folder should be reviewed.

Most probably, the auditor did not do what was ordered and, if folder looks okay, chances are the auditing report is false, as *something is wrong* or pc would not be in trouble.

AUDITING AND ETHICS

Cases undergoing Ethics actions, Comm Evs, amends projects or low conditions should not be audited until the ethics matter is cleared up and complete. It only louses up their cases to audit them when under such stress.

ADMIN

Auditors must always put the pc's grade or OT level very prominently on the auditing report.

A Case Supervisor cannot properly C/S a case without having this data.

To not do this is out-admin.

OUT–ADMIN = LIABILITY

Much has been said about the importance of admin in auditing but auditors just aren't getting it—so . . . it now becomes a LIABILITY to have out-admin in pcs' folders.

Folders are to be submitted with the latest session on top. Auditor's Report Form is stapled to worksheets which are dated, numbered and in order, latest on top. Summary Report is then attached to the auditing report and worksheets with a *paper clip.* This, of course, is as well as the usual admin, such as legible writing, rewriting illegible words, marking reads and F/Ns, and ALL END PHENOMENA, etc.

The C/S instructions for that session go *under* that session, so you get C/S 4.6.68, Auditing Session 4.6.68, C/S 5.6.68, Auditing Session 5.6.68, C/S 7.6.68, etc., etc.

As the whole purpose of Class VIII is to minimize the time in auditing, by doing perfect standard tech, this cannot be done if it takes fifteen minutes to put the folder in order, so it can then be case supervised, so it can then be audited.

GROSS CASE SUPERVISION ERRORS

1. Failing to use progress and advance programs when needed.

2. Ordering unnecessary repairs.

3. Trying to use repair processes to get case gain instead of getting the pc onto the next grade.

4. Not writing down C/S instructions, but giving them to an auditor verbally.

5. Talking to the auditor re the case.

6. Talking to pc re his case.

7. Failing to send pc to Examiner if you're unsure why his folder has been sent up for C/S.

8. Being reasonable.

9. Not having enough ethics presence to get his orders followed.

10. Issuing involved repair orders.

11. BIGGEST GROSS CASE SUPERVISION ERROR for C/S is not to read through the pc folder.

L. RON HUBBARD
Founder

Remimeo
C/Ses
Tech/Qual

C/S Series 12RC

Keeping Scientology Working Series 9R

GLOSSARY OF C/S TERMS

Refs:

HCOB	5 Apr.	77	EXPANDED GRADES
HCOB	24 Sept.	78RC III	CCRD Series 1R
Rev. 18.12.88			DIANETIC CLEAR
HCOB	22 June	78RA	NED Series 2RA
Rev. 8.4.88			NEW ERA DIANETICS FULL PC PROGRAM OUTLINE
HCOB	12 June	70	C/S Series 2 PROGRAMING OF CASES
HCOB	19 Apr.	72	C/S Series 77 "QUICKIE" DEFINED
HCOB	12 Nov.	81RC	GRADE CHART STREAMLINED FOR
Rev. 1.7.85			LOWER GRADES
HCOB	12 Dec.	81	THE THEORY OF THE NEW GRADE CHART
HCOB	14 Dec.	81	THE STATE OF CLEAR
HCOB	12 Sept.	78R	DIANETICS FORBIDDEN ON CLEARS
Rev. 2.12.85			AND OTs
HCOB	1 Dec.	78RB	C/S Series 113RA
Rev. 18.12.88			PROGRAMING OF CLEARS THE CLASSIFICATION, GRADATION AND AWARENESS CHART

RECOVERY PROGRAM:

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

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

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

PROGRESS PROGRAM:

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

ADVANCE PROGRAM:

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

EXPANDED LOWER GRADES:

Pcs won't like being told they "have to have their lower grades rerun." Actually that's not a factual statement anyway. The lower grades harmonic into the OT levels. They can be run again with full 1950–60 to 1970 processes as given on the Saint Hill courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. See also HCOB 5 Apr. 77, EXPANDED GRADES, and HCOB 22 June 78RA, NED Series 2RA, NED FULL PC PROGRAM OUTLINE. There are no Dianetic or Scientology single or "quickie" lower grades anymore.

DIANETIC CLEAR:

The state of Clear can be achieved on New Era Dianetics.

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

For those persons who do not go Clear on NED, there is the alternate route to Clear which consists of doing Power, Solo auditor training, R6EW and then the Clearing Course at an Advanced Org.

CLASSIFICATION CHART:

This chart, the Classification, Gradation and Awareness Chart, has been reissued many times. All issues are more or less valid. Earlier versions of the chart (in the 60s and 70s) listed processes either in the "Processes Taught" column on the training side of the chart or in the "Processes Run" column on the auditing side. All those processes and more are listed in the Expanded Grades Process Checklists, HCOB 14 Nov. 87, issues I–VI, and are used in Expanded Lower Grades.

The chart is *valid*.

QUICKIE GRADES:

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

DIANETIC PCs:

Dianetic pcs should be audited on New Era Dianetics to full NED case completion or, should it occur on NED, the state of Clear.

TRAINING:

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

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 30 JUNE 1970RA
REVISED 9 APRIL 1977

Remimeo

C/S Series 13RA

VIII ACTIONS

(GF 40, IV Rundown,* VIII Case Supervision)

Inevitably, when any new approach or process is released, some will instantly assume that all "older" (actually more *basic*) data has been cancelled. There is no statement to that effect. It is not guessed that this will be assumed and so we *could* lose an entire subject.

We did, in fact, lose Dianetics for a decade and all but lost Scientology in the following ten years.

A subject can be reorganized and made more workable. That was done in 1969 for Dianetics. BUT IT HAD NEVER BEEN UNWORKABLE!

The 1969 Dianetics reorganization *refined* the 1962–63 discoveries of R3R. A better *communication* was made to the user and the preclear.

Amazingly, the reissue of Dianetics as Standard Dianetics caused about a dozen people (even in high places, unfortunately) to at once assume that Dianetics wiped out any need for Power, Scientology clearing or anything else! Even an unauthorized policy letter (not signed by me) and an HCOB (also not signed by me) gave this impression. They were of course cancelled the instant they were discovered to have been sent out.

This idea that the "old" is always cancelled by anything "new" has its root in the idea that a later order cancels earlier orders, which is true. But orders are one thing and tech basics another.

What if, in the science of physics, a book by Professor Glumph came out, omitting the three laws of motion and gravity. It is assumed, then, that Newton's laws are no longer valid. Because they are *old*. (Newton lived between 1642 and 1727.) So some young student engineer is baffled because bridges have *weight* and can't work out gravity or motion! And he and his fellows begin to build without knowing these laws, and there goes the whole of engineering and the culture itself!

This is no fantasy. As a college student, in upper math, I was utterly baffled by "calculus." I couldn't find out what it was for. Then I discovered it had been developed by Sir Isaac Newton, examined the basics and got the idea. My college text omitted *all* the basic explanations and even the authorship of the subject! Calculus today is really not enough used because it isn't understood.

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*IV Rundown: the name of the series of auditing steps which formerly made up OT Section IV. It was a review action of a highly precise nature. The materials of the IV Rundown are contained in the Class VIII Auditor Course.

Anyway, here's the main surprise: Until 1970 the whole of Scientology was never in use in processing! Students had ridden along with the research line up into the OT sections, discarding the ladder behind them. For nearly three years an increasing proportion of preclears were not actually making it. The gradient to get them onto the Bridge had been neglected as "old" when in fact they were not "old" but BASIC.

The amazement of auditors (and their delight) when the HCOB on Auditor's Rights (C/S Series 1) was released indicated that they had become "process oriented" with all the WHY gone.

VIII AUDITING

The 1968 VIII standardization aimed actually at good TRs, auditing presence and basics in auditor performance. VIII auditing was developed to handle the OT band.

It is entirely valid. Its only omission was detailed actions now developed as to how to handle a pc or pre-OT who had been pulled up the line and had fallen on his head.

Out-grades was spotted and discussed in detail in VIII auditing.

Giving lower grades fast was the only error. It was not realized in 1968 that end phenomena of lower grades was not being required.

The rerelease of the entire band of Academy and Saint Hill materials in 1970 is a reemphasis on the *validity* and *necessity* of using it ALL on pcs! And in understanding the mind and life! And all this is quite welcome and very success-ful. Not noticed is that this whole band was never before presented for full *use* on *all* pcs. As I say 1950–69 auditors had been riding with the "newest and latest" because it was "popular." Only a few wise old-timers continued to use the most basic actions.

But just as VIII auditing was an unauthorized signal to suppress all that had been known before, so now, with the full release for use of Expanded Lower Grades, a few began to say that VIII auditing was now "old"!

One assumes, then, that some like to be able to say that something is now "old." Has a superior sort of ring to it, I guess. Anyway, we'd better disregard this tendency to retire basics. It is more amusing than otherwise. So let's get on with the job.

RESISTIVE CASES

The RESISTIVE CASE Rundown is an VIII development TO HANDLE THOSE WHO CANNOT MAKE THE GRADES.

It was put into the Green Form as GF 40 so as to preserve it.

To it could now be added "Overwhelmed." This would indicate need of Repair (Progress) and Return (Advance) Programs. But many other indicators exist already.

So *when* do you use a GF 40?

Let us say the pc has been run on Grade Zero. And at the Examiner cannot or does not attest.

One would first look for simple auditing errors in recent sessions. These would get reviewed and corrected.

One would then look for lower actions than Grade Zero that had been missed.

If it still seemed hard to figure out, one would use a GF 40, Resistive Cases.

In essence, if one adds "Overwhelm" to the GF 40 list you have on it all the reasons a pc won't advance IF he has been run on all processes up to that point.

Overwhelm would indicate need of a Repair and Return.

Grade I, Problems, is the usual ordinary reason for no case advance.

Problems shows up as an out-rud in GF 40 and is simply put in as a rud, not as a grade.

But if a Grade *II* or above has problems??? That means Grade I is out.

GF 40 remains even more plainly as a "When all else fails."

It is used that way.

When a pc doesn't attest, and all has been done for him otherwise, you use a GF 40.

This was its proper use in the first place.

All such materials except rapid or quickie grades are valid.

And (joke) these remarks on GF 40 Resistive Cases do not wipe out "Repair and Return Programs."

IV RUNDOWN

The so-called IV Rundown as taught on the VIII Course is of course quite valid.

Originally developed to catch cases that had somehow gotten up to OT III and were falling on their heads, it is a collection of actions. It salvaged many cases.

The missing datum was that in recent times these cases were falsely reported to have had their lower grades. THEY, the cases themselves, said they had "had lower grades." This made a mystery. The fact is, with multiple declare (declaring 0 to IV to the Examiner all at one time, mostly without any mention of end phenomena of the grade) these cases were OUT–GRADE in the extreme.

The IV Rundown was an effort to catch it all up to make a real OT.

"Out-Grades" didn't read, as it didn't mean anything to the pc and, besides, "they'd all been rehabbed a dozen times anyway." But nobody mentioned never having attained any end phenomena, and the Class Chart was never really gotten IN IN IN in the first place.

You will find many pcs have had various parts of the "IV Rundown" run earlier.

For awhile it was the fashion to use the IV Rundown or a part of it on any balky case at any level. At OT IV (which was an audited step and none of it really confidential) the C/S simply ordered run whatever was left of it not already run.

Somewhere on the case all of the IV Rundown still should be run. But, of course, that would now be on a Return (Advance) Program and well up the line.

If Repair–Return doesn't get a grade made, this is the time to do a IV Rundown. On (3) valence shifter—LX1, LX2, LX3 lists can be done in Triple, Recall, secondary, engram. Earlier practices, former therapy can also be Triple, Recall, secondary, engram.

This is on page 28 (not 23) of the original VIII Case Supervisor Manual, and part of it is also now GF 40.

If a case really needs this, he won't be making a lower grade really, so the GF 40 or its slightly wider OT IV Rundown can be used.

To both, "Overwhelmed by auditing" should be added in any future issue to indicate a needed repair action.

CASE SUPERVISOR ACTIONS

HCOB 10 Dec. 68, CASE SUPERVISOR ACTIONS, confidential, VIIIs only, is still valid. It remains confidential, as it mentions some OT phenomena that would spin a Grade VA. However, some VIII C/S is going to be told that "Expanded Lower Grades changes all that." It doesn't.

Listen: In the next to last paragraph of the cover page of this manual (HCOB 10 Dec. 68) it says:

> "Standard Grades are not part of this setup, AS IT IS UNDER-STOOD THAT THE AUDITOR KNOWS THESE. Directions to do standard Grades are written on a blank sheet." (I have added the block letters for emphasis here.)

At the time this was written, I had not discovered that lower grades were gone out of use and I let be published Triple Grades which seemed to condense all lower grades. The major process or major grade process may not be enough to make a pc make a lower grade. I am sorry I gave any support at all to such an idea by not examining the whole scene when it began to show up. I *did* find it and *did* correct it, however, when auditing statistics over the world showed the fault. (Twenty-eight hours was the total weekly delivery of orgs!!)

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If you add the dozens and dozens of lower-grade processes as given in Expanded Lower Grades to the VIII C/S HCOB of 10 Dec. 68 and included this C/S Series and its *new* development of Repair (Progress) and Return (Advance) Programs, you would have the whole package of C/Sing.

So the VIII actions are *all* valid.

Auditor classes below VIII have this C/S Series. The AO C/S Course adds in the VIII actions as well.

Any C/S who does not know well *Dianetics: The Original Thesis; Dianetics: The Evolution of a Science; Dianetics: The Modern Science of Mental Health; Scientology 8-80* and *Scientology 8-8008* will go badly astray. It is vital to know these books and others in this area, to know *what* one is trying to handle.

Class VI (SHSBC) tapes and bulletins are all valid and vital to lower-grade auditing and C/Sing.

I trust this gives the C/S some idea of what is still "in."

It all is.

L. RON HUBBARD
Founder

Revision assisted by
CS-4/5

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C/S Series 14

C/Sing 2-WAY COMM

The C/S is liable to make most of his C/S errors in C/Sing 2-way comm.

The reasons for this are:

1. Two-way comm IS auditing.

2. The errors that can be made in any auditing can be made in 2-way comm.

3. Untrained or poorly trained auditors do not always respect 2-way comm as auditing.

4. Errors in 2-way comm become masked since the procedure is loose.

5. Earlier C/Ses on the case may have missed the easily missed 2-way comm errors.

RULES OF C/Sing 2-WAY COMM

A. The C/S must recognize that 2-way comm *is* auditing. Therefore, it follows all the rules of auditing.

B. Any error that occurs in other auditing can occur in 2-way comm auditing. Errors in a 2-way comm session must be carefully looked for as they easily can be masked in the worksheet.

C. Auditors must be persuaded by the C/S to make notation of *auditing* essentials in 2-way comm as of senior importance to pc's text (which is also made note of in the worksheet).

D. The questions asked in 2-way comm can be very incorrect just as rote processes can be.

E. An auditor must be trained as a 2-way comm auditor (Class III). Otherwise, he will evaluate, Q-and-A and commit other faults.

F. If an ARC break occurs early in a 2-way comm session and is not handled as such, the rest of the session is audited over an ARC break and can put a pc into a sad effect.

G. A pc with a PT problem not being handled in the 2-way comm will get no gain.

H. A pc with a W/H in a 2-way comm session will become critical, nattery and/or get a dirty needle.

I. Two-way comm processes must be flattened to F/N. If an F/N doesn't occur, then the subject didn't read in the first place or the auditor Q-and-Aed or evaluated or changed the subject or the TRs were out or the pc's ruds were out.

J. A 2-way comm subject chosen must be tested for read in that session before being used for 2-way comm.

K. Improper 2-way comm questions can plunge the pc into an out-rud situation not then handled. "Is anything upsetting you?" or any mention of upsets by the auditor is the same as asking for an ARC break. "Has anything been troubling—worrying you lately?" is the same as asking for a PTP. "Who aren't you talking to?" is asking for W/Hs.

L. The subject of major processes should be kept out of 2-way comm C/Ses, auditors' questions and 2-way comm assessment lists (ARC breaks, problems, overts, changes or any major auditing subject, as they are too heavy, being the buttons of the bank).

M. The C/S should only let Class III or above auditors do 2-way comm sessions.

N. A rud going out in a 2-way comm session must be put in by the auditor.

O. A 2-way comm session should end in an F/N.

P. Auditors whose 2-way comm sessions do not end in F/N must be taught to check the subject for read before using, not to Q-and-A, not to evaluate, and given a refresher on 2-way comm tapes and HCOBs.

Q. In a 2-way comm session that flubs, the C/S must be careful to isolate the errors just as in any other auditing session that flubs and put them right.

R. A 2-way comm subject that reads on test and doesn't F/N on 2-way comm must be checked for O/R (if TA went up) and rehabbed by the 1965 rehab method, or prepchecked or just continued.

The whole point to all of this is that a 2-way comm session IS auditing. It is delivered by the auditor, C/Sed and remedied like any other session.

Also it is usually being run on a delicate pc who is more affected by errors than pcs being given other processes.

L. RON HUBBARD
Founder

HCO BULLETIN OF 14 JULY 1970

SOLO CANS

I have worked out more ideal Solo electrodes for the E-Meter—"cans."

The basic trouble with a single-hand electrode is that it gives a falsely higher TA which can be very alarming.

The tone arm range on the meter should be between 2.0 and 3.0 for a floating needle to be valid. This is when two regulation electrodes (steel soup cans) are employed.

When you use only one electrode, holding it in the left hand if you are right-handed, the TA can read as high as 4.0 when it is actually 3.0. Also, a TA at 1.7 can read as 2.5!

Single-hand electrodes are almost as old as the modern meter. An aluminum tea ball with an insulator between the screw threads served in the earliest models, an electrode leading to each half.

Two stainless steel pipe sections about an inch in diameter, separated in the middle by a rubber ring, with an electrode to each end was a single-hand electrode version which came down to modern times.

There were no further developments of any lasting value on this problem of single-hand electrodes until a few months ago.

The problem in Solo auditing is of course that if you held electrodes in both hands you couldn't write or work the meter at the same time. BUT a single-hand electrode gives the wrong TA even if it does give the right needle reads (which it does). To get the right TA, then, one must unplug the single-hand electrode and plug in the two-hand electrode. In this operation the TA can change and the wires get tangled. This commotion is of course distracting.

What I worked out was a two-can electrode that became a single-hand electrode at once.

You take 2 small juice or vegetable steel cans with their tops neatly removed. They must be the paper label, not the painted kind, of course.

The size required is 2⅛ inches diameter at the rim (that is about 54 millimeters). The length is 3¾ inches (which is about 95 millimeters).

You then take a piece of soft sponge or foam rubber about ⅜ inches thick (about 10 mm). You cut a circular piece of sponge rubber about 2⅜ inches (about 60 mm). It is just slightly larger than the can diameter.

You glue this sponge or foam rubber circle to the closed end of one can but not to the other.

Snap the electrode wires into the open ends of the cans. You now have to all requirements a two-can electrode setup, with the difference that one can's base has a rubber pad on it. Holding these one in each hand gives you the two-can more-correct TA read.

By putting the closed base of one can against the rubber pad on the other can, taking them in one hand (two fingers on each can as you hold them), you have a single-hand electrode.

In an instant you can take them in two hands and get the *correct* TA (adjusting the tone arm with a knuckle or finger tip). Taking them back in one hand and resetting the TA, you again have your single-hand read.

In using this system you should change your notation to an indication of whether it is a one-hand or two-can read (to save your Case Supervisor from heart failure).

The new notation is as follows: 3.75 (1) 2.9 (2). It doesn't mean you always use both reads. You add the brackets and a 2 or 1 to show whether it's a double or single (2) or (1) read. At session start and at end you always give both, i.e., 3.5 (1) 2.5 (2). And at the end you give a trim check like 1.9 = 2.0 (done by unplugging the electrodes from the meter for an instant and putting the needle at set and reading what the TA is). It should be 2.0 but often has drifted to 1.9 or 2.1. That verifies all reads.

STANDARD ELECTRODES

A standard can is about 2¾-inches (69 mm) diameter by about 4½ or 5-inches (114 mm or 127 mm) long.

Steel soup or vegetable cans, unpainted, tops cleanly removed, label and glue washed off, tin plated or not, have been standard for many years. It is with these that calibration has been done.

It is amusing that I had to work hard on electrodes to get the first meters to work at all. Everything got tried. Steel rods, aluminum tea balls, metal pads, metal straps, you name it. The only one that works consistently is the good old common kitchen-variety soup can. It's amusing to see efforts to "improve our electrodes." Other versions have all been tried and failed and every few years we have to have a soup can revival campaign to get people back to standard reads.

The smaller juice can as described for the single-hand electrode does not give the exact read as the standard cans when used as a two-can electrode. So the smaller can shouldn't be used by Examiners. You can check the difference if you like between these two can sizes.

But the standard cans are too big as a one-hand to be held comfortably in most people's left hand. The difference is not great enough to worry anyone in normal auditing.

SMALL HANDS

People with small hands or children can't cope at all with a standard can.

The size given for the single-hand (2⅛ inches x 3¾ inches) is more suitable for them.

For very little children, two Kodak 35 mm unpainted cassette cans from any photo shop will serve admirably.

These two 35 mm cassettes fixed with a rubber pad on the bottom of one as described for the single-hand electrode above will serve a child as a one-hand electrode.

SHORTING

The whole trick in preparing two separate cans to be held as a single-hand is to make sure that when you put the bottoms together they don't short. They can cause a "rock slam" or a sudden fall if the metal of the cans touch. Thus, the glued-on rubber pad must be a bit bigger than the can diameter and thick enough so it doesn't press through.

Old setups were bolted together and couldn't be separated easily for two-can reads. These two cans are loose from each other.

A drawing of the setup, attached, is illustrative.

Important note: The smaller cans can give a falsely low TA read, being small. If you get such a read, have two large standard cans handy to snap onto the leads and check. Will save heart failure at seeing 1.7 for two-can read!

L. RON HUBBARD
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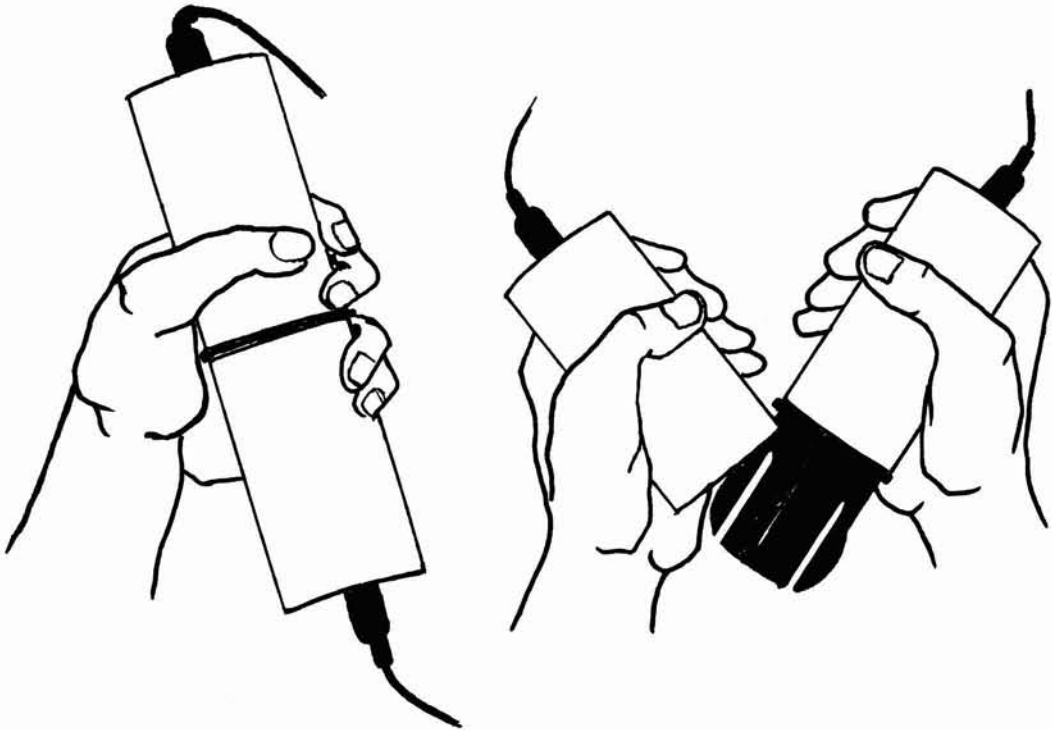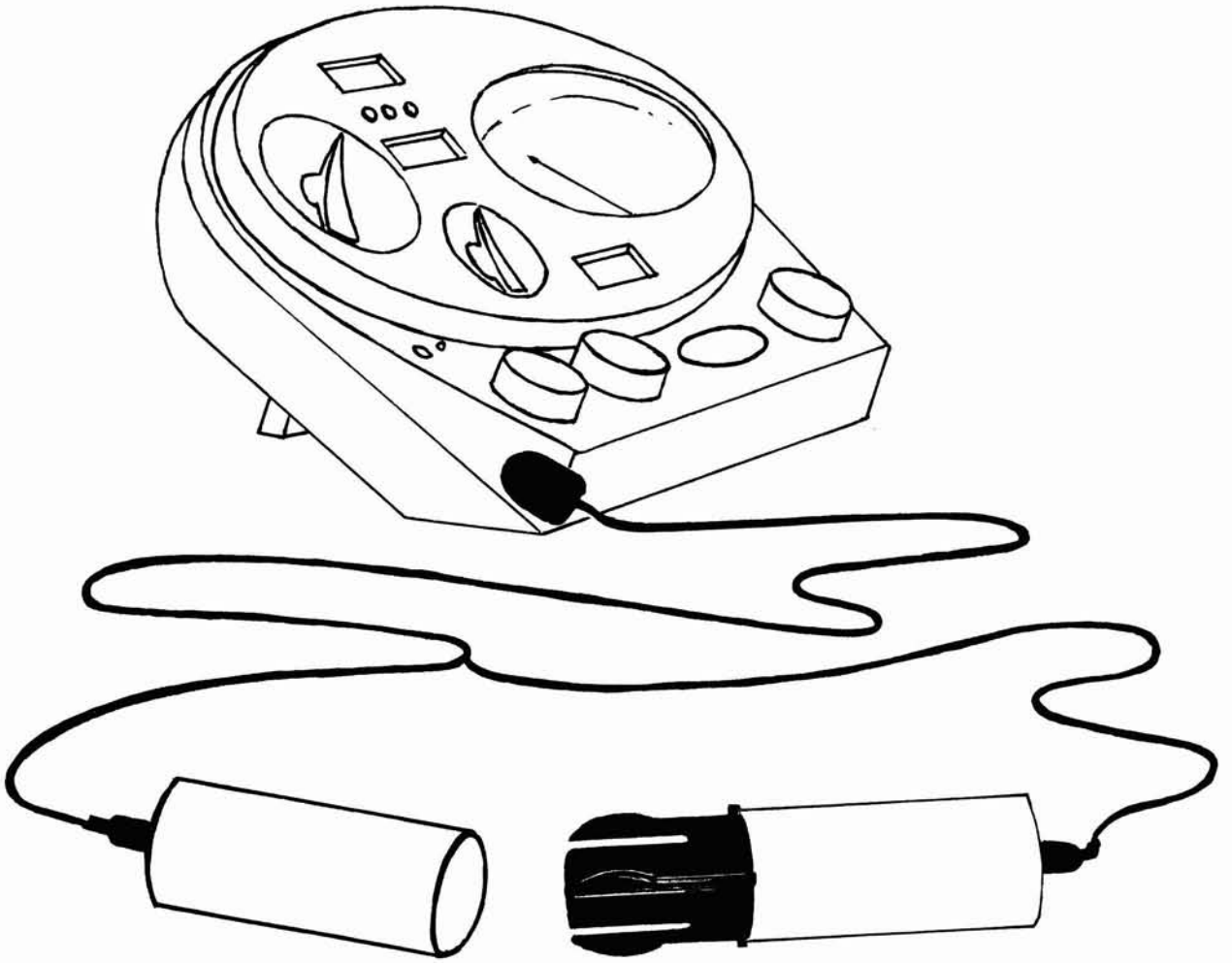
HCO BULLETIN OF 15 JULY 1970R
REVISED 17 JULY 1978

Remimeo
Class V
  Auditors
NED Checksheets

UNRESOLVED PAINS

It occasionally happens that a pc's certain pain does not resolve on Dianetics.

There are two reasons for this:

1. NOT ENOUGH AUDITING ON ENOUGH CHAINS.

Sooner or later the exact small piece of an engram "already run" shows up on another chain later.

Example: Pain in an area of an operation occurs now and then again weeks, months or years after the operation has been run out as an engram. Sooner or later just on general auditing the missing bit of the operation shows up, blows. Voilà! Pain gone forever.

This is peculiar especially to abdominal operations like an appendectomy. The operation was run out. The scar stays puffy. The pc is occasionally ill from it. Pc's conclusion is that Dianetics hasn't worked on it. More auditing on other somatics (just general Dianetics) is given. One day the remaining bit of the operation, hidden from view, apparently erased, shows up, blows. Pc now fine.

A reason for this is "overburden" in that the incident was too charged in one place to be confronted. As the whole case is unburdened, confront comes up. The piece that was missing (and giving the pain) blows.

There is no way of forcing it. In fact it would be fatal to try.

The other reason for it is that the missing bit causing the pain is a different somatic like "a chest compression." This bit of the operation had another basic than the one run.

The answer to a persistent or recurring somatic in an injured area is always more Dianetic auditing. Persistent, chronic and recurring somatics are handled fully with New Era Dianetics series tech.

Refs:

HCOB 28 July 71RB	NED Series 8RA	
Rev. 8.4.88	DIANETICS, BEGINNING A PC ON	
HCOB 18 June 78R	NED Series 4R	
Rev. 20.9.78	ASSESSMENT AND HOW TO GET THE ITEM	
HCOB 26 June 78RA II	NED Series 6RA	
Rev. 15.9.78	ROUTINE 3RA, ENGRAM RUNNING BY CHAINS	

2. SYMPATHETIC NERVOUS SYSTEM PAINS.

There are two sides to the body. As you learn in Touch Assists, if the right hand is injured you include also the left hand.

Body nerves conduct pain. The two sides of the body interlock. Pain gets stopped in the nerves.

If the right elbow is hurt, the LEFT elbow will have echoed the pain.

Example, you find a pc with a pain in the left elbow. You try to audit a left elbow chain. It doesn't fully resolve.

If you ran injuries to the RIGHT elbow, suddenly there's a somatic going through the left elbow! It gets well.

This is the sympathetic nervous system. The right ear, injured, also gets echoes with a somatic in the left ear. You audit the right ear only. Pc comes up with a sore left ear!

You can actually direct a pc's attention to it (nonstandard but a research technique) and he can find where the uninjured ear echoed the injured ear.

Where you can't fully repair a crippled left leg, don't be surprised to find it was the *right* leg that was hurt.

You audit the *left* leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY.

TOOTHACHE

The mystery of toothache is resolved in both 1 and 2 above, especially 2.

The pain is concentrated on the left upper molar. You audit it in vain. Toothache persists.

Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the *left* molar began to decay. The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually the left upper molar, under that stress, a year or ten later, caves in and aches.

Mysterious, as it wasn't injured. Mysterious, as the opposite molar is long gone, doesn't hurt anymore.

When a toothache does not resolve in auditing, audit the opposite tooth on the other side. You can actually do it by count of teeth.

It's sort of auditing a no-somatic.

Pc in misery with right upper molar. No pain on left side. Audit an injury he had on the left side (it will read on the meter also). Voilà! The toothache that wouldn't go away eases up!

The fellow who has the exact opposite teeth pulled (upper-right wisdom, upper-left wisdom) is in for it as there is a constant cross-play. Makes the mouth odd and pressury. Both sides are reacting to the other side!

Dentists often note the strange pressure, "bursting feelings," a patient has when a tooth "needs pulling." This is the stress in the nerves from an injury which occurred on the opposite side!

An auditor can audit a right-side toothache in vain unless he knows enough to audit THE OTHER SIDE.

For a pc with a toothache, on the *right* side, you can list for feelings on the *left* side of the mouth and get "numbness," "no feeling," etc. Audit *that* list and suddenly, magically the toothache on the opposite side not being audited eases up.

Full preassessment of the troubled area and R3RA Quad is used when the tooth trouble persists.

As toothaches sometimes give a Dianetic auditor a failure, he should know about the sympathetic factor as above. The failure becomes a success.

L. RON HUBBARD
Founder

THE PSYCHIATRIST AT WORK

Auditors are often fought by psychiatry. The auditor is often called upon to handle psychiatric abuses. Auditors should know some facts about psychiatry.

PAIN ASSOCIATION

As a technical action, it is of interest to any auditor to know that pain and ideas is a basic "therapy" used down the years by psychiatrists and such lot.

The practice is very general and very old.

The person is made to associate his "wrong ideas" with pain so that he "will not have these ideas," or will be "prevented from doing those things."

A crude current example is to electric shock a person every time he smokes a cigarette. After several "treatments," he is supposed to associate the pain with the idea and so "give up smoking."

Homosexual tendencies are also so "treated."

In earlier times alcoholism was "cured" by putting poison in drinks so drinking would make the person violently ill so he would "stop it."

Examples of this are all over the time track.

The mechanism is "If you get this idea, you will feel this pain" ZAP!

Basically, this is the action of an implanter.

Current use of it will be encountered where psychiatry has been busy implanting.

This is a pinnacle, an all, of psychiatric "treatment."

Another version of it is drugs. Make the person too torpid (sluggish) to have *any* ideas. The motto of this is "too dead to act." Institutions are emptied by hooking psychotics and "community psychiatry" exists "to make them take their pills," in short, to keep them hooked. This started the current drug craze that spread into "illegal" drugs.

The auditor will encounter this with growing frequency as the business of it is so big that one group spends 12 billion in advertising alone per year! This is the Rockefeller drug cartel. They also spend vast sums in lobbying parliaments.

OBSESSION

Most "got to's" or obsessions come from pain association or drug association.

People in pain or drugged can become obsessed with *doing* the idea.

What the psychiatrist does not care to publicize is that his "cures" are implantings with compulsive ideas.

The smoker so treated now MUST smoke but CAN'T smoke. These two things are opposed. That is known as frustration—a form of insanity.

Must reach—can't reach, must withdraw—can't withdraw is total basic insanity.

Thus, psychiatry is *making* insane people.

This is why the insanity statistic is soaring and why the crime statistic is on a wild climb.

The psychiatrist if he handled his field well and did really effective work would have a *declining* insanity and crime statistic.

That the psychiatrist and his "technology" has been in charge during the whole period of these alarming statistics is ignored by governments.

The psychiatrist argues that he needs more money and more practitioners. But he gets money by the billion. The state has to totally support them because the public will have nothing to do with them.

Psychiatric care in a private hospital costs $30,000. $2,000 a month for board only is the price at Walnut Lodge in Washington, DC, an average place. Sixty pounds a week is charged in England for a shabby room. "Care" is extra, if it exists.

Psychoanalysis costs 9,000 pounds for a full and ineffective course, takes 5 years, 30% suicide in the first 3 months.

Psychiatric treatment runs 5 times the total cost of every course, grade and action available in Scientology orgs.

SKILL LEVEL

Any HAS knows more and can do more about the mind than any psychiatrist.

There is no real level of comparison since psychiatry as used is a destructive technology.

Under a "drug treatment" engram, you often find savage electric shocks of execution strength buried.

It is doubtful if one could watch an electric shock "treatment" without vomiting.

In "neurosurgery" the ice pick is used to rip and tear up people's brains.

Holes are drilled in skulls and the brain sliced up.

No evidence exists that this ever helped anyone, but it makes incurable invalids.

Illegal seizure of anyone and his torture is legal in most "civilized countries."

MASTERS

The psychiatrist has masters. His principal organization, World Federation of Mental Health, and its members, the National Associations of Mental Health, the "American" Psychiatric Association and the "American" Psychological Association, are directly connected to Russia.

Even the British Broadcasting Company has stated that psychiatry and the KGB (Russian secret police) operate in direct collusion.

A member of the WFMH sits on every major "Advisory Council" of the US government, to name one government.

Ministers of health or health authorities are members of the National Association or the WFMH.

The psychiatrist has masters.

DOCUMENTATION

All these statements are the subject of total documentation in the hands of Scientology.

SUMMARY

The auditor in auditing uncovers considerable data in former psychiatric cases.

Further, an auditor can put to rights a case so abused unless a fatal injury has been done.

As psychiatry circulates rumors about auditors and attempts to discourage the use of Dianetics and Scientology, it is only fair for the auditor to know exactly the status of psychiatry and psychology as used today.

It goes without saying that the savagery and fraud of psychiatry must cease and that auditors must encourage in state and public and through all their connections displacing psychiatric abuses with sane auditing.

L. RON HUBBARD
Founder

HCO BULLETIN OF 16 AUGUST 1970R
REVISED 7 JULY 1978

Remimeo
Dn Checksheet
Class III
Class VI
Class VIII
C/S Checksheet

C/S Series 15R

GETTING THE F/N TO EXAMINER

(High, Low TAs and Chronic Somatics)

(Note: This bulletin has been revised to include references to the New Era Dianetics Series tech.)

If after an F/N session end the pc's TA goes up, as at the Examiner in an org, the pc is afflicted with unflat engram chains.

All high TAs depend on unflat or restimulated engram chains.

TAs go high on overrun because the overrun restimulates engram chains not yet run.

Engram (or secondary or lock) chains can be keyed out. This does not mean they stay *out*. In a few minutes or hours or days or years they can key back in.

A pc will also *de*-stimulate in from 3 to 10 days usually. This means he "settles out." Thus, a pc can be overrun into new engram chains (by life or an auditor), TA goes up, 3 to 10 days later the TA comes down.

When a pc is audited to F/N VGIs and then a few minutes later has a high TA, the usual reasons are:

1. Has had his comm chopped or full Dianetic or Scientology end phenomena not reached or

2. Has been run on an unreading item or subject or

3. Is overwhelmed or

4. Has a lot of engrams keying in or

5. Has been run in the past without full erasure of engrams or attaining end phenomena.

6. Lists badly done or other misauditing cause a pc to feel bad and key in chains also.

7.   A pc can be audited when too tired or too late at night.

The solution to any of these is easy—on (1) always see that the pc attains full EP, particularly on engram chains. On (2) make auditors check for read even in two-way comm subjects, list questions or Dianetic items before running them. On (3) see also (2) and get the pc a proper Progress (Repair) Program. On (4) repair or isolate pc so his PT isn't so ferocious looking (meaning Repair [Progress] Program him well or let him change his environment and then audit him) or (5) look into his folder to see who audited him on so many chains, when, with no real erasure or EP. (6) You use repair lists (like L4BRA, L1C, etc.) and other usual action. On (7) you make the pc get some rest, and if he can't, make him go for a walk away until he is tired and *then* walk back and get some sleep.

All these really add up to keyed-in or unflat engram chains. Whether the pc can handle them depends on repair and the usual.

Of all these the past auditing without attaining EP on engram chains (whether done in Dianetics or Scientology) is a usual reason for a much-audited pc to have a high TA.

The answers to any high TA that won't come down and to any pc who continually arrives at Examiner after an F/N VGI session end with his TA *UP* are:

A.   Faulty auditing not letting pc go to full Dianetic EP when running engrams.

B.   A false auditing report (PR-type report, meaning promoting instead of auditing).

C.   Too many engram chains in past restim by life or auditing.

D.   False TA or inoperable meter.

It is usual to do a PICTURE AND MASSES REMEDY to find and handle restimulated engram chains which are causing the TA to be high. This is done after the pc has had a Drug Rundown, as unhandled drugs can also cause a TA to be high (see HCOB 24 July 78, NED Series 24, DIANETIC REMEDIES).

CHRONIC SOMATIC

A pc who has a *chronic somatic* would get programed like this:

1.   Repair (Progress) Program *as necessary* until pc feeling better.

2.   Original Assessment Sheet, with its full handling per NED Series 2, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE, and NED Series 8, DIANETICS, BEGINNING A PC ON.

3.   Continue with the New Era Dianetics Full Pc Program, taking each step to full completion.

IF the Dianetic auditing is standard and to Dianetic EP (erasure, F/N, cognition, postulate if not included in the cognition, VGIs) you will see this pattern at the Examiner:

First few sessions:
    TA 4.0 or more at Exam, doubtful GIs.

Next few:
    TA 3.75 and blowing down to 3.25 at Exam, GIs.

Next few:
    TA 3.75 BD to F/N at Exam, GIs to VGIs.

Next two or three:
    TA 3.5 BD to F/N at Exams, VGIs.

Finally:
    TA 2.5 F/N VGIs at the Examiner.

That's what you would expect to see if the auditing was standard, if the case was straightened out of past flubs in the repair step. Errors such as running unreading items or firefights caused by out-TRs or false auditing reports or Dianetic EP not reached at session end or pc needing ruds put in at session starts would prevent this pattern from happening at the Examiner. So if the pattern doesn't happen, you know the auditing is goofy or something is out which had better be found. One pc, for instance, had a huge W/H of having a disease and was audited over it for 2 years = auditing over a W/H and PTP = no case gain. Silly pc. But also a very dull C/S not to alert to some outness there and find it. Another pc had a high TA and the fault was just that she never got any auditing at all! So they kept operating on her! Somebody didn't know Dianetics and auditing was for USE.

HIGH TA AND ILLNESS

Pcs with high TAs feel ill and get ill.

No use to elaborate on that. It's just a fact and is THE fact about pcs who get ill. So maybe you see why this HCOB is important!

LOW TA AT EXAM

Pcs with low TAs are more or less in apathy.

If it F/N VGIs at session end and is low at Exam (like 1.9) (OR if it went low in session and didn't F/N), then the pc is:

a.   Overwhelmed and needs auditing and Life Repair;

b.   Can have been run on a flat or unreading item that invalidated his former win.

Example: Pc listed on an unreading list. A few sessions later worrying about it and coming to Exam with low TA. Repair is the answer. Low TA pcs need a Life Repair also.

The New Era Dianetics Series tech, fully and correctly applied, will handle all aspects of the chronic somatic. See HCOB 22 June 78, NED Series 2, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

L. RON HUBBARD
Founder

Remimeo
Cl VIII
  Checksheet
C/S Checksheets
Cl V Grad
  Checksheet
C/Ses
Tech/Qual

Interiorization Rundown Series 8

INTERIORIZATION RUNDOWN MUSTS

Ref:
HCOB   4 Jan.   71R   Int RD Series 2
   Rev. 24.9.78   EXTERIORIZATION AND HIGH TA
                             THE INTERIORIZATION RUNDOWN
                             REVISED

An Interiorization Rundown must be:

1. COMPLETED IN AS FEW SESSIONS AS POSSIBLE, WITH EACH SUCCEEDING SESSION GIVEN ON THE NEXT CONSECUTIVE DAY.

2. RUN SO AS TO COMPLETE *ANY* FLOW ON ANY READING BUTTON IN *ONE* SESSION. (This means you do not leave a chain half run.)

3. RUN WITHOUT FLUBS.

4. FOLLOWED BY A FINAL SESSION OF 2–WAY COMM RUN TO F/N COG VGIs.

COMPLETING THE RUNDOWN ON AN INTENSIVE BASIS

Originally, when only "went in" and "go in" were assessed on the Int Rundown, the rule was that the entire rundown was to be given in one session.

The reason for this was that there is a frequent chance of ruds going out between sessions and of course they cannot be put in until the Int Rundown is complete as it's "auditing a pc past exterior."

This is still true.

However, with the full array of Int buttons now to be assessed and any reading button run on Quad or Triple Flows, and with *re*assessment of the Int buttons, the one-session rule may not be workable without "quickie-ing" the rundown, which must not be done.

Thus, allowance must be made for sufficient time to get the rundown done fully while still completing it as rapidly as possible, to safeguard against out-ruds situations cropping up before it is complete.

The safest way to accomplish this is to ensure that the Int Rundown:

1. Is completed in as few sessions as possible.

2. After the first session, each succeeding session is given on the next consecutive day.

3. Plenty of time (two to five hours) must be allowed for each daily session.

4. The auditor must make sure the pc DOES have the necessary time for this before starting the rundown.

5. Any one flow on any reading Int button *must* be completed in one session. (You do not end a session with a chain only half or partially run.)

6. There are no session breaks taken. (Unless pc has a physical PTP, in which case he can be given a *minimal* break to handle it and return right back to session.)

FLUBLESS

Auditors who have occasional flubs—Dianetics failures to flatten chains or run them to chopped EP instead of a correct F/N, postulate off and VGIs at basic—HAVE NO BUSINESS RUNNING INT RUNDOWNS.

Flubs in any event are just corny.

They are particularly messy when they occur in the INT RUNDOWN.

The Int Rundown is auditing by the book!

> *Refs:*
> HCOB 4 Jan. 71R   Int RD Series 2
>   Rev. 24.9.78   EXTERIORIZATION AND HIGH TA
>   THE INTERIORIZATION RUNDOWN
>   REVISED
> HCOB 26 June 78RA II   NED Series 6RA
>   ROUTINE 3RA
>   ENGRAM RUNNING BY CHAINS
> HCOB 16 Sept. 78   NED Series 28
>   POSTULATE OFF EQUALS ERASURE

Flubs mar any auditing result. They make a real mess on an Int Rundown, as review auditing over an exteriorization, if the rundown is not complete, is difficult and results in high TA.

Yet one franchise invalidated the pc's cog, made the pc do it all in clay, left chains incomplete and took a week over it! And then wondered why the pc was unhappy!

NO FLUBS!

FOLLOW WITH 2–WAY COMM

A day or two or a week after the Int Rundown (not less than a day nor more than a week), an Int Rundown MUST BE FOLLOWED BY A 2–WAY COMM SESSION.

The reason for this is that there is a cognition delay on almost all cases. The 2-way comm blows off locks, etc., and the pc usually gets a big cog and never afterwards worries about exteriorization.

If the Int Rundown is not done in *daily* sessions, flubbed, not followed by 2-way comm in a later session, the pc can get hung up on the subject.

The auditor doing 2-way comm must have experience and know-how on 2-way comm. (See HCOB 21 Apr. 70, 2–WAY COMM C/Ses; HCOB 3 July 70, C/S Series 14, C/Sing 2–WAY COMM)

All 2-way comm sessions go to end phenomena of an F/N.

It is often found the subject of interiorization–exteriorization is still charged. But it should be checked for read as in all items and subjects used in auditing. The rule is you don't audit things that don't read. Suppress and Inval buttons can be put in to get a read. If you audit things that don't read, the TA is liable to go up.

A nicely done 2-way comm on interiorization and exteriorization blows the pc to present time and cleans him up nicely.

The Interiorization Rundown is to be done when it is found the pc has been audited past exterior, providing of course one of the Int buttons reads on checking. If reading, the rundown HAS to be done before review auditing, ruds or anything else. So it's dicey—a delicate proposition.

An Interiorization Rundown is about the hottest thing that's come along for some time. It solves, for instance, the total goal of Buddhism. It is the key to immortality. It's pure theta gold.

So respect it by running by the book, exactly, perfectly and to a total win.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 21 AUGUST 1970

C/S Series 16

SESSION GRADING

WELL DONE, DEFINITION OF

A "well done" to an auditor requires a precise meaning. It is not given by the C/S because an auditor is a friend or because he would be offended if he didn't get one.

"WELL DONE" GIVEN BY THE C/S FOR A SESSION MEANS THE PC HAD F/N VGIs AT THE EXAMINER IMMEDIATELY AFTER THE SESSION.

This then presupposes that session lines include an Examiner even if it's a Receptionist, and it includes the use and understanding of Exam Reports. (See HCO PL 13 Oct. 68RA, Rev. 18.10.86, PC EXAMINER, and exam tech.)

It presupposes the Examiner has a meter to hand and that the pc makes a statement.

Thus, if there are no Exam Reports, there can't be a well done given, eh? True enough. A C/S who C/Ses without Exam Reports done by a different person than the auditor is asking to fly blind and to get auditor "PR" (public relations or brag) and false auditing reports.

No F/N at Exam, no well done.

This is harsh, as early on pcs often get no F/N at Examiner. BUT IN EVERY CASE THERE ARE CURRENT EARLIER TECH ERRORS ON THE CASE when the F/N doesn't get from the session to the Examiner. It is also harsh because the failure to get the F/N to the Examiner could be a C/S error! But (see HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS), the auditor should not have accepted the C/S.

The C/S could be too heavy or the case needed a repair first or the process ordered is not part of a proper program.

HOURS SUCCESSFULLY AUDITED INCLUDES ONLY "WELL DONE" OR "VERY WELL DONE" SESSIONS.

VERY WELL DONES

An auditor gets a "VERY WELL DONE" when the session, by worksheet inspection, Exam Report inspection, is:

1. F/N VGIs at Examiner.

2. The auditing is totally flubless and by the book.

3. The whole C/S ordered was done without departure and to the expected result.

NO MENTION

A no mention of well done or very well done or anything simply means:

1. F/N did not get to Examiner.

2. No major auditing errors exist in the session.

FLUNKS

A FLUNK is given when:

1. The F/N did not get to Examiner and didn't occur at session end.

2. Major errors or flubs occurred like no EP, multiple somatic, unflown ruds, etc.

3. The C/S was not followed or completed.

4. Auditor's Rights listed errors occurred.

5. No F/N and BIs at Examiner.

The exact error must be noted on the worksheet and in the next C/S along with the flunk.

FLUNK AND RETRAIN

When an auditor does not improve but continues to get NO MENTIONS and FLUNKS, he requires retraining.

Such retraining must include:

1. Cleaning up all misunderstoods of tech.

2. Cleaning up willingness to audit.

3. Cleaning up overts on people and pcs.

4. Examination by inspection of TRs.

5. Star-rating material missed or not grasped as per session troubles.

INVALIDATION

Invalidative remarks should not be made by a C/S. Experience has shown they do no good and also do harm.

But there are *two* methods of invalidating an auditor's auditing:

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1. Let him go on flubbing and getting no results.

2. Direct invalidation of his intentions or future or potential.

In (1) nearly all auditors who stop auditing never really knew how to audit in the first place or have gross misunderstoods or have accumulated intentional or unintentional overts on pcs or have been too harshly invalidated. When they don't really grasp the ease and simplicity of auditing, they get into other troubles.

A really well-trained, smooth auditor never gets any real charge on his case on the subject of auditing.

When you let an auditor flub, the whole subject gets invalidated and he loses his value because he goes into doubt. This can be said with complete confidence today as the whole of Dianetics and Scientology is there and it works very, very well indeed IF IT IS USED AND IF THE C/Sing AND AUDITING IS CORRECT AND FLUBLESS.

AUDITOR HANDLING

The C/S is really not just the Case Supervisor, he is also the auditors' handler.

Like a boxer's trainer or a star's director, the C/S handles his guys. They are all a bit different, auditors. There are prima donnas and meek mousey ones and steady-on ones and all kinds.

They get the credit for the sessions from the pcs most often. They really don't like not to be C/Sed.

And they VALUE the well dones and the very well dones and they flinch at the flunks. And the honest ones know all about it before they turn it in. And some don't mention the flub, but think you're a fool if you miss it.

So it's important to have a constant in assigning what the auditor is given for the session.

WELL DONE AUDITING HOURS are all that's valid for a stat.

So a C/S must be very exact and correct in his determination of well done, very well done, no mention and (forlornly) a flunk.

This should remove argument from the matter and bring certainty.

L. RON HUBBARD
Founder

Remimeo

THE BODY COMMUNICATION PROCESS

The Body Communication Process does not in any way replace or alter Touch Assists or Contact Assists. Where a person has been injured or has specific areas of the body where an assist is needed, the Touch Assist or the Contact Assist should be used.

The Body Communication Process is used when a person has been chronically out of communication with his body, such as after an illness or injury, or when the person has been dormant for a long period of time. This process may be done only *after* any necessary medical attention or other necessary assists have been done. It is not done in place of these.

PURPOSE:

To enable the being to reestablish communication with his body.

METHOD:

The individual lies on his back on a couch, bed or cot. Doing this assist on the clothed body with shoes removed gives satisfactory results. Any constricting articles such as neckties or tight belts should be removed or loosened. It is not necessary to remove any clothing except for heavy or bulky garments.

Where more than one session of this process is given, the body position may be varied to advantage by having the person lie face downward during alternate sessions.

COMMAND:

"FEEL MY HANDS." (**"FEEL MY HAND"** on the occasion where only one hand is applied.)

PROCEDURE:

The auditor begins by saying he is now going to do a Body Communication Process as an assist to help the person. He puts in a reality factor by telling the person briefly what the command is and what they will do. The command is then cleared. This should be done briefly and no Q and A should develop. A dictionary should be at hand for the person's use in looking up the meaning of words in the command or in the name of the process.

To start the assist the auditor tells the person, **"CLOSE YOUR EYES,"** and acknowledges him by saying, **"THANK YOU"** when he does so.

The auditor places his hands on the individual's shoulders with a firm but gentle grip, using an agreed-upon firmness. That is a firmness which the auditor knows is agreeable to the individual. It must be done with ARC.

The auditor must BE there with INTENTION and ATTENTION. He must have good TRs throughout the session. This is to achieve optimum ARC and the best results.

The auditor gives the command, **"FEEL MY HANDS"** (or **"HAND"**).

The individual's reply is acknowledged with **"THANK YOU"** (or **"GOOD," "FINE," "ALL RIGHT"** or **"OKAY,"** etc.).

The auditor continues to complete similar cycles down the body, over the chest, front of chest, sides of chest, hands on both sides of the abdomen at the waist, then one hand going around the abdomen in a clockwise direction. (Clockwise because this is the direction of flow of the large bowel.) The auditor then continues with both hands on the small of the back, one on each side and lifting firmly; a hand placed over each hip with firmer pressure on these bony parts, then down one leg to the knee with both hands and down the other leg to the knee with both hands, then back to the other leg and down over the calf, the lower calf, the ankle, the foot and the toes and down the other leg from the knee to the toes similarly.

He then works upward in a flow towards the shoulders, down each arm and out to the fingers, both hands behind the neck, one on each side, sides of the face, forehead and back of the head, sides of the head, then away toward the extremities of the body.

An infinite variety of placing of the hands is available avoiding, of course, the genital areas or buttocks in both sexes and a woman's breasts. The process proceeds up and down the body, toward the extremities.

As ARC builds up (even as early, sometimes, as after the first command) the auditor will notice that something is happening with the individual. It may be a comm lag, a slight suffusion of the face, a somatic or twitch of the body. With such an indication, the auditor will know that a communication is available to him. He should then ask, **"WHAT HAPPENED?"**

The individual describes what just happened or what is happening. The auditor leaves his hands in position with exactly the same pressure sustained while the individual is talking. The communication is acknowledged and the auditor continues with the process.

The process is continued until the person has a good change, a cognition and very good indicators. At this point the auditor says, **"THANK YOU"** and ends off by saying, **"END OF ASSIST."** He does not, however, interrupt the person's communication or cognition to do so.

The process should not be continued past the cognition and very good indicators.

At the end of the assist the auditor takes the person to the Examiner.

An auditor's report is written up immediately after the session. It should include a record of moments of emotion or misemotion, any comm lags, the individual's appearance, somatics, how he is doing, physical manifestations (e.g., yawning, body twitching), the cognition achieved, whether or not a flat point has been reached and the presence or absence of good indicators.

L. RON HUBBARD
Founder

Assisted by Flag MLO

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 26 AUGUST 1970R
REVISED 22 SEPTEMBER 1980

Remimeo
Tech/Qual
C/Ses
Class VIII
  Checksheet
Class VIII

C/S Series 17R

Keeping Scientology Working Series 15

INCOMPLETE CASES

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

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

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

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

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

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

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

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

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

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

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

QUICKIE GRADES AND ACTIONS

Quickie grades left us with a totality of incomplete cases.

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

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

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

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

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

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

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

The best answer is NO FLUBS. But when they occur, they must be repaired in twenty-four hours.

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

COMPLETE CASES

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

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

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

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

RECOGNIZE A COMPLETION OF AN ACTION AND END IT OFF.

RECOGNIZE AN INCOMPLETE ACTION AND COMPLETE IT.

Don't overshoot, don't undershoot.

Follow the rules.

L. RON HUBBARD
Founder

HCO BULLETIN OF 28 AUGUST 1970RB
REVISED AND REINSTATED 27 JANUARY 1981

Remimeo
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C/Ses
HGCs
Cramming
 Officers

HC OUTPOINT–PLUSPOINT LISTS RB

(Reference Data Series HCO PLs)

Because of the fantastic workability of the HC Outpoint-Pluspoint Lists I am happy to announce their reinstitution for general use.

The Outpoint-Pluspoint Lists were originally issued in August of 1970 and since then Data Series which contain additional outpoints and pluspoints have been released. So I am taking this opportunity to expand and update the Outpoint-Pluspoint Lists.

These lists are not restricted to any one particular rundown. Such is their power that auditors, C/Ses and Qual terminals should put them to use wherever applicable.

The HC Lists are capable of straightening out someone's thinking as many will attest—and in a drugged, illiterate culture such as ours, this makes these lists a valuable tool indeed!

The following lists are used:

a. To assess for a read.

b. Clear up with two-way comm.

PROCEDURE

One assesses the Outpoint List and goes as far as a good read. One clears that up to F/N VGIs (very good indicators). He then leaves off that list for now.

One then takes up the Pluspoint List. One assesses it as far as one needs to go to get a good read. One then takes that up with the preclear with Two-way Comm until there is an F/N and VGIs.

One now resumes where he left off on the Outpoint List and assesses until he gets a new good read. He takes that up with Two-way Comm until he gets an F/N VGIs.

One now takes up the Pluspoint List where he left off until he gets a good read. He takes that up with Two-way Comm until he gets an F/N VGIs.

In this way the lists are alternated.

They can be done over and over.

These are the elements of illogic and insanity on the Outpoint List. They are the elements of logic and sanity on the Pluspoint List.

The lists may be done on Clears and OTs following the rules given in HCOB 23 Dec. 71RA, C/S Series 73RA, THE NO–INTERFERENCE AREA CLARIFIED AND RE–ENFORCED.

A meter *must* be used.

It is done exactly by the Auditor's Code. Never tell the person what he thinks. Never invalidate what he has said. Just acknowledge and let him/her tell you about it.

The reads, of course, disclose things which have charge on them.

Take a good read.

Two-way Comm on "Any example of _____ in your life?" to F/N.

Assess again.

Same process.

Continue as long as you have TA on it.

Stop with any win.

Can be done to full F/Ning assessment on both lists.

The list items can be used in two ways.

A. They can be called off straight.

B. They can be given a prior statement.

In A one would say, "Knowing something is right _____ ?" noting read or lack of it. "Knowing a datum is correct _____ ?" noting read.

In B one would be directing the person's attention to some sphere of action, like "In your work knowing something is right?" noting read, etc. One would go on using this same prior statement on all the assessment until the whole subject, "work," was cleaned up. That would be a work consultation. Or one could say, for marriage problems, "In marriage, knowing something is right," "In marriage, knowing a datum is correct _____ ?"

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One uses the same subject for both Outpoint and Pluspoint Lists until that one subject is cleaned up.

ALWAYS FINISH OFF WITH THE PLUSPOINT LIST.

———————

OUTPOINT LIST

1. **OMITTED FACT?** _____

2. **OMITTED TERMINAL?** _____

3. **OMITTED DATA?** _____

4. **OMITTED LOCATION?** _____

5. **OMITTED MATTER?** _____

6. **OMITTED ENERGY?** _____

7. **OMITTED SPACE?** _____

8. **OMITTED FORM?** _____

9. **MISSING SCENE?** _____

10. **MISSING PERSON?** _____

11. **CHANGED SEQUENCE OF FACTS?** _____

12. **CHANGED SEQUENCE OF DATA?** _____

13. **CHANGED SEQUENCE OF PARTICLES?** _____

14. **CHANGED SEQUENCE OF LOCATIONS?** _____

15. **CHANGED SEQUENCE OF OBJECTS?** _____

16. **CHANGED SEQUENCE OF SPACES?** _____

17. **CHANGED SEQUENCE OF FORMS?** _____

18. **TWISTED IDEAS?** _____

19. **DROPPED–OUT TIME?** _____

20. **INCORRECT TIME?** _____

21. **FALSE TIME?** _____

22. **INVENTED TIME?** _____

23. **CONDENSED TIME?** _____

24. **RUSHED TIME?** _____

25. **ENDLESS TIME?** _____

26. **WAITING TIME?** _____

26A. **ADDED TIME?** _____

26B. **UNEXPECTED TIME?** _____

27. **DELUSION?** _____

28. **HALLUCINATION?** _____

29. **FALSE FACT?** _____

30. **FALSE TERMINAL?** _____

31. **FALSE BEING?** _____

32. **FALSE DATUM?** _____

33. **FALSE LOCATION?** _____

34. **FALSE MATTER?** _____

35. **FALSE ENERGY?** _____

36. **FALSE SPACE?** _____

37. **FIXED IDEA?** _____

38. **ALTERED IMPORTANCE?** _____

39. **ALTERED VALUE?** _____

40. **DECREASED IMPORTANCE?** _____

41. **DECREASED VALUE?** _____

42. **OVERVALUED?** _____

43. **TOO IMPORTANT?** _____

44. **TOO INSIGNIFICANT?** _____

45. **THINGS ALL THE SAME?** _____

46. **NOT ASSOCIATED?** _____

47. **EVERYTHING DIFFERENT?** _____

48. **WRONG TERMINAL?** _____

49. **WRONG LOCATION?** _____

50. **WRONG TIME?** _____

51. **WRONG EVENT?** _____

52. **WRONG TARGET?** _____

53. **WRONG OBJECTIVE?** _____

54. **WRONG GOAL?** _____

55. **WRONG SPACE?** _____

56. **WRONG FORM?** _____

57. **IMPOSSIBLE OCCURRENCE?** _____

58. **IMPOSSIBLE TERMINAL?** _____

59. **IMPOSSIBLE TIME?** _____

60. **IMPOSSIBLE EVENT?** _____

61. **UNBELIEVABLE IDEA?** _____

62. **UNBELIEVABLE ACTION?** _____

63. **UNBELIEVABLE EVENT?** _____

64. **UNBELIEVABLE CIRCUMSTANCE?** _____

65. **UNBELIEVABLE BEING?** _____

66. **WRONG SOURCE?** _____

67. **INCORRECT ORIGIN?** _____

68. **FROM WRONG PLACE?** _____

69. **FROM WRONG PERSON?** _____

70. **WRONG AUTHORITY?** _____

71. **FALSE SOURCE?** _____

72. **CONFLICTING DATA?** _____

73. **CONTRARY FACTS?** _____

74. **IMPOSSIBLE SITUATION?** _____

75. **NOT MATCHING REALITY?** _____

76. **ADDED INAPPLICABLE DATA?** _____

77. **ADDED INAPPLICABLE FACTS?** _____

78. **ADDED INAPPLICABLE TERMINALS?** _____

79.   **ADDED INAPPLICABLE MATTER?** _____

80.   **ADDED INAPPLICABLE ENERGY?** _____

81.   **ADDED INAPPLICABLE SPACE?** _____

82.   **ADDED INAPPLICABLE FORM?** _____

83.   **ADDED INAPPLICABLE EVENT?** _____

84.   **ASSUMED IDENTITIES NOT IDENTICAL?** _____

85.   **FACTS ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

86.   **DATA ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

87.   **THINGS ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

88.   **ACTIONS ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

89.   **EVENTS ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

90.   **CIRCUMSTANCES ASSUMED TO BE IDENTICAL NOT IDENTICAL?** _____

91.   **ASSUMED SIMILARITIES NOT SIMILAR?** _____

92.   **FACTS ASSUMED TO BE SIMILAR ARE NOT SIMILAR?** _____

93.   **DATA ASSUMED TO BE SIMILAR NOT SIMILAR?** _____

94.   **THINGS ASSUMED TO BE SIMILAR NOT SIMILAR?** _____

95.   **THINGS GROUPED INTO THE SAME CLASSES NOT SIMILAR?** _____

96.   **ACTIONS ASSUMED TO BE SIMILAR NOT SIMILAR?** _____

97.   **EVENTS ASSUMED TO BE SIMILAR NOT SIMILAR?** _____

98.   **CIRCUMSTANCES ASSUMED TO BE SIMILAR NOT SIMILAR?** _____

99.   **ASSUMED DIFFERENCES NOT DIFFERENT?** _____

100. **FACTS ASSUMED TO BE DIFFERENT NOT DIFFERENT?** _____

101. **DATA ASSUMED TO BE DIFFERENT NOT DIFFERENT?** _____

102. **THINGS ASSUMED TO BE DIFFERENT NOT DIFFERENT?** _____

103. **ACTIONS ASSUMED TO BE DIFFERENT NOT DIFFERENT?** _____

104. **EVENTS ASSUMED TO BE DIFFERENT NOT DIFFERENT?** _____

105. **CIRCUMSTANCES ASSUMED TO BE DIFFERENT NOT DIFFERENT** _____

PLUSPOINT LIST

1. **KNOWING SOMETHING IS RIGHT?** _____
2. **KNOWING A DATUM IS CORRECT?** _____
3. **A KNOWN BEING?** _____
4. **A CORRECT LOCATION?** _____
5. **A KNOWN FORM?** _____
6. **SOMETHING ABOUT WHICH ALL DATA IS KNOWN?** _____
7. **EVENTS IN CORRECT SEQUENCE?** _____
8. **THINGS IN PROPER ORDER?** _____
9. **ACTIONS DONE IN THE RIGHT WAY?** _____
10. **DATA IN PROPER ALIGNMENT?** _____
11. **PEOPLE IN THE RIGHT PLACES?** _____
12. **THINGS CORRECTLY COUNTED?** _____
13. **A KNOWN TIME?** _____
14. **A CORRECT TIME?** _____
15. **AN EXACT TIME?** _____
16. **A PROPER TIME?** _____
16A. **EXPECTED TIME?** _____
16B. **ADEQUATE TIME?** _____
17. **KNOWN TIMES?** _____
18. **SOMETHING CORRECTLY LOCATED IN TIME?** _____
19. **A PAST TIME?** _____
20. **A WELL–TIMED ACTION?** _____
21. **A PERSON AT THE RIGHT TIME?** _____
22. **A TRUTH?** _____
23. **SOMETHING THAT IS TRUE?** _____
24. **A FACTUAL LOCATION?** _____
25. **TELLING THE TRUTH?** _____

26. THE TRUE FACTS? _____

27. A TRUE OBJECT? _____

28. A TRUTHFUL BEING? _____

29. KNOWING THE TRUTH? _____

30. THE CORRECT IMPORTANCE? _____

31. SOMETHING THAT WAS REALLY IMPORTANT? _____

32. SOMETHING THAT WAS UNIMPORTANT? _____

33. KNOWING WHAT WAS AND WHAT WASN'T
    IMPORTANT? _____

34. THINGS MORE IMPORTANT THAN OTHERS? _____

35. THINGS LESS IMPORTANT THAN OTHERS? _____

36. KNOWING THE RELATIVE IMPORTANCE OF
    THINGS? _____

37. THINGS ALIKE? _____

38. THINGS SIMILAR? _____

39. THINGS DIFFERENT? _____

40. THE RIGHT ANSWER? _____

41. THE RIGHT TARGET? _____

42. THE CORRECT GOAL? _____

43. THE CORRECT PERSON? _____

44. THE RIGHT DIRECTION? _____

45. THE CORRECT OBJECTIVE? _____

46. THE RIGHT INTENTION? _____

47. SOMETHING BELIEVABLE? _____

48. A CREDIBLE FACT? _____

49. SOMETHING YOU KNEW WAS PLAUSIBLE? _____

50. OBVIOUSLY FACTUAL? _____

51. ACCEPTABLE DATUM? _____

52. AN ACCEPTABLE PERSON? _____

53. A BELIEVABLE LOCATION? _____

54. **A BELIEVABLE FORM?** ————

55. **ACCEPTABLE ENERGY?** ————

56. **ACCEPTABLE SENSATION?** ————

57. **A FEELING OF RIGHTNESS?** ————

58. **CORRECT SOURCE?** ————

59. **CORRECT ORIGIN?** ————

60. **FROM RIGHT PLACE?** ————

61. **FROM RIGHT PERSON?** ————

62. **CORRECT AUTHORITY?** ————

63. **TRUE SOURCE?** ————

64. **DATA IN AGREEMENT?** ————

65. **FACTS ALIGN?** ————

66. **POSSIBLE SITUATION?** ————

67. **MATCHING DATA?** ————

68. **MATCHING REALITY?** ————

69. **ADEQUATE DATA?** ————

70. **ADEQUATE TERMINALS?** ————

71. **ADEQUATE MATTER?** ————

72. **ADEQUATE ENERGY?** ————

73. **ADEQUATE SPACE?** ————

74. **ADEQUATE FORM?** ————

75. **APPLICABLE DATA?** ————

76. **APPLICABLE FACTS?** ————

77. **APPLICABLE TERMINALS?** ————

78. **APPLICABLE MATTER?** ————

79. **APPLICABLE ENERGY?** ————

80. **APPLICABLE SPACE?** ————

81. **APPLICABLE FORM?** ————

82. **APPLICABLE EVENT?** _____

83. **ASSUMED IDENTITIES ARE IDENTICAL?** _____

84. **FACTS ASSUMED TO BE IDENTICAL ARE IDENTICAL?** _____

85. **DATA ASSUMED TO BE IDENTICAL IS IDENTICAL?** _____

86. **THINGS ASSUMED TO BE IDENTICAL ARE IDENTICAL?** _____

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103. **EVENTS ASSUMED TO BE DIFFERENT ARE DIFFERENT?** _____

104. **CIRCUMSTANCES ASSUMED TO BE DIFFERENT ARE DIFFERENT?** _____

L. RON HUBBARD
Founder

Remimeo
Dn Checksheet
Class III
Class VI
Class VIII
C/S Checksheet

C/S Series 18R

CHRONIC SOMATIC
DIANETIC HANDLING OF

The full Dianetic handling of the pc who has a chronic somatic is given in the HCOB 16 Aug. 70R, C/S Series 15, GETTING THE F/N TO EXAMINER.

This HCOB calls the fact to attention. It could get overlooked or be hard to find again, as the title of HCOB 16 Aug. does not indicate it directly.

Also see New Era Dianetics Series 1–18.

L. RON HUBBARD
Founder

Study Series 1R

STUDY DEFINITIONS

The following definitions are applicable to Scientology study technology:

CHECKSHEET: A list of materials, often divided into sections, that give the theory and practical steps which, when completed, give one a study completion. The items are selected to add up to the required knowledge of the subject. They are arranged in the sequence necessary to a gradient of increasing knowledge of the subject. After each item there is a place for the initial of the student or the person checking the student out. When the checksheet is fully initialed, it is complete, meaning the student may now take an exam and be granted the award for completion. Some checksheets are required to be gone through twice before completion is granted.

CHECKLIST: A list of actions or inspections to ready an activity or machinery or object for use or estimate the needful repairs or corrections. This is erroneously sometimes called a "checksheet," but that word is reserved for study steps.

CHECKOUT: The action of verifying a student's knowledge of an item given on a checksheet.

TWIN CHECKOUT: When two students are paired, they check each other out. This is different than a Supervisor checkout.

SUPERVISOR CHECKOUT: A checkout done by the Supervisor of a course or his assistants.

THEORY: The data part of a course where the data as in books, tapes and manuals is given.

PRACTICAL: The drills which permit the student to associate and coordinate theory with the actual items and objects to which the theory applies. Practical is *application* of what one knows to what one is being taught to understand, handle or control.

TWIN: The study partner with whom one is paired. Two students studying the same subject who are paired to check out or help each other are said to be "twinned."

TWO–WAY COMM: The precise technology of a process used to clarify data with another for the other. It is not chatter. It is governed by the rules of

auditing. It is used by Supervisors to clear up blocks to a person's progress in study, on post, in life or in auditing. It is governed by the communication cycle as discovered in Scientology.

METER CHECK: The action of checking the reaction of a student to subject matter, words or other things, isolating blocks to study, interpersonal relations or life. It is done with an E-Meter.

COURSE SUPERVISOR: The instructor in charge of a course and its students.

COURSE ADMINISTRATOR: The course staff member in charge of the course materials and records.

TECH SERVICES: The activity which enrolls, routes, schedules, distributes the mail of and assists the housing of students.

STAR–RATE CHECKOUT: A very exact checkout which verifies the full and minute knowledge of the student of a portion of study materials and tests his full understanding of the data and ability to apply it.

ZERO–RATE: Material which is only checked out on the basis of general understanding.

BLOW: Unauthorized departure from an area, usually caused by misunderstood data or overts.

LEAVE OF ABSENCE: An authorized period of absence from a course granted in writing by a Course Supervisor and entered in the student's study folder.

ROLL BOOK: The master record of a course giving the student's name, local and permanent address and the date of enrollment and departure or completion.

QUAL: The Qualifications Division (Division V of an org) where the student is examined and where he may receive cramming or special assistance and where he is awarded completions and certificates and where his qualifications as attained on courses or in auditing are made a permanent record.

CRAMMING: A section in the Qualifications Div where a student is given high-pressure instruction at his own cost after being found slow in study or when failing his exams.

PROGRAMING: The overall planning for a person of the courses, auditing and study he should follow for the next extended time period.

STUDENT CONSULTATION: The personal handling of student problems or progress by a qualified consultant.

HC: A HUBBARD CONSULTANT is skilled in testing, two-way comm, consultation, programing, word clearing, debugging, and interpersonal relations. This is the certificate especially awarded to persons trained to handle personnel, students and staff. These technologies and special training were developed to

apply Scientology auditing skills to the field of administration especially. An HC is not an auditor but a consultant. HC is a requisite for FEBC, for staff.

SCHEDULING: The hours of a course or the designation of certain times for auditing.

OUT: Things which should be there and aren't or should be done and aren't are said to be "out," i.e., "Enrollment books are out."

IN: Things which should be there and are or should be done and are, are said to be "in," i.e., "We got scheduling in."

PACK: A pack is a collection of written materials which match a checksheet. It is variously constituted—such as loose-leaf or a cardboard folder or bulletins in a cover stapled together. A pack does not necessarily include a booklet or hardcover book that may be called for as part of a checksheet.

MANUAL: A booklet of instruction for a certain object or procedure or practice.

POINTS: The arbitrary assignment of a credit value to a part of study materials. "One page equals 1 point." "That drill is worth 25 points."

POINT SYSTEM: The system of assigning and counting up points for studies and drills that give the progress of a student and measure his speed of study. They are kept track of by the student and Course Administrator and added up each week as the student's statistic. The statistic of the course is the combined study points of the class.

COMPLETION: A "completion" is the completing of a specific course or an auditing grade, meaning it has been started, worked through and has successfully ended with an award in Qual.

SUCCESS STORY: The statement of benefit or gains or wins made by a student or a preclear or pre-OT to the Success Officer or someone holding that post in an org.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

C/S Series 19

FOLDER ERROR SUMMARIES

A Folder Error Summary (FES) is usually done by a student, especially an intern well taught, learning his practical tech, or by an auditor especially hired to do FESes.

It requires many hours to put a folder in sequence and then to list all errors in it.

It should NEVER be done by a working C/S who is responsible for an org's delivery flow.

COST

It is costly to do an FES, and where possible the cost, duly consulting the pc, should be borne by the pc as a special service.

It can be directly paid for or simply deducted from auditing hours purchased.

NECESSITY

A good C/S looking over a folder usually goes back to the last time the pc was doing really well and notes actions necessary from that point.

Programs of a lengthily audited case (fat folder) usually cover L1B, L3A, L4A lists and usually take up two-way comm on earliest sessions and earliest auditing ever given (for auditors). Thus, an FES is not vital in all cases.

I like to have an FES done so I can compare areas covered by the pc in two-way comm and be sure they come up in subsequent repair sessions.

Also, where I can see a lot of bad lists existed, I want to be able to assure they get handled.

Thus, an FES is *useful*.

On Flag, an FES is carefully done so as to detect areas of out-tech in the world. This is called "the Flub Catch System."

Auditors and C/Ses so detected are sent to Cramming in their areas to smooth out their tech knowledge or TRs, all to improve delivery of tech.

Flub Catch makes an FES vital on Flag.

Higher orgs have a similar interest in an FES.

HALTING DELIVERY

To halt delivery because of a missing folder or to do a long time-consuming FES is, of course, contrary to the need to deliver auditing and can result in a no-auditing situation worse than a blind repair.

BLIND REPAIR

When no FES is done, one is doing a blind repair. The Progress Program and Advance Program may have holes in them.

However, there are only five areas of danger:

1. Flubbed lists

2. A bad series of evaluative sessions should be detected and directly handled

3. Flubbed Power

4. Extended or flubbed Interiorization

5. Missed grades.

If a C/S doesn't know about these, it may be that the case will not properly repair and he also does not know what Advance Program to do.

But as these *are* specific areas, they can be done on a blind repair by making them into a list and getting them meter checked.

Example: Pc has lost his folder. Has been audited for several years on and off. One can clear the idea of lists "Someone writing down items you say to a question" and see if it gets a read, and if so, do L4A, Method 3, "On lists." One can ask if any auditor ever told the pc what to think, and if that reads, two-way comm or prepcheck those sessions by that auditor. Power can be checked by rehab, unless the person has gone Clear on the Clearing Course since at which time Power will not need repair. The commands of Interiorization Rundown can be checked with two-way comm or rehabbed. What won't rehab, you run. Missed grades can be checked, rehabbed or run, including any Expanded Grades. The pc usually recognizes the process if it has been run.

Thus, one can wander through a blind repair without fouling up the case and add to it the inevitable actions common to all Progress Programs.

SUMMARY

An FES has value. It is valuable to the pc to get one done. It is a long and extensive action. It can be sold directly or removed from hours bought. It is of vast interest in training auditors and should be done by already trained interns or specially hired auditors. It is NOT done by a C/S and it is NOT used to halt all delivery of auditing and jam up the C/S lines. A lost or delayed folder is not a barrier to a *very* well-trained C/S who has star-rated a C/S course. An FES is very useful and tends to eradicate any mystery for a C/S.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 OCTOBER 1970

C/S Series 20

Keeping Scientology Working Series 19

PERSISTENT F/N

A FLOATING NEEDLE can *persist*.

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

This was the bug behind "quickie grades" (0 to IV in one session. This also occurred in Power when it was run all in one day). The auditor would attain a bona fide full-dial F/N. The pc was still cogniting, still in a big win. The auditor would "clear the next process command"; he would see an F/N. He would "clear the next process command" and see an F/N.

BUT IT WAS THE SAME F/N!

Result was that processes two and three WERE NEVER RUN ON THE CASE.

This is really what is meant by "quickie grades."

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

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

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

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

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

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

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

BIG WIN

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

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

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

GRADUAL WIDENING

In running a Dianetic chain to basic in Triple, you will sometimes see in one session a half-dial on Flow 1, three-quarters of a dial on Flow 2, a full-dial on Flow 3.

Or you may have four subjects to two-way comm or prepcheck in one session. First action one-third-dial F/N. Then no F/N, TA up. Second action one-half-dial F/N. Then no F/N. Third action three-quarters-dial F/N. Fourth action full, dial-wide, floating, swinging, idling F/N.

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

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

If you audit past that, you are wasting your time and processes.

You have hit an "unkillable F/N," properly called a persistent F/N. It's persistent at least for that day. Do any more and it's wasted.

If an auditor has never seen this, he had better get his TR 0 Bullbait flat for two hours at one unflunked go and his other TRs in and drill out his flubs. For that's what's supposed to happen.

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

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

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

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

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

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

SUMMARY

The technical bug back of quickie grades or quickie Power was the persistent F/N.

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

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

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

L. RON HUBBARD
Founder

Remimeo
Course Supervisor
  Checksheet

COURSE SUPERVISOR CORRECTIONS

When a Course Supervisor sees a student doping off, looking upset or blowing, he acts to clear the matter up with the student with two-way comm.

Two-way comm is actually a process. It is not just talking to someone.

There is a two-way comm checksheet. It can be done with or without a meter.

When there is nothing wrong and the student is going along well, the Course Supervisor does not act to correct.

The comparable action in auditing would be: when the pc is doing all right, you let him carry on with regular auditing; when he isn't doing all right, you take a corrective action such as a review. It is a serious error in auditing to correct a pc who needs no correction.

In course supervision it is a serious error to correct a student who is doing all right.

For example, one sees a student busily checking out another and they are both doing fine. To interrupt or correct these two students would be a supervision error.

Reversely, to see a student frowning or a coaching session bugged and NOT get in and straighten it out would be a Supervisor error.

INTEREST

A Supervisor must show that he is interested in the progress of his students.

This comes about by noting their advances and achievements or helping them over rough spots.

Interest is vital. It does not include interruption.

CONCLUSION

The Course Supervisor assists a student when and as it is visible by stats or expression or demeanor that the student needs assistance.

The Course Supervisor does not interrupt a student's progress or correct when there is nothing to correct.

The action of the Course Supervisor is Two-way comm. This is a process. When the student cannot locate what is wrong or what he passed over, a meter is used with the Two-way comm.

Violations of this technology of instruction give one slower students and greatly reduced statistics and completions.

L. RON HUBBARD
Founder

HCO BULLETIN OF 18 OCTOBER 1970

Auditor Admin Series 17

AUDITOR'S STATS ON F/N VGI

An auditor's stats are computed on the Examiner's Report. The auditor is credited for his stat on hours that F/N VGI at the Examiner.

In Dianetic auditing it often occurs that the first few sessions F/N VGI at the end of session but do not F/N VGI at the Examiner's, the TA being high at Examiner. This situation gradually works off and soon the well-audited pc attains F/N VGIs at both the end of session and also at the Examiner. This shows the progress of the case. This is also true of Scientology auditing.

Therefore, WHEN AN AUDITOR HAS SEVERAL SESSIONS THAT F/N VGI AT SESSION END BUT NOT AT EXAMINER ON THE SAME PC, AND WHEN THE PC, THROUGH GOOD FLUBLESS AUDITING THEN F/N VGIs AT THE EXAMINER, THE AUDITOR MAY CREDIT THOSE PREVIOUS HOURS TO HIS STAT.

Example: Pc has 7 sessions that F/N at end of session but do not F/N at the Examiner. Finally, the pc F/Ns VGIs at the Examiner on the 8th session. The auditor may credit the earlier time (7 sessions) to his stat PROVIDING THERE HAS BEEN NO FLUB.

In the situation where the auditor was credited only with F/N VGIs at the Examiner, the phenomenon that the pc would F/N VGI at Examiner *eventually* if well audited was not taken into account and caused some auditors to avoid auditing pcs who did not F/N easily.

FES CREDIT

An auditor may also credit on his stat ½ hour for every hour spent doing Folder Error Summaries. A C/S should not be doing FESes and they are best done by an intern C/S in training or an advanced student, as they are *very instructive*.

There are times when a pc backlog occurs due to no FESes being done. They take a long time very often as they involve putting the folder in sequence and spotting and listing every auditing error in the folder. Thus, it is in such cases only fair to give some stat credit if an auditor has to do them.

L. RON HUBBARD
Founder

Remimeo
Class IV
 and Above

"NO OVERTS" CASES

Occasionally you run into a case that "has never committed any overts." Such a person might, for example, never seem to have anything on Flow 2.

The proper way to do a Progress Program on this is GRADIENT SCALES, discussion of what a harmful act would be, who could be harmed.

An HC Outpoint–Pluspoint session should be done first if it's really bad.

You'll find a kooky, fixed idea like "thetans cannot be hurt" or "overts are their own fault," etc.

Versions, very light, of A–R–C–U, notably agreements crack this sort of thing.

In mid-1970 some additional processes were developed to handle the type of case that "has never done anything bad."

Some appropriate C/Ses are listed here for use on this type of case:

For someone achieving minimal results, or with a generally fat review folder:

1. Fly all ruds.

2. List to BD F/N item, "What shouldn't be known?"

3. 3-Way Recall

    3-Way Secondary

    3-Way Engram on item found.

For someone responding to routine overt pulling (due to, say, natter or no gain) with "no overts," "no withholds," "I wouldn't expect anything to happen from it . . ." etc.:

1. Assess GF 40. Include O/R.

2. 2-way comm the points that read (except ruds that read as out).

Try to phrase the 2-way comm to get his attitude toward the subject that reads rather than do the handlings called for by the GF 40.

Don't use "you"; use "anyone," "others," or "another" as he hasn't great reality on himself and it would sound accusative.

Followed later by:

1. Discuss why overts are necessary.

_____

Case needs lots of work. Doesn't run right really. F/Ns, collapses, ends session okay, collapses at Exams:

1. Fly a rud if no F/N.

2. List "What would be an overt?" to BD F/N item.

3. If it's worded so it's possible,

    3-Way Recall

    3-Way Secondary

    3-Way Engram.

This last list question can miss a withhold, so check for such if there are unexpected BIs at Exams after the listing session (as well as for wrong item).

_____

For someone with fixated attention on an individual (e.g. tends to natter about that person for session after session):

1. Fly a rud if no F/N.

2. List by L&N, "Who/What in your past does _____ remind you of?"

3. What did you do to _(item found)_?

    What did you withhold from _(item found)_?

_____

Also there is:

1. Fly a rud if no F/N.

2. List "Give me an example of an overt" to BD F/N item.

3. Run (item found on "Give me an example of an overt.")

    3-Way Recall

    3-Way Secondary

    3-Way Engram.

_____

Another C/S is:

1. Fly a rud if no F/N.

2. Assess Help, Failed Help, Refused Help, Prevented Help.

3. On result:

   3-Way Recall

   3-Way Secondary

   3-Way Engram.

L. RON HUBBARD
Founder

Extracted from LRH
C/Sed folders

by D/CS-4

OBNOSIS AND THE TONE SCALE

The following is extracted from the Advanced Clinical Course Preparatory Manual for Advanced Students in Scientology. It was published in 1957.

OBNOSIS AND THE TONE SCALE

Somewhere in your possession, in your desk, or tucked into a bookcase, are two large pieces of paper. They are covered closely with data invaluable to an auditor. You have pored over them and quoted from them many, many times. They are, of course, the Chart of Human Evaluation and the Chart of Attitudes. The data in them is a large part of an auditor's stock in trade, and every auditor in the world is, in some degree, familiar with them.

But how about getting the data off the charts and applying it to life, to some real person? It's not hard to do casually, for some acute tone. "Joe was on a 1.5 kick last night." Sure, he turned red as a beet and threw a book at your head. Simple. Mary breaks into sobs, and grabs for the Kleenex. Couple of auditors on the scene exchange looks, nod sagely. "Hmm. Grief!" But how about chronic tone, with that thin, shiny veneer of social tone slicked over it? How sharp and how certain are you about that? Now, take a pc that you are familiar with. What, exactly, is his chronic tone? If you don't know, you had better read on. If you do, read on, and learn more about it.

The title of this article starts with an odd word: obnosis. It's been put together from the phrase, "observing the obvious." The art of observing the obvious is strenuously neglected in our society at this time. Pity. It's the only way you ever see anything; you observe the obvious. You look at the isness of something, at what is actually there. Fortunately for us, the ability to obnose is not in any sense "inborn" or mystical. But it is being taught that way by people outside of Scientology.

How do you teach somebody to see what is there? Well, you put up something for him to look at, and have him tell you what he sees. That is what is done in an ACC class, the earlier in the course, the better. A student is asked to stand up in the front of the classroom and be looked at by the rest of the students. An Instructor stands by, and keeps asking, "What do you see?" The first responses run about like this: "Well, I can see he's had a lot of experience." "Oh, can you? Can you really see his experience? What do you see there?" "Well, I can tell from the wrinkles around his eyes and mouth that he's had lots of experience." "All right, but what do you see?" "Oh, I get you. I see wrinkles around his eyes and mouth." "Good!" The Instructor accepts nothing that isn't plainly visible. A student starts to catch on and says, "Well, I can really see he's got ears." "All right, but from where you're sitting can you see both ears right

now as you're looking at him?" "Well, no." "Okay. What do you see?" "I see he's got a left ear." "Fine!" No conjectures, no tacit assumptions will do. Nor are the students permitted to wander in the bank. For example, "He's got good posture." "Good posture by comparison with what?" "Well, he's standing straighter than most people I've seen." "Are they here now?" "Well, no, but I've got pictures of them." "Come on. Good posture in relation to what, that you can see right now." "Well, he's standing straighter than you are. You're a little slouched." "Right this minute?" "Yes." "Very good." You see what the goal of this is? It is to get a student to the point where he can look at another person, or an object, and see exactly what is there. Not a deduction of what might be there from what he does see there. Not something the bank says ought to go in company with what is there. Just what is there, visible and plain to the eye. It's so simple, it hurts.

Along with this practice in observing the obvious about people, the students receive a lot of information about particular physical and verbal indications of tone level. Things very easy to see and hear, by looking at a person's body and listening to his words. "Thetan-watching" has no part in obnosis. Look at the terminal, the body, and listen to what's coming out of it. You don't want to get mystical about this and start relying on "intuition." Just look at what's there.

As examples: You can get a good tip on chronic tone from what a person does with his eyes. At apathy, he will give the appearance of looking fixedly, for minutes on end, at a particular object. Only thing is, he doesn't see it. He isn't aware of the object at all. If you dropped a bag over his head, the focus of his eyes would probably remain the same. Moving up to grief, the person does look "downcast." A person in chronic grief tends to focus his eyes down in the direction of the floor a good bit. In the lower ranges of grief, his attention will be fairly fixed, as in apathy. As he starts moving up into the fear band, you get the focus shifting around, but still directed downward. At fear itself, the very obvious characteristic is that the person can't look at you. Terminals are too dangerous to look at. He's supposedly talking to you, but he's looking over in left field. Then he glances at your feet briefly, then over your head (you get the impression a plane's passing over), but now he's looking back over his shoulder. Flick, flick, flick. In short, he'll look anywhere but at you. Then, in the lower band of anger, he will look away from you, deliberately. You know, he looks *away* from you; it's an overt communication break. A little further up the line and he'll look directly at you all right, but not very pleasantly. He wants to locate you—as a target. Then, at boredom, you get the eyes wandering around again, but not frantically as in fear. Also, he won't be avoiding looking at you. He'll include you among the things he looks at.

Equipped with data of this sort, and having gained some proficiency in looking at the isness of people, the ACC students are sent out into the public to talk to strangers and to spot them on the Tone Scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to spot them on the Tone Scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: "What's the most obvious thing about me?" "When was the last time you had your hair cut?" "Do you think people do as

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much work now as they did fifty years ago?" At first, the students merely spot the tone of the person they are interviewing—and many and various are the adventures they have while doing this! Later, as they gain some assurance about stopping strangers and plying them with questions, these instructions are added: "Interview at least fifteen people. With the first five, match their tone, as soon as you've spotted it. The next five, you drop below their chronic tone, and see what happens. For the last five, put on a higher tone than theirs."

What does an ACC student gain from these exercises? A willingness to communicate with anyone, for one thing. To begin with, students are highly selective about the sort of people they stop. Only old ladies. No one who looks angry. Or only people who look clean. Finally, they just stop the next person who comes along, even though he looks leprous and armed to the teeth. Confrontingness has come way up, and he's just somebody else to talk to. They become willing to pinpoint a person on the scale, without shilly-shallying. They say, "He's a chronic 1.1. Social tone 3.5, but real phony." That's the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a comm lag in an informal situation. At sorting out apparencies from realities. The rise in certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every ACC Unit is "Can't we please have some more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the ACC Instructors because these same students said at the beginning, "If you make me go out there, I'll walk out on the course.") Obnosis is quite important, and should be learned as thoroughly as possible by all Scientologists.

L. RON HUBBARD
Founder

SCIENTOLOGY 0-8: The Book of Basics
by L. Ron Hubbard
Published November 1970

*"My purpose is to bring a barbarism out of the mud
it thinks conceived it and to form, here on Earth, a
civilization based on human understanding, not
violence. That's a big purpose. A broad field. A
star-high goal. But I think it's your purpose, too."*

L. Ron Hubbard

In *Scientology 0-8, The Book of Basics* are gathered the fundamental philosophic and technical data of Scientology. Beginning with a lucid description of Scientology's background, development, purposes and use, the book goes on to list the Prelogics, the Logics, the Factors, the Axioms of Dianetics and the Axioms of Scientology: the essential truths of this universe.

Following an essay on the principle of gradient scales, the book gives scales Ron developed during his years of research, depicting gradient levels of behavior of life in many of its varied aspects: thought, emotion, effort, health, certainty, responsibility, causativeness and many more.

In 1988 a new edition of *Scientology 0-8* was released, expanded and brought up to date with many additional charts, scales, codes of conduct and articles.

HCO BULLETIN OF 10 NOVEMBER 1970

Important

Urgent

C/S Series 21

C/S RESPONSIBILITY FOR TRAINING

The C/S is fully and entirely responsible for the ability of his auditors to audit. This has been true for 20 years but it gets neglected. This neglect gives us (a) flubby auditing, (b) fad tech.

If auditing is flubby, it is the C/S who is responsible. In the first place he permitted bad course training without screaming. In the second place he does not persuade or force auditors to correct their tech in cramming after flubs.

Since flubby auditing is the primary reason for no results, an area where tech is bad tends to ride fads or grab "the newest and latest" and hope *it* will crack cases, whereas doing the usual without flubs is what cracks the cases.

If I find an auditor whose sessions I am C/Sing has failed to flatten a chain, I assume not that the pc is difficult but that the auditor does not know about (1) Only running items that read, (2) Multiple somatics, (3) Narrative chains and that his TRs are bad. I spot what it is from the session worksheet and say what it is and order the auditor to Cramming (or to be crammed if there is no Cramming) on the materials *and* on TRs always.

I cannot C/S with flubby auditors. The pile of C/S folders grows. Any review has to be reviewed and my C/Ses just aren't getting done. If auditors I am C/Sing for are green, I can count on a 4 + times increase in my C/Sing time. If my auditors are flubby, C/Sing that should require 1½ hours takes 6½ hours. This is by actual timing.

I have no objection to working with green or newly trained auditors. BUT IF I DO I RETRAIN THEM.

The C/S who accepts an auditor from any course as a trained auditor is an optimist.

There are three *training* stages.

A. Course study, theory and practical.

B. Student auditing.

C. Professional auditing.

The C/S has to do with *C*. When A and B are very poor, the job at C is much harder, so the C/S should call it forcefully to attention of Course Supervisors. And *then* get a fast retrain going under himself.

Retraining is an inevitable part of a C/S's job. No matter how good the course may have been, the actual practice of auditing gives the new auditor different importance values. Also his *hat* has changed from a student hat to a real auditor's hat.

As a C/S works with an auditor, he trains him. He also may order the new auditor audited.

Essentially, the C/S has to shift the new auditor's hat from a "What's it say?" to a "Now I do."

With a whole green crew of auditors, I give as a C/S a daily auditors' conference. I make sure my Tech Services is on the ball so auditors get in 5 or 6 hours in 5 or 6 hours, not in 10 or 12 hours while they wait for pcs or go find them. That gives them auditor admin and study time. Then I can have a conference. This conference does not violate any ivory tower as I don't C/S on their data of pcs. I find their questions and get them answered and I give them the reasons behind certain C/Ses.

Then daily, daily, daily I meet any flub with an order to Cramming on the material flubbed and on TRs. And I keep their overts pulled.

A green auditor with me as a C/S has a very arduous time of it. There is no invalidation. Quite the contrary. The message is, YOU CAN AUDIT. YOU CAN GET RESULTS. GET WISED UP AND GET ON WITH IT.

One flub, one retrain in Cramming.

A lot of auditors are around who learned to audit with me as a C/S after their training. In the majority of cases they became fantastic auditors. In some few cases they went elsewhere before they could be fully trained.

The magic of it all is simply one flub, one retrain in Cramming on that point.

Mostly, I didn't even pull them off the pc.

The fuzzy-muzzy state of most graduated students needs handling. It is handled by the C/S.

The object of a C/S is to handle and improve cases. He can't do that with flubby auditors. So he has to make auditors out of students. If he does, he can then achieve his object.

If the C/S wears this part of his hat, he really wins. He seldom has to unravel anything tough. He just C/Ses and the auditors audit EVENTUALLY.

But every new auditor he gets is certain to lengthen the C/S's working day and lessen his results unless the C/S realizes that there is ON-THE-JOB TRAINING and gets it done.

Training includes the auditor's *staff* hat and his knowledge of Tech and Qual Divisions. This would be true even in a mission or the field. They might not have the divisions but they have all the functions!

Recently a C/S had to get about 60 people audited fast. She had 7 auditors assigned. She did not assure that these auditors were knowledgeable on the courses they had had and she did not wear the training hat of a C/S. She wound up with herself and one auditor doing the whole 60. The excuse was, the other auditors "couldn't audit."

It would have been far faster in terms of audited pc-hours to have rapidly crash-programed the 7 auditors through a refresher, cleaned up their misunderstoods and overts in a co-audit and then, using them, to shove them into Cramming on the materials of any flub and TRs for each goof. She would have made 7 auditors into stars and she would have gotten the 60 pcs fully audited completely and rapidly with minimal flubs. She would have had 60 Dianetic and Expanded Grade completions, 60 terrific beings AND IN LESS TIME.

Morale goes to pot only when auditors do not get results.

Her basic error was assuming auditors should be able to audit. This isn't true of any auditor who has not served an apprenticeship under a competent C/S.

An auditor who has been auditing 10 years, when he starts to audit for me the first time, I put on my C/S training hat and no matter how good or how poor he was when he began I make him a better auditor.

A C/S who doesn't do this is letting the team down and badly.

A C/S who doesn't do this will spend hours daily trying to puzzle out the solutions to messes made.

A C/S who doesn't do this fills up a field with flubbed cases regardless of his own skill in C/Sing. He is liable to sink into Doubt, then Treason and blow.

The C/S who wears his training hat and does do this leads a smooth life, is respected by his auditors and is valuable beyond gold.

To do this a C/S must himself be able to audit and to know his materials well enough to state which ones have to be crammed and never introduce strange ideas.

Such a C/S will never have a revolt and will never have to dream something up or ride new fads because he is getting excellent results straight along for a happy org and public.

I trust a C/S to do this.

L. RON HUBBARD
Founder

Flag Executive Briefing
Course Lectures

17 November 1970–23 January 1971

Ron established the Flag Executive Briefing Course in late 1970 to train Scientology executives up to full mastery of the tech of running an organization. These lectures to the FEBC students form an integral part of the course, teaching the use of public relations technology, key principles of organizing any activity and the powerful Product-Org Officer system. Together with the course's written materials and practical drills, these tapes make a truly competent executive, capable of rocketing *any* organization. The FEBC is, in fact, the *Class VIII* of administration.

17 Nov. 1970   FEBC-1 Welcome to the FEBC

18 Jan. 1971   FEBC-2 PR Becomes a Subject

18 Jan. 1971   FEBC-3 The Product–Org Officer System, Part I

18 Jan. 1971   FEBC-4 The Product–Org Officer System, Part II

23 Jan. 1971   FEBC-5 How to Post an Org

23 Jan. 1971   FEBC-6 The Org Officer and His Resources, Part I

23 Jan. 1971   FEBC-7 The Org Officer and His Resources, Part II

HCO BULLETIN OF 20 NOVEMBER 1970

Remimeo

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

Personnel Series 12

Org Series 15

Word Clearing Series 18

ORGANIZATION MISUNDERSTOODS

By Scientology study technology, understanding ceases on going past a misunderstood word or concept.

If a person reading a text comes to the words "Felis domesticus" and doesn't know it simply means HOUSE CAT, the words which appear thereafter may become "meaningless," "uninteresting" and he may even become slightly unconscious, his awareness shutting down.

Example: "Wind the clock and put out the Felis domesticus and then call Algernon and tell him to wake you at 10:00 A.M.," read as an order by a person who didn't bother to find out that "Felis domesticus" means "house cat" or "the variety of cat which has been domesticated" will not register that he is supposed to call Algernon, will feel dopey or annoyed and probably won't remember he's supposed to wake up at 10:00 A.M.

In other words, when the person hit a misunderstood word, he ceased to understand and did not fully grasp or become aware of what followed after.

All this applies to a sentence, a book, a post or a whole organization.

Along the time track a crashing misunderstood will block off further ability to study or apply data. It will also block further understanding of an organization, its org board, an individual post or duties, and such misunderstoods can effectively prevent knowledge of or action on a post.

ALL THIS IS THE MOST COMMON CAUSE OF AN UNACCEPTABLE POST PRODUCT, OR NO PRODUCT AT ALL.

The difficulties of an organization in functioning or producing stem from this fact.

Personal aberration is the cause of products that are in fact overt acts.

Scientology technology today easily handles the personal aberration part of the problem, IF IT IS USED AND PROPERLY APPLIED. Leaving an org unaudited or being unable to figure out how to run a viable org so that it can afford to audit its staff members is asking for post or org products that are overt acts.

Employing persons of the Leipzig, Germany, death-camp school (psychologists, psychiatrists) to handle personal aberration is like throwing ink in water to clean it up. Governments stupidly do this and wonder why their final product as an organization is riot, war and a polluted planet. The point is not how bad psychology and psychiatry are, but that one does have to *handle* personal aberration in an organization, and these schools were too vicious and incompetent to do so.

Those who are personally very aberrated are not about to produce anything but an overt act. They are difficult to detect as they are being careful not to be detected. Things "just sort of go wrong" around them, resulting in a product that is in fact an overt act. But these constitute only about ten or twenty percent of the population.

The remaining eighty percent or ninety percent where they are nonfunctional or bungling are so because they do not understand what it's all about. They have in effect gone on by a misunderstood such as what the org is supposed to do or the admin tech they use on their posts or where they are or what their product is.

Earth organizations like governments or big monopolies get a very bad repute because of these factors:

1. Personal aberration of a few undetected and unhandled.

2. Inadequate or unreal basic education technology and facilities.

3. Inadequate or unknown organization technology.

4. Noncomprehension of the individual regarding the activities of which he is a part.

5. Noncomprehension of the basic words with which he is working.

6. Purposes of the post uncleared.

7. Admin of the post not known or comprehended.

8. Technology in use not fully understood.

9. A lack of comprehension of products.

Out of these nine things one gets organizational troubles and the belief that it takes a genius to run one successfully. Yet all the genius in the world will fail eventually if the above nine things are not handled to some degree.

The common methods currently in use on the planet to handle these things are very crude and time-consuming, as the items themselves are either dimly comprehended or not known at all.

1A. Personal aberration is met by torture, drugs or death when it is detected. Yet only the very serious cases who are obviously screaming, muttering or unconscious are singled out, whereas the dangerous ones are neither detected nor handled at all and become with ease generals or presidents or dictators, to say nothing of lesser fry. Ten percent to twenty percent of any organization is stark, staring mad, doing the place in so adroitly that only their actual product betrays them.

2A. Basic education as well as higher general education has become a mass-produced area crawling with bad texts and noncomprehension and used mainly by hostile elements to overturn the state or pervert the race and its ideals.

3A. Organizational technology is so primitive as to change national maps and leading companies many times a century, an extremely unstable scene for a planet.

4A. Very few individuals on the planet have any concept of the structure of entities such as their country or state or company. Persons surveying the public in the US, pretending to advise acceptance of "new measures" already in the Constitution, were threatened for being revolutionaries. Hardly anyone knew the basic document of the nation's organization much less its rambling structure.

5A. The basic words of organization are glibly used but not generally comprehended—words like "company," "management," "policy." Vocabularies have to be increased before comprehension and communication occur and misunderstoods drop out.

6A. Post purposes are often glibly agreed with while something entirely different is done.

7A. Administrative actions involving posts are often only dimly comprehended and seldom well followed; but in this matter of communication, despatches, etc., the planet is not as deficient as in others except that these functions, being somewhat known, can become an end-all—tons of despatches, no actual product. In some areas it is an obsession, an endless paper chain, that is looked on as a legitimate product even when it leads to no production.

8A. The planet's technology is on the surface very complex and sophisticated but is so bad in actual fact that experts do not give the planet and its populations thirty years before the smoke and fumes will have eaten up the air cover and left an oxygenless world. (The converters like trees and grass which change carbon dioxide to oxygen are inadequate to replace the oxygen and are additionally being killed by air impurities coming out of factories and cities.) If the technology destroys the base where it is done—in this case the planet—it is not adequate and may even be destructive technology.

9A. The whole idea of "product" is not in use except in commercial industry where one has to have a car that sells or a washing machine that actually washes.

THE HARD ROAD

It is against this primitive background that one is trying to run an organization.

If it were not for improvements made on each one of these points, the task could be hopeless.

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I have gone to some length to outline the lacks in order to show the points where one must concentrate in (a) putting an org together and (b) keeping it viable.

In these nine areas we are dealing with the heart of it in running orgs.

Enthusiasm is a vital ingredient. It soon goes dull when insufficient attention is paid to resolving and getting in these nine points.

Bluntly, if they are not gotten in and handled, the task of living and running a post or an org will become so confused that little or no production will occur and disasters will be frequent.

THE WORDS

The by-no-means-complete list of words that have to be fully cleared and understood just to talk about organization as a subject, and to intelligently and happily work in an org EVEN AS ITS LOWEST EMPLOYEE is:

A company
A board of directors
Top management
Policy
Management
Programs
Targets
Orders
Technology
Know-how
Org bd
Post
Hat
Cope
Purposes
Organize
Duties
A checksheet
A checklist
A comm channel
A command channel
A relay point
A stable terminal
Double-hatted
A product
Aberration
VIABILITY

This is key vocabulary. One could draw up a whole dictionary for these things and no one studying it would be any wiser since it would become salted with other words of far less importance.

The way to do this list is sweat it out with a meter until one knows each can't mean anything else than what it does mean.

Out of a full understanding of what is implied by each, a brilliantly clean view is attained of the whole subject of organization, not as a fumble but as a crisp usable activity.

Unless one at least knows these words completely so that they can be used and applied, they will not buffer off confusions that enter into the activity.

Glibness won't do. For behind these words is the full structure of an activity that will survive and when the words aren't understood the rest can become foggy.

We *do* know all these needful things. We must communicate them and use them successfully.

L. RON HUBBARD
Founder

HCO BULLETIN OF 28 NOVEMBER 1970

C/S Series 22

PSYCHOSIS

Through a slight change of procedure on certain preclears, I have been able to view the underlying motives and mechanisms of psychosis.

Very possibly this is the first time the mechanisms which bring about insanity have been fully viewed. I must say that it requires a bit of confronting.

The alleviation of the condition of insanity has also been accomplished now and the footnote in *Dianetics: The Modern Science of Mental Health* concerning future research into this field can be considered fulfilled.

The things a C/S should know about insanity are as follows:

HIGHER PERCENT

About 15% to 20% of the human race apparently is insane or certainly a much higher percent than was estimated.

The truly insane do not necessarily act insane visibly. They are not the psychiatric obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

Under apparent social behavior, the continual crimes knowingly committed by the insane are much more vicious than ever has been cataloged in psychiatric texts.

The actions of the insane are not "unconscious." They are completely aware of what they are doing.

All insane actions are entirely justified and seem wholly rational to them. As they have no reality on the harmful and irrational nature of their conduct, it does not often register on an E-Meter.

The product of their post duties is destructive but is excused as ignorance or errors.

As cases in normal processing they roller-coaster continually.

They nearly always have a fixed emotional tone. It does not vary in nearly all insane people. In a very few it is cyclic, high then low.

All characteristics classified as those of the "suppressive person" are in fact those of an insane person.

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The easiest ways for a C/S to detect the insane are:

1. Pretending to do a post or duties, the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.

2. The case is no-case-gain or roller coaster and is covered under "PTS symptoms."

3. They are usually chronically physically ill.

4. They have a deep but carefully masked hatred of anyone who seeks to help them.

5. The result of their "help" is actually injurious.

6. They often seek transfers or wish to leave.

7. They are involved in warfare, with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.

TYPES

The German psychiatric 1500 or so "different types of insanity" are just different symptoms of the same cause. There is only one insanity and from it springs different manifestations. Psychiatry erred in calling these different types and trying to invent different treatments.

DEFINITION

Insanity can now be precisely defined.

The definition is:

INSANITY IS THE OVERT OR COVERT BUT ALWAYS COMPLEX AND CONTINUOUS DETERMINATION TO HARM OR DESTROY.

Possibly the only frightening thing about it is the cleverness with which it can be hidden.

Whereas a sane person can become angry or upset and a bit destructive for short periods, he or she recovers. The insane mask it, are misemotional continuously and do not recover. (Except by modern processing.)

THE NATURE OF MAN

Man is basically good. This is obvious. For when he begins to do evil, he seeks to destroy his memory in order to change and seeks to destroy his body. He seeks to check his evil impulses by inhibiting his own skill and strength.

He can act in a very evil fashion but his basic nature then makes it mandatory that he lessen himself in many ways.

The towering "strength" of a madman is a rarity and is compensated by efforts at self-destruction.

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Man's mortality, his "one life" fixation, all stem from his efforts to check himself, obliterate his memory in a fruitless effort to change his conduct and his self-destructive habits and impulses and losses of skills and abilities.

As this rationale proves out completely in processing and fits all cases observed, we have for the first time proof of his actual nature.

As only around 20% are insane, and as those who previously worked in the mental field were themselves mainly insane, man as a whole has been assigned an evil repute. Governments, where such personalities exist, listen to the opinion of the insane and apply the characteristic of 20% to the entire 100%.

This gives an 80% wrong diagnosis. Which is why mental science itself was destructive when used by states.

TECHNIQUES

The only technique available at this writing which will benefit the insane is contained in all the overt–motivator sequences and Grade II technology.

At Flag at this writing new improvement on this exists but it is so powerful that slight errors in use can cause a psychotic break in the insane. It therefore will only be exported for use by specially trained persons and this programing will require quite a while.

MEANWHILE, it helps the C/S to know and use these firm rules:

ALWAYS RUN DIANETIC TRIPLES.

Never run Singles. The overt side (Flow 2) is vital. If you only run Flow 1 motivators, the pc will not recover fully. Further, running Flow 1 (motivator only) any psychotic being processed will not recover but may even trigger into a psychotic break. If one never ran anything but motivators, psychotic manifestations would not erase.

DEPEND ON EXPANDED GRADE II TECHNOLOGY TO EASE OFF OR HANDLE THE INSANE.

Don't keep asking what's been done to him as he'll trigger.

A new discovery on this is that when you run out the motivator the person gets a higher reality on his overts. If you ran out all his motivators, he would have no reason for his overts. If these are not then run out, he might cave himself in.

PATTERN OF BEHAVIOR

The APPARENT pattern of insane behavior is to come in (ask for processing, go on staff, etc.) with the advertised intention of being helped or helping, then mess up either as a pc or on post, then state how bad it all is and leave. It looks obvious enough. He came, found it bad, left.

That is only the APPARENT behavior. APPARENT REASONS.

Based on numerous cases, this is the real cycle. Hearing of something good that might help these hateful, awful, rotten, nasty people, the psycho comes in,

wrecks this, upsets that, caves in this one, chops up that one, and WHEN SOMEBODY SAYS "NO!" the psychotic either:

a.   caves himself in physically or

b.   runs away.

The psychotic is motivated by intent to harm.

If he realizes he is harming things he shouldn't, he caves himself in. If he is afraid he will be found out, he runs.

In the psychotic the impulse is quite conscious.

CONCLUSION

None of this is very nice. It is hard to confront. Even I find it so.

Freud thought all men had a hidden monster in them, for he dealt mainly with the psychotic and their behavior was what he saw.

All men are not like this. The percentage that are is greater than I supposed but is a long way from all men.

Sometimes one only becomes aware of these when things are getting worked on and improved. They stay on as long as it can be made bad or there is hope it can be destroyed. Then when attention is given to improvement, they blow.

Artists, writers often have these types hanging around them as there is someone or something there to be destroyed. When success or failure to destroy or possible detection appears on the scene, they blow, often as destructively as possible.

Orgs are subjected to a lot of this. A psychotic sometimes succeeds in blowing off good staff. And then sooner or later realizes how evil he is acting and sickens or leaves.

The society is not geared to any of this at all. The insane walk around wrecking the place and decent people think it's "human nature" or "inevitable" or a "bad childhood."

As of this writing, the insane can be handled. The proof of any pudding is the processing. And this is successful. It is also rather swift. But, as I say, it is so swift the special technique has to be done by the specially trained flubless auditor.

For a long while I've realized that we would have to be able to handle insane people, as the psychiatrist is fading. I have had opportunity to work on the problem. And have it handled. Until it is fully released, the C/S will benefit greatly from knowing the above, as these come on his lines far more often than he has suspected.

The insane can be helped. They are not hopeless.

I trust this data will be of use.

L. RON HUBBARD
Founder

Remimeo
All Levels
Training
Tech/Qual

CLAY TABLE WORK IN TRAINING

Refs:
HCOB 11 Oct. 67   CLAY TABLE TRAINING
HCOB 10 Jan. 84   THE USE OF DEMONSTRATION

It is important that Supervisors and students know how to do clay demonstrations and do them correctly.

In training, anyone can sit down and do clay demos to straighten out definitions of words or to get mass and reality on something he is studying. That is a standard training action.

The importance of this will become apparent as you study our educational technology, mainly to be found on the Study Tapes.

THE CLAY TABLE

A clay table is any platform on which a student, standing or sitting, can work comfortably. In an Academy it may be three feet by three feet or five feet by three feet or any larger size. Smaller sizes are not useful.

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oilcloth or linoleum. Otherwise, the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy, castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

CLAY

Several different colors of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type, is also valuable. It should have subdivisions in it for the different colored clays.

The amount of each color is not important so long as there is at least a pound or two of each color in a small class.

In the Academy colors are only used to help the student make the difference between one object and another and have no other significance as the objects in the mind are not uniformly colored. While "ridges" are black, they can become white. Engrams may be a number of colors all in one engram, just as Technicolor is a colored motion picture. However, some persons see engrams only in black and white. So the color in the Academy is for instruction only, assisting to make the difference between one object or another.

USE ON COURSES

Any part of the mind, any term, idea, action or situation in Scientology can be demonstrated on a clay table.

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions and principles.

The ingenuity of the student *and* his understanding of the terms or data being demonstrated are the only limits on a clay table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate on a clay table.

Anything can be so demonstrated if you work at it. And just by working on *how* to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of the teaching. If one can represent it in clay, one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things are truly understood. And working them out in clay brings about an understanding of them.

Therefore, one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it "Body."

Now, that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it "A Thetan."

We can thereupon see the relationship between the two most used terms in Scientology, "Body" and "Thetan." And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself produces a new result. Getting the student to do it twenty-five times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done *better* in clay or how many ways it can be done in clay drives home the whole idea of the *location* of the thetan in the body.

ART is no object in clay table work. The forms are crude.

Taking a large lump of clay of any color and covering up both "thetan" and "body" might serve to represent the "Mind."

Get the student to make every part of the mind in clay by making a thetan, making a body and making one or more parts of the mind (machine, facsimile, ridge, engram, lock, what have you—all Scientology terms) and we begin to clarify what we're about.

Get a student to make a present time problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

LABELING CLAY DEMONSTRATIONS

Each separate thing is labeled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ballpoint. When cutting out a label, a point is put on one end, making it easy to stick the label into the clay.

The procedure should go—student makes one object, labels it, makes another object, labels it, makes a third object and puts a label on it and so on in sequence. This comes from the data that optimum learning requires an equal balance of mass and significance and that too much of one without the other can make the student feel bad. If a student makes all the masses of his demonstration at once, without labeling them, he is sitting there with all those significances stacking up in his mind instead of putting down each one (in the form of a label) as he goes. This is also a failure to apply the "Stable Datum in a Confusion" technology as given in the book *The Problems of Work* and is a failure to complete one cycle of action at a time (start, change, stop). The correct procedure is *label each mass as you go along.*

Any part of the mind can be represented by a piece of clay and a label. The mass parts are done by clay, the significance or thought parts by label.

A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

Directions of flows or travel are usually indicated with little arrows and this can become important. The arrow can be made out of clay or it can be made as another type of a label. It is often lack of data in the demo about which way what is going or which way what is flowing that makes the demo unrecognizable.

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CLAY DEMO SIZE

Clay demos must be large.

One of the purposes of clay table training is to make the materials being studied *real* to the student. If a student's clay demo is small (less mass), the reality factor may not be sufficient. And long experience has shown that BIG clay demos are more successful in terms of student cognitions.

HANDLING CLAY

Clay is messy. Until we find or unless we find a totally nonoily clay, precautions must be taken to keep students clean, and if not clean, cleaned up afterwards.

Clay can get on E-Meter cans and insulate them from the hands. Clay can get on clothes and papers and walls and doors in a most alarming way.

Therefore, students using it can provide smocks for themselves and the Course Administrator can provide liberal quantities of cheap cleaning tissue and solvent.

Several cheap solvents work. The least odorous and easiest handled are best. Odorous solvents should be guarded against as Academies will soon begin to smell like cleaning shops or mortuaries. So use odorless solvents.

And provide baskets for used cleaning tissues. And empty them.

The clinging quality of clay and the odor of bad solvents could put an end to the great value of clay table work. So safeguard against this.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era dawn in training. You will see Academy blows vanish and time on course cut to one-fifth in many instances. These are desirable attainments in any course, so clay table work is serious Academy business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainment of excellent results with it.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 23 DECEMBER 1970

FAST COURSES

We should end off fast grades and slow courses. What we want is thorough grades and *fast* courses.

Speedup of HDCs, Class IV, VI, VII, VIII and "HGC Auditor" courses at all orgs, AOs (and SHs) would encourage more students. My time for it is 3 weeks. This was up to 5 and even 11 to 13 weeks at once by illegal checksheet increases. Class VIII material *ended* with HCOBs at the end of 1968. The 1969–mid-1970 HCOBs and materials are Class IX* and we are currently about to prepare orgs for Class X delivery WHEN ORGS CAN USE WHAT THEY HAVE.

No retread of IV, VI or VII may be given at AO expense. IT IS ILLEGAL TO GIVE A RETREAD COURSE AWAY.

A person who has to be retreaded on Academy and SHSBC to receive a Class VIII Course is of course a false attest. Further, the full expense of the course would be at the cost of the Academy or the SH that gave it.

Normally speaking, a retread requirement would be too unwieldy if the student were sent back to an Academy or an SHSBC. A more practical solution would be to form a retread course from the HGC auditor checksheet and give it and send the offending org that gave the course a bill for it. Teach it to the student. Then put the student on the Class VIII Course. The Class VIII Course has been slowed by:

a.   Attempting to use it as a free retread IV and VI Course instead of just teaching Class VIII.

b.   Adding what will be Class IX to the 1968 HCOBs thus tangling up the course design and extending its checksheet to triple length.

c.   Incompetent or unalert supervision.

The Class VIII Course is 3 weeks long. Period.

Counter-policy has been for the Supervisor to set the course length, to add to the course, to give away free retread and to give away the 1969–mid-70 materials training.

The auditing skill and type of 1969–mid-70 is different. The C/S Series and type is different and is Class IX. But has even been shoved into Academies!! Where they really flub Exteriorization Rundowns.

*Class IX: a course which taught the Interiorization Rundown and other materials released after the Class VIII Course. Many of the materials it taught are now found on the Class V Graduate Auditor Course. It has no relation to the current Class IX, NED for OTs Auditor classification.

A Class VIII has an HDC requisite. If they can't cleanly audit pure Dianetics to a result, they'll never be able to audit Scientology. We learned in 1969 that the Class VIII failures were due to HDC inabilities!

Class VIII had its own C/Sing, its own remedies, its own skills. They are important. Now do we tell students "They're all old now, we have a C/S Series, etc., etc." Or do we teach Class VIII?

On Flag a Class IV or VI just can't keep up with the C/Sing. Until he's a VI and then an VIII. We are auditing IX and X on Flag. That does not mean Class IV, VI, VII and VIII aren't done!

We'll never get Class IX into the field. Ext Rundown flubs in the field are gruesome. That's because Ext, we find, is a Class IX process! Only a person who has been an HDC, a IV, a VI and an VIII can be taught what we're doing.

Throwing an out-of-sequence into training in orgs is defeating good auditing.

This HCOB gives you the answers on how to get training back into sequence. Class VIIIs got results they were trained to get. That's all the result any auditor *can* get.

So speed up your courses by wiping out the counter-policy.

Fast training gets students in. Slow training messes up the whole field and denies enrollments.

L. RON HUBBARD
Founder

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1971

In 1971 Ron carried on along similar lines to the work he had done in 1970, both technically and administratively.

Lecturing to top Scientology executives on the new Flag Executive Briefing Course—the Class VIII of administrative training—Ron revealed new management technology to be used in booming orgs across the planet.

Continuing an exhaustive study of the field of public relations, Ron recorded his own breakthroughs in the subject in the HCO Policy Letters of the Public Relations Series. These issues mark the first completely analytical, ethical and consistently effective approach to this vital subject.

Continuing to refine auditing and case supervision technology, Ron added nearly 50 new HCO Bulletins to the Case Supervisor Series and polished the tech of the Interiorization Rundown to make it even more precise and effective.

Completing research he had begun in the fall of 1970, Ron released three new rundowns: L 10; L 11, the New Life Rundown and L 12, the Flag OT Executive Rundown. Though these are OT rundowns drawn from discoveries in the area of whole track goals and purposes, they can be delivered even to preclears at lower levels, with spectacular results.

Great advances were also made in the areas of study and education, with many bulletins issued on the technology of Word Clearing. These HCOBs and the study tech Ron had codified in the 1960s gave Course Supervisors and Word Clearers all the tools they needed to get students flying through their studies and effectively applying what they learned.

Remimeo

ILLEGAL AUDITING

Lists of withholds required of a crew member or staff member without proper sessioning are now illegal.

Confessionals which do not F/N must be reported to Qual as a failed session.

An Exam Report is required after any Confessional.

Any auditing outside of sessions must be reported and if failed may become actionable.

Challenging people out of session as "having withholds" is illegal.

Auditing is done by auditors who are trained and is done on regular lines.

Contact Assists and Touch Assists are not only legal, they are mandatory when any injury occurs.

They must be followed by Exam Reports.

L. RON HUBBARD
Founder

Remimeo
Class V Graduate
   Auditors and C/Ses
Tech
Qual

Interiorization Rundown Series 2R

EXTERIORIZATION AND HIGH TA
THE INTERIORIZATION RUNDOWN REVISED

Refs:

HCOB 25 Sept. 78R I	Int RD Series 5R
Rev. 8.4.91	QUAD COMMANDS FOR INT BUTTONS
HCOB 24 Sept. 78RB I	Int RD Series 4RB
Rev. 4.2.89	THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB 4 Oct. 78	Int RD Series 1 INTERIORIZATION HANDLING SIMPLIFIED
HCOB 12 Sept. 78R	DIANETICS FORBIDDEN ON
Rev. 2.12.85	CLEARS AND OTs

Note: Clears, OTs and Dianetic Clears are NOT audited on this Int Rundown as they are not to be audited on Dianetics. The reference for handling repair of out-Int on these pcs and pre-OTs is HCOB 24 Sept. 78RB I, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN.

For a long while we have known that if you audit a person after he or she has exteriorized, you often get a high tone arm, somatics and an upset case.

The answer has *been* to cease to audit a person after exteriorization has occurred.

This is so much a fact that five out of five "in trouble" cases I recently examined had every one of them been audited for some time after they exteriorized.

The TA had or had not gone high but the cases were bogged. They revived at once when the fact of exteriorization was located. F/N, VGIs and, when re-habbed (by counting number of times), somatics ceased.

The rule has been—don't audit after a pc has exteriorized.

This is one of those very fundamental things that seems to defy research and yet if not solved will keep things messed up. Persons who exteriorize on lower grades need their upper grades and yet if audited further may mess up. This places a limit on auditing and yet the person may still have aberrations and somatics. But the fact of having exteriorized bars the road.

So I got to work and made a breakthrough on it. Hurrah!

It has now been fully vindicated by long tests and is now released for general use.

EXTERIORIZATION

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that man was an animal, and that he was a spiritual being, timeless and deathless.

Techniques have existed since 1952 that exteriorize a person. These are not now used because (a) the person, still being aberrated and not Clear, soon returns to his body and (b) when audited thereafter has trouble.

This is a major problem a thetan sometimes has at death. How to exteriorize? He makes it eventually, of course, but he should be able to do so at once.

But, in my research, I found it unreasonable that a person would be hard to audit just because he had exteriorized and had re-interiorized. For he has obviously done just that at every death and birth and must have done so hundreds of billions of times. So why should a recent exteriorization then make him hard to audit? Yet it did.

My asking of that question was the first breakthrough. The rest soon followed.

ENGRAM BEHAVIOR

We know in Dianetics that if you continue to run the last part of an engram which has in fact an earlier beginning which isn't being run and is ignored the TA will go up.

The reason for this is that the *first* of a chain or the first part of an experience or a first experience (basic on a chain of incidents) has to be run for the chain or incident to erase.

If you only ran the end of incidents you would get a high TA and no erasure.

If you only ran incidents late on the chain you would get a high TA.

Pcs are uncomfortable, feel under pressure, when their TA is high (above 3.5 or up).

If you don't erase incidents or chains of incidents when auditing (or key them out as in release), you get a perpetually high TA.

High TA cases have been "overrun" on something. That, however, is a very oversimplified explanation. The truth is that they have been run on something that didn't erase. The something has an earlier beginning than was detected or an earlier incident. In life, one, having engrams about it, adds new incidents in living until something is "overrun" or done too often. The TA is therefore high.

A TA records MASS. Mental mass has a higher electrical resistance and so measures more "ohms" of resistance, an electrical term for the trouble electricity has in passing through something. The more resistance the more units of resistance are recorded on the meter. The TA actually measures resistance.

Thus, the end of an incident can be restimulated. If the beginning of it is never touched, then one will just accumulate more and more mass.

THE MISSED BEGINNING

What has happened here, as regards exteriorization, is that we have concentrated on EXTERIORIZATION.

If one is IN something, he must have gotten into it.

Therefore, the beginning of an exteriorization is the INTERIORIZATION.

The being went *into* something before he went out of it.

Exteriorization occurs at death. That's an engram. Interiorization occurs at birth. That's an engram.

So when somebody goes exterior, he is actually liable to key in having gone interior in the first place.

Get it?

So when you exteriorize somebody or he exteriorizes during auditing, he gets keyed in a bit, and without having audited earlier INTERIORIZATIONS, he has been put in the last part (exteriorization) of an incident which began with interiorization.

Not only are you touching on something (exteriorization) late on a chain (which has hundreds of billions of like incidents ahead of it), you are also touching something which is late in the incident (which began with interiorization).

On both counts, then, the TA may go high.

THE REMEDY

The remedy is to audit out *interiorizations* (i.e., times the person *went in*) using the correctly assessed Int button.

If this is done, then the pc can be audited all you want after exteriorization.

Auditing the interiorizations with R3RA, Quad or Triple Flows, restores the possibility of auditing a pc after an exteriorization has occurred in auditing.

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INT RUNDOWN REVISED BY STEPS

Based on recent researches, the original Int Rundown has been newly revised and simplified.

A full array of Int buttons has been added.

The Recall and Secondary steps have been deleted, so the pc gets to the basic of any Int trouble on a faster route.

Int chains are run using a simpler R3RA command for Int and each chain taken to full New Era Dianetics EP.

The revised rundown follows.

THE PROCESS

THE INTERIORIZATION RUNDOWN REVISED

The case supervision directions for an Interiorization RD are to be done by a Scientology auditor who is also a Hubbard New Era Dianetics Auditor.

He must have an excellent command of metering, TRs, R3RA, the theory of Int and the Int RD commands, and he must know and be able to recognize an F/N, a postulate and full Dianetic EP when these occur.

1. Omit ruds of any kind and do *not* attempt a rapid L1C. The TA will just go up out the roof on any type of ruds or list. Simply start the session and go right onto the following steps.

2. With the pc on the meter, have him read pages 1–3 of this bulletin (HCOB 4 Jan. 71RA) through the section entitled "The Remedy." Clear up any confusion. Handle any misunderstood words. Help the pc do a simple demo of the theory that: "In" is the earlier beginning or the earlier-similar incident of "Out."

   (This is *not* to be a clay demo nor complex. Keep it simple, just ensure the pc gets it.)

3. Clear EXTERIORIZATION with the pc as THE ACT OF MOVING OUT OF THE BODY WITH OR WITHOUT FULL PERCEPTION. Make certain he's got it. Demo it, if necessary.

4. Check for having been audited after exteriorization. (TA should come down and F/N, cog, VGIs.)

5. Rehab (rehabilitate) this condition by getting or counting the number of times exteriorized. You should get F/N, cog, VGIs.

6. Assess the following list of Int buttons. (Do NOT clear the buttons first.)

GO IN

WENT IN

PUT IN

INTERIORIZED INTO SOMETHING

WANT TO GO IN

CAN'T GET IN

KICKED OUT OF SPACES

CAN'T GO IN

BEING TRAPPED

FORCED IN

PULLED IN

PUSHED IN

If none of the Int buttons read on this assessment, get in Suppress, Invalidate and Misunderstood on the Int button list. (Do not omit this basic rule of assessment. Ref: HCOB 15 Oct. 73RC, C/S Series 87RC, NULLING AND F/Ning PREPARED LISTS)

7. Then clear and demo ONLY the button that reads.

If the pc seems disinterested or unhappy with the button that reads, check False.

Caution: The pc may have an MU which caused a particular button to read. Thus, ensure the button is not reading on an MU, and if a button has read on an MU, then clear it and reassess it. Don't give the pc a wrong item or even monkey around with a wrong item. The above actions help you ensure getting the *correct* Int button.

It is important, in clearing the reading buttons, that the pc understands you will be auditing times he WENT IN or WAS BEING TRAPPED, etc., and NOT "was in" or "was already trapped" or "was stuck in," etc. You will be auditing the actual times the action of moving in occurred.

THE ABOVE CLEARING STEPS ARE VITAL, AS THE PC WILL NOT BE ABLE TO DO THE INT RD OVER MISUNDERSTOODS OR ON A MISASSESSED INT BUTTON. TO AUDIT HIM OVER MUs CONSTITUTES A BREACH OF THE AUDITOR'S CODE. ON THE OTHER HAND, DO NOT OVERDO THESE CLEARING ACTIONS, AS YOU ALREADY HAVE A PC ON YOUR HANDS WHO IS IN TROUBLE.

Note: If none of the Int buttons read even when Suppress, Invalidate and Misunderstood are applied, do *not* clear them and do *not* continue the Int Rundown steps.

8. When the largest reading button has been cleared per step 7, take that button and run it R3RA Quad. *(Triple if pc is only triple.)* Each flow is taken to full Dianetic EP, using the command:

"LOCATE A TIME WHEN YOU (Int button)**."**

Example:

Int button with largest read: FORCED IN

Run:

F1: **LOCATE A TIME WHEN YOU WERE FORCED IN.** (To full Dn EP)

F2: **LOCATE A TIME WHEN YOU FORCED ANOTHER IN.** (To full Dn EP)

F3: **LOCATE A TIME WHEN OTHERS FORCED OTHERS IN.** (To full Dn EP)

F0: **LOCATE A TIME WHEN YOU FORCED YOURSELF IN.** (To full Dn EP)

(*Note:* The Quad command wordings for each of the Int buttons are listed on HCOB 25 Sept. 78R I, Int RD Series 5R, QUAD COMMANDS FOR INT BUTTONS.)

DO NOT EVER RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT. A TRIPLE PC CAN BE QUADED UP *AFTER* INT HANDLING IS COMPLETE, BUT IT IS NEVER DONE ON INT HANDLING OR INT RE-PAIR.

9. When all four flows on the reading button have each been run to full EP, reassess the Int button list per step 6. If another button now reads, repeat steps 7 and 8.

Should you have a persistent F/N after the four flows on the first button have been run, reassess the next day per step 6, and if any button then reads, repeat steps 7 and 8. If, on the other hand, you now have an F/Ning Int button list, it is safe to end off the Int Rundown.

10. Otherwise, you continue to assess the Int button list per step 6 and to run any reading item R3RA Quad (or Triple) per steps 7 and 8, until the entire Int button list is F/Ning on assessment.

DO NOT OVERRUN THE INT RUNDOWN. See section below on "Vital Data on Int RD End Phenomena."

CAUTION: ANY FLOW ON ANY READING BUTTON MUST BE RUN TO EP IN ONE SESSION, AND THE INT RUNDOWN MUST BE COMPLETED IN AS FEW SESSIONS AS POSSIBLE.

11. The final step, which is done after the final session, preferably on another, later day, is a 2-way comm session on Int/Ext. (Ref: HCOB 30 May 70R, Int RD Series 3, INTERIORIZATION INTENSIVE—2–WAY COMM)

RUNNING INT WITH R3RA

The R3RA steps and procedure are standard except that they address the subject of "interiorization" (expressed as any one of the buttons on the Int button list).

Note that New Era Dianetics preassessment is not included in the revised Int Rundown, nor is the running of AESPs. (See HCOB 24 Sept. 78 II, Int RD Series 13, PREASSESSMENT, AESPs AND INT.)

In running the Int chain (or chains), it is important to run the actual "going in" action which would be near or at the beginning of the incident. Thus, if the pc is running an incident where he is "already in," ensure you check for an earlier beginning to the incident to pick up the "going in" type of action.

The questions to find an earlier beginning when running R3RA are

"Is there an earlier beginning to this incident?" or

"Does the one we're running start earlier?" or

"Does there seem to be an earlier starting point to this incident?"

The earlier-similar command when running R3RA is

"Is there an earlier incident when you (Int button)?"

Each flow must be taken to basic and the full Dianetic EP of F/N, postulate (postulate off = erasure) and VGIs.

The auditor must have an excellent command of New Era Dianetics tech.

(Reference for New Era Dianetics R3RA commands and procedure is HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.)

VITAL DATA ON INT RD END PHENOMENA

Exteriorization is not the EP of the Int Rundown. If it happens that the pc goes exterior during the RD, you end off gently as in any other auditing. But that is not the EP, and you may have to pick him up again later and complete the Int RD or handle it with the End of Endless Int Repair Rundown.

The EP of the Int Rundown is no more concern or trouble with exteriorization or interiorization.

This is generally accomplished by auditing the pc to an F/Ning Int button list.

But there is another phenomenon that can occur while running Int. IT IS VITAL THAT AN AUDITOR DOES NOT MISS THIS SHOULD IT HAPPEN.

It goes like this: You're auditing along and suddenly some mass discharges, down comes the TA, you suddenly have a floating TA, and that's it. The pc has hit the EP.

If you proceed past that point you're in trouble. You *DON'T* then reassess the Int button list and you *DON'T* continue running Quad Flows, even if all the flows have not yet been run on one reading button.

You do nothing but take your paws off the meter and gently end the session. If you do otherwise, you can mess up a case.

It isn't exteriorization. Exteriorization could occur at the same time; however, we could not care less because exteriorization is not the EP of the process.

But at *ANY* point at which the above phenomenon occurs on the Int RD— mass moves off, the TA comes crashing down and you can't keep the needle on the dial because the TA itself is floating—you end off the rundown because you have the EP.

What has happened here is that you've blown the stuck flow of "going in."

Int sends the TA up because the person has plowed deeper into more and more mass and come out of less and less mass. You have been auditing the pc on what has been, for eons, a stuck flow of obsessively going in. At any point in the auditing that stuck flow can suddenly give way. It heaves in the opposite direction and the stuck flow of "going in" vanishes.

When that happens, it's the end of the process, as that is all you want to accomplish with the Int Rundown.

If you were then to check the Int button list (which you DO *NOT* DO AT THIS POINT), you would find the Int buttons all F/Ning.

FUTURE AUDITING

When the pc has attained the EP of Int, either on the above phenomenon or by reassessing the Int buttons and running them on the flows to an F/Ning Int button list, one should now be able to audit the pc even after exteriorization.

However, HCOB 7 Mar. 75, EXT AND ENDING SESSION, would still be applied.

WARNING

The Int Rundown is a major case action and should only be run when the pc is rested and in good physical shape.

THE END OF ENDLESS INT REPAIR

The End of Endless Int Repair Rundown (HCOB 24 Sept. 78RB I, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN) is the superbly workable new process just developed to handle any needed Int repair.

It resolves any Int troubles that might persist even after a pc has had an Int Rundown done totally standardly.

It does not replace the Int Rundown; rather, it complements it, when necessary, as it runs Int by Recalls. We audit out the Int engrams on the Int Rundown. Then if repair is needed, the End of Endless Int Repair Rundown can be used to clean it up smoothly with Recalls. It is the answer to overrepair of Int on any pc.

Additionally, it can be used for handling Int repair on Clears, OTs and Dianetic Clears.

The above HCOB, 24 Sept. 78RB I, fully covers the purpose and use of this valuable new repair rundown.

SUMMARY

If a pc goes exterior on Dianetics or any Scientology auditing, you must, as his next session, check the Int buttons for read, and if any read, clear them and do the new, vastly simplified and revised Int Rundown using the above C/S. With this done the pc can go on being audited. And if repair is needed, the End of Endless Int Repair Rundown is the answer.

These new developments and refinements give us a simpler, more thorough tech for resolving Int than we have ever had before.

The way is open to more powerful OTs.

All fundamental discoveries are essentially simple ones.

L. RON HUBBARD
Founder

Revisions assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 13 JANUARY 1971R
REVISED 24 SEPTEMBER 1978

Remimeo
Class V Grad
Checksheets

Interiorization Rundown Series 9

EXTERIORIZATION

On reviews of field-given exteriorization intensives during the past year, I found many cases had been flubbed.

On researching this I found the following:

1. The remedy was being used as an effort to exteriorize people. People exteriorize in any normal auditing. What was needed was a *remedy* to be able to audit them thereafter without driving their TAs up.

2. Auditors evidently skimped their HDC Courses and did not know WHY one went to an earlier beginning or earlier incident. Thus, they didn't know why you had to run interiorization.

3. HCOB 22 Mar. 70, EXTERIORIZATION AND HIGH TA (now HCOB 4 Jan. 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED), must have been studied only for the rote commands. The theory of it was *not* studied.

4. Common Dianetic goofs got in the road of the rundown; the auditor failing to repeat the chain in asking for an earlier incident. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS)

5. The exteriorization intensive was being stretched over several sessions. As only it can be audited, between session PTPs, etc., would intervene. (Current ref: HCOB 20 Aug. 70R, Int RD Series 8, INTERIORIZATION RUNDOWN MUSTS)

6. Clearing the command was flubby and the pc often thought interiorization meant "being in and trying to get out" and so the wrong end of the incident (the end) was being run.

7. People who hadn't been exterior at all and whose TAs were normal—not high—were being run on it.

8. It was being sold as a special rundown to exteriorize people, not just to enable them to go on being audited.

The number of exteriorization rundown flubs is excessive.

Therefore, new HCOBs and a new pack have been issued. These include:

HCOB 4 Jan. 71, EXTERIORIZATION AND HIGH TA REVISED (now HCOB 4 Jan. 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED), which contains the theory and NEW COMMANDS nobody can goof.

HCOB 6 Jan. 71, STAR–RATE CHECKOUTS FOR EXTERIORIZATION INTENSIVE. (This data is now in HCOB 25 Sept. 78 II, Int RD Series 14, STAR–RATE CHECKOUTS FOR INTERIORIZATION RUNDOWN.)

HCOB 5 Jan. 71, GOING EARLIER IN R3R AND EXTERIORIZATION INTENSIVES. (This issue has been cancelled by BTB 10 Dec. 74 VIII.)

Commands and procedure for running New Era Dianetics in an Interiorization Rundown are now contained in:

HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED

HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.

The glaring outness is Dianetic skill. A Dianetic auditor who can't run a flubless Dianetic session and get all flows down to F/N studied in doubt, audits in doubt and ought to be in a condition of Doubt until he retreads and actually reads the text and does the drills. Dianetics is just too easy to be flubbed.

After patching up many of these done in the field, I became very alert to the state of training. A new Course Supervisor course has been done and is being issued.

Obviously, auditors are no longer required to be star-rated on new materials before they audit them. This omission must be remedied at once. NO AUDITOR MAY AUDIT MATERIALS OR APPLY HCOBs ON WHICH HE HAS NOT BEEN STAR–RATED.

No HGC or C/S may order an auditor to run a process if that auditor has not been star-rated on its theory and practical first.

As for Dianetics, an auditor who cannot routinely carry a chain to an F/N, VGI, cog and erasure may not retain his certificate unless retreaded, and his certificate is suspended until he is retreaded. (Full New Era Dianetics EP is covered in HCOB 16 Sept. 78, POSTULATE OFF EQUALS ERASURE.)

For people to goof up using these clean, positive tools is inexcusable.

The results are there to be obtained. WE OBTAIN SPECTACULAR, POSITIVE RESULTS WITH THESE SAME MATERIALS DAILY WHEREVER THEY ARE ACTUALLY STUDIED AND APPLIED.

Please correct flubby auditing wherever you find it. Auditors must be checked out and drilled on new materials. Courses must be precisely taught. People who flub must be crammed until they don't. And those who still flub must be retreaded.

The materials when applied produce great results. When they are not applied they don't.

SO APPLY THEM!

CORRECTLY.

L. RON HUBBARD
Founder

HCO BULLETIN OF 7 FEBRUARY 1971R
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ADMINISTRATIVE TRAINING DRILLS
ADMIN TRs

These TRs fall into six categories:

1. Mest TRs 0–4

2. People TRs 0–4

3. Mest Bullbait TRs 0–4

4. People Bullbait TRs 0–4

5. Reach and Withdraw Mest

6. Reach and Withdraw People.

The dynamics they cover are three (groups) and six (physical universe).

They start off *very* gradiently and work up to a high pitch of confront and handling by the student.

They must be coached with full understanding of the need to give the student *wins* and must not run the student into overwhelm and out through the bottom.

Each TR is run to a *win* where the student is doing the drill comfortably and without effort and is happy about it.

Some of the beginning drills may appear flat already on some students, but even so, most will be aware of an increase in awareness or just feel good about doing the drills.

On the later drills remember to get the student to win on a gradient, getting tougher and tougher until he can confront and handle any randomity.

The drills are run with Tone 40 (intention without reservation) which does not necessarily imply volume.

The purpose of these TRs: To train the student to get compliance with, and complete a cycle of action on administrative actions and orders in spite of the randomities, confusions, justifications, excuses, traps and insanities of the third and sixth dynamics and to confront such comfortably while doing so.

Note: Doing Admin TRs without first passing TRs 0–4 and 6–9 would be a skipped gradient and would make the Admin TRs a brushoff. Therefore, TRs 0–4 and 6–9 done the hard way are REQUIRED TO BE PASSED BEFORE ADMIN TRs ARE BEGUN. Administrators need harder TRs even than auditors!

TR MEST 0

NAME: Confronting Mest.

COMMAND: **"CONFRONT THAT _____."** (names object)

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To accustom student to confront mest and to hold a position in relation to it. To be there and not do anything else but be there.

TRAINING STRESS: To teach student to confront exactly what is indicated without vias and without additive gestures or emotional reactions. The coach chooses a small object connected to the student's post. Coach points to the object and gives command, "Confront that _____ (names object)." Student does so. Coach makes no comments. As soon as student is comfortable confronting the object with no reaction, the coach acknowledges, chooses a new object and repeats the cycle. The drill continues using gradiently larger objects for gradiently longer periods of time.

Flunks are given for breaks of confront, additive actions and reactions.

Pass when the student can confront any object comfortably without reaction and has good indicators on the drill.

NOTE: Do NOT flunk the student if sudden GIs come in and he feels good about the drill. This is a *desired* change.

TR MEST 1

NAME: Mest Intention.

COMMAND: **"MOVE THAT _____."** (object)

POSITION: Student and coach sitting or standing a comfortable distance apart.

PURPOSE: To train student to deliver an order and intention concerning the control and handling of mest.

TRAINING STRESS: To teach the student that his own intention has something to do with the handling of mest in his environment. The student must deliver the command clearly and with sufficient intention to carry through and accomplish the moving of the mest object by the coach. The coach does NOT bullbait but only carries out the order if it is received clearly and with good intention. A selection of objects from the student's post is used. The student acks the coach for carrying out the command.

Flunks are given for failure to get the object moved, failure to confront the action or failure to confront the mest involved.

The drill is passed when the student can do the drill easily and comfortably with no back-off from the action of getting the mest moved by another.

TR MEST 2

NAME: Acknowledging Mest Cycles.

COMMANDS: None. Coach originates handling of mest.

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train student to recognize, accept and thoroughly acknowledge the completion of an action in the MEST universe.

TRAINING STRESS: To teach the student that his acknowledgment can end a cycle of action and that his intention to end it is senior to effort. The coach originates a cycle of action such as giving the student a small object, moving an object to another location or picking up an object to look at. Student acknowledges the action when it is complete. Student may do anything at first to get his acknowledgment across but gradiently is smoothed out until he can end cycle effortlessly.

Coach flunks for failure to recognize when an action is complete, failure to freely accept the action and failure to end the cycle with good intention.

Pass when the student can do the drill easily and comfortably.

TR MEST 3

NAME: Mest Duplicative Command.

COMMANDS: **"PICK UP THAT _____."** (named object)

 "HAND IT TO ME PLEASE."

 "PUT IT DOWN THERE." (Student indicates place.)

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train the student to not give up but to continue his intention to complete a cycle of action in the physical universe. To do each cycle in a new unit of time and not as a blur with other cycles.

TRAINING STRESS: To teach the student not to be thrown off and not to Q&A if he doesn't get immediate compliance to his command and to keep on until he does get the cycle of action completed in the physical universe.

The coach may stop complying with the cycle of action at any point and hold the cycle frozen at that point. The student must repeat the last given command until he gets the cycle of action started again and follow it through to completion. No verbal bullbaiting or physical originations by coach.

Flunks are given for poor intention, failure to repeat the exact command, failure to confront the mest or confront and get the cycle of action completed in the physical universe.

Pass when the student can do the drill comfortably and easily.

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TR MEST 4

NAME: Mest Cycle Alter-Is.

COMMANDS: Same as MEST 3.

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train the student to get his intended cycle of action carried out in the physical universe in spite of counter-intention and alter-is and to distinguish between a genuine attempt to comply and a deliberate noncompliance or alter-is.

TRAINING STRESS: To teach student not to be startled or thrown off and not to give up or Q&A with noncompliance, inaccurate or incompetent attempts to complete cycles of action in the physical universe. The drill is the same as TR MEST 3 with the addition that the coach may deliberately perform the wrong action at any time or may attempt to pass the object to the student when he has not asked for it. The student repeats the order whenever the coach freezes the cycle of action or *deliberately* does a wrong command. The student *acknowledges* the coach *and* repeats the order when the coach does the command *almost* correctly or attempts to hand the object to the student when it is not so ordered.

Flunks are given as in TR MEST 3 and also for acknowledging a deliberate noncompliance or alter-is and for failing to acknowledge a genuine attempt at compliance and eventual completion. If the student accepts the object on the coach's *origination* it is also a flunk.

Pass when the student can do the drill comfortably and easily with no confusion or nonconfront.

TR PEOPLE 0

NAME: Confronting People.

COMMANDS: **"CONFRONT THAT PERSON."**

or

"CONFRONT THOSE PEOPLE."

POSITION: Coach and student ambulatory.

PURPOSE: To accustom student to confronting people and to hold a position in relation to them. To be there and not do anything but be there.

TRAINING STRESS: To teach student to confront people singly and in groups without vias or additive gestures and without reacting or being afraid or embarrassed. The coach and student walk around to where various people or groups of people are located at work, etc. The coach indicates a person or group of people to the student and gives him the appropriate command. The student complies. The coach has the student confront larger and larger groups of people on a gradient. Flunks are given for breaking confront or for being disturbed when people stop what they are doing and become interested in the student.

Pass when the student can confront people easily and feels good doing the drill.

TR PEOPLE 1

NAME: People Intention.

COMMAND: **"HELLO."**

POSITION: Student and coach both standing or sitting or one standing and the other sitting, at varying distances apart. Coach doing some action such as reading, writing, sorting papers, tying shoelace, etc.

PURPOSE: To teach the student that he can get an order and intention across to another person under varying conditions, and when they have their attention elsewhere, so that it is received.

TRAINING STRESS: To teach the student that he can get through to others no matter where their attention may be and that his intention to reach them is the senior factor. The coach takes up a position and occupies himself with another action. The student approaches and says, "Hello." The "Hello" must be delivered so that it reaches the coach and gets his full attention. The distance between the student and coach is increased on a gradient up to twenty feet away. Stress is on correct intention, not on volume or force. The coach acks when the student reaches him.

Flunks are given for failure to confront or for failing to reach with good intention.

Pass when the student can do the drill easily without effort and can get the coach's attention from twenty feet away.

TR PEOPLE 2

NAME: People Acknowledgments.

COMMANDS: None. Coach originates.

POSITION: Various. Student and coach standing and sitting. The student may occupy himself with another simple action and coach approaches student to give origination.

PURPOSE: To train a student to use an acknowledgment as a method of correctly ending a cycle of action for other people.

TRAINING STRESS: The student is trained to acknowledge a report or message given so that the person knows it was heard and understood. The coach approaches or gives from a distance a sensible report or message concerning the completion of some simple post cycle. The student acknowledges coach so that coach knows he has been heard and that the cycle is ended. The coach may then employ one or two other people to give reports to the student in succession.

Flunks are given for student nonconfront or for failure to end the cycle with his acknowledgment.

Pass when the student can comfortably be receipt of a report on a complete cycle of action and can end cycle on the action without under- or overacknowledgment.

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TR PEOPLE 3

NAME: Group Command.

COMMAND: **"HELLO."**

POSITION: Student and coach ambulatory.

PURPOSE: To teach the student to get an order and intention across to a group of people when their attention is elsewhere, to get an answer and to acknowledge it.

TRAINING STRESS: To teach a student that a group of people can be approached without upsetting them and that an order can be given and compliance acknowledged. Coach indicates a group of people chatting or some such activity (not engaged in important cycles of action) and directs student, "Say 'Hello' to that group." Student does so without upsetting the group. He repeats the "Hello" if necessary to get a reply from the majority of the group. Student then acknowledges the group.

Flunks are given for failure to confront, failure to get the attention of the group, failure to get an answer from the group (majority) and failure to acknowledge the answer. (If necessary, other students can be used and can pose as a group occupied with other actions.)

Pass when student can do the drill comfortably and successfully without back-off or strain and without upsetting a group.

TR PEOPLE 4

NAME: Selected Group Command.

COMMAND: **"HELLO."**

POSITION: Coach and student ambulatory, plus selected group of three or more persons standing or sitting.

PURPOSE: To train the student to get an order and intention across to a group of people, to get an answer and to acknowledge despite counter-intention from the group.

TRAINING STRESS: The same as for TR PEOPLE 3 except that a selected group of people are used who are instructed *only* to look up and answer the student when his intention really reaches them. (No bullbaiting is allowed.) Student repeats the order until he gets compliance and then acknowledges the group.

Flunks are given for back-off, poor intention, failure to get the order complied with and failure to correctly acknowledge the execution of the order (the reply to the "Hello").

Pass when the student is really getting his intention through easily and he is getting compliance and acknowledging.

TR MEST BB 0

NAME: Confronting Mest with Distractions.

COMMAND: **"CONFRONT THAT _____."** (named object)

POSITION: Student and coach standing or sitting at a desk with a stack of papers or objects on the desk.

PURPOSE: To accustom student to confronting mest and to hold a position in relation to it. To be there and not do anything but be there despite attempts to distract him and prevent him from confronting.

TRAINING STRESS: Same as TR MEST 0 with the addition that the coach bullbaits and verbally attempts to distract the student from confronting the paper or objects. When the student can do this comfortably without breaking his confront of the mest, the coach may start moving and changing the mest, adding other objects and taking them away and shifting them. (Do not get too wild.) Verbal bullbaiting is kept in also.

Flunks are given for failure to confront the mest or the bullbaiting.

Pass when the student can do the drill comfortably without flunking.

TR MEST BB 1

NAME: Mest Intention with Distractions.

COMMAND: **"HAND ME THAT BOOK."**

POSITION: Student and coach seated a comfortable distance apart. Coach has a book on his knees.

PURPOSE: To train the student to deliver an order and intention concerning the control and handling of mest and get compliance despite distractions and attempts to prevent him doing so.

TRAINING STRESS: Student is trained to get his intention concerning the control and handling of mest across to the coach and get compliance in spite of bullbaiting and resistance by the coach. The coach only gives the student the book when the intention gets across to him strongly enough that he *wants* to comply.

Flunks are given for breaks of confront, giving up and poor intention.

Pass when student can do the drill comfortably, getting his intention across without being affected by the bullbaiting and getting compliance to the command.

TR MEST BB 2

NAME: Mest Cycle Acknowledgment with Distractions.

COMMANDS: None. Coach originates handling of mest.

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train student to recognize, accept and thoroughly acknowledge the completion of an action in the physical universe despite distractions and attempts to prevent him doing so.

TRAINING STRESS: To teach the student to recognize and acknowledge the completion of a cycle of action in the physical universe in spite of distraction and "noise" and attempts to prevent recognition of the fact that the cycle has occurred. And that his acknowledgment can end a cycle of action in spite of noise, and that his intention to do so is senior to effort. The coach originates a cycle of action such as moving an object from one location to another. Before, during and after doing so he attempts to distract the student by bullbaiting and chatter so as to prevent the student realizing that the cycle has occurred or to prevent him from acknowledging it. Student learns to observe the cycle in the MEST universe rather than listen to the coach.

Coach flunks for student failure to recognize and acknowledge when the cycle is completed, failure to accept the cycle freely and failure to end the cycle with good intention. Also for becoming the effect of bullbaiting.

Pass when the student can do the drill easily without flunks.

TR MEST BB 3

NAME: Mest Duplication Command with Distractions.

COMMANDS: Any orders composed of two or three separate, simple actions, such as "Pick up that pen and put it on the chair, then place it beside the paper in the middle of the desk."

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train the student to not give up but to continue his intention to complete a cycle of action in the physical universe despite attempts to distract him and prevent him from doing so. To do each cycle in a new unit of time and not as a blur with other cycles.

TRAINING STRESS: To teach the student not to be thrown off and not to Q&A if he doesn't get immediate compliance with his order. To continue to repeat the order with full intention until he gets the cycle completed in the physical universe. The coach tries to throw the student off with bullbaiting or by not completing the cycle of action.

Flunks are given for earlier TR failures, for poor intention and for failing to get compliance.

Pass when the student can comfortably do the drill.

TR MEST BB 4

NAME: Mest Cycle Alter-Is and Distractions.

COMMANDS: Same as in MEST BB 3.

POSITION: Student and coach standing or sitting a comfortable distance apart.

PURPOSE: To train the student to get his intended cycle of action carried out in the physical universe despite counter-intentions, alter-is and other distractions and excuses.

TRAINING STRESS: Same as in MEST BB 3 with the addition that student must acknowledge originations concerning the cycle being performed by the coach when necessary to get the order complied with accurately. The coach may muddle up the sequence of the actions and also do verbal bullbaiting, reasons why the cycle is impossible, etc.

Flunks are given for failure in earlier TRs of this series and particularly for poor intention or failure to get the cycle completed.

Pass when student can successfully do the drill comfortably, using intention but not effort.

TR PEOPLE BB 0

NAME: Confronting People with Distractions.

COMMAND: **"CONFRONT THAT PERSON."**

POSITION: Coach and third person standing or sitting a comfortable distance apart. Student a comfortable distance to the side of them.

PURPOSE: To train the student to get one person to confront another at his order and not be thrown off or Q&A with reactions, excuses and reasons why this should not be done.

TRAINING STRESS: To train the student to use his confront and intention through the "via" of another person where the one person may not be willing to confront and the other not willing to be confronted. The student gives the order to the coach who complies or gives reasons or excuses why he should not. The other person may give the *coach* reasons why he should not be confronted but may *not* speak to the *student*. The student must succeed in getting the coach to confront the third person despite that person's objections.

The coach complies when the student's confront and intention makes him want to do so.

The coach flunks student for failure to get the coach to confront the third person.

Pass when the student can do drill without flunks.

TR PEOPLE BB 1

NAME: People Intention with Distractions.

COMMAND: **"GIVE THAT BOOK TO _____."** (person's name)

POSITION: Student and coach standing or sitting a comfortable distance apart with a third person a little way off. Student has a book.

PURPOSE: To train the student to get his intention across on the via of another person and to get the command through despite distractions.

TRAINING STRESS: To teach student that he can get his intention to carry through to a third person or persons via a relay terminal. Student gives coach the order, "Give that book to _____." Coach may give excuses and reasons not to do it and the third person can do the same. Coach may return to the student with the book and "explain" how the third person won't accept or let him carry out the command. Stress is on getting the student to improve his intention and get compliance to his orders.

Flunks are given for failure to get the coach to comply, for Q&A, for giving up and for an earlier TR outness.

Pass when the student can easily get the command complied with by the coach.

TR PEOPLE BB 2

NAME: Return Compliance and Acknowledgment.

COMMAND: **"TELL** _____ (third person's name) **TO BRING ME THAT BOOK."**

POSITION: Student and coach standing or sitting a comfortable distance apart with third person a little way off.

PURPOSE: To train student to get a command carried out in the physical universe via another person.

TRAINING STRESS: To teach student that he can get physical actions complied with via another person, regardless of the excuses or reasons why of both persons. The student hands the coach the book and gives the order, "Tell _____ to bring me that book." Command with intention is repeated until the third person complies at which time the student acknowledges him fully. Coach may Q&A with the third person's unwillingness and attempts to alter-is and noncomply.

Flunks are given for any failure of earlier TRs and for failing to have enough intention to get the coach to get the third person to comply and for failure to acknowledge the completed cycle of action.

TR PEOPLE BB 3

NAME: Command Relay.

COMMAND: **"TELL** _____ **TO GIVE THAT BOOK TO** _____**."** (third and fourth persons named)

POSITION: Student and coach standing or sitting a comfortable distance apart with a third person standing a few steps further off holding a book and a fourth person a few steps further off still.

PURPOSE: To train student to get a command complied with on a relay.

TRAINING STRESS: To teach student that his intention can be stepped up to a point where it will carry through terminals on a relay. The student gives the command to the coach who orders the third person to give the book to the fourth. The coach may Q&A with the command, with the third person's unwillingness to do it and with the fourth person's inattention or unwillingness to receive the book.

Flunks are given for any breakup of the student's TRs or failure to persist and get full compliance.

Pass when the student can get all persons on a relay to carry out the command.

TR PEOPLE BB 4

NAME: Group Compliance.

COMMAND: **"GIVE THAT PAPER TO THOSE PEOPLE AND TELL THEM TO PUT IT ON THEIR TABLE."**

POSITION: Student standing. Coach and three or more other people seated in two groups at two tables a few paces apart.

PURPOSE: To train the student to get compliance with his orders and intentions between groups of people and to teach him that intention is senior to effort.

TRAINING STRESS: To teach the student that his persistent intention can overcome the counter-intentions of groups of people and that he can get them to comply with his orders despite group think, counter-effort and other distractions. The student gives the people at one table the command and has them comply and gets the cycle completed. He may order only one group. These may give excuses and argue between themselves and give reasons why it can't be done—so may the second group when the paper is taken to them. The student repeats the order with full intention to the first group or a person from the first group until it is fully complied with.

Flunks are given for student failure to persist, for breaking up or any other TR outness.

Pass when student has succeeded in getting full compliance with ease and knows he can handle groups with intention.

TR R/W MEST

NAME: Reach and Withdraw Mest.

COMMANDS: **"REACH THAT _____."** (named object)

> **"WITHDRAW FROM THAT _____."** (named object)

Coach acknowledging student for execution of command.

POSITION: Student and coach ambulatory.

PURPOSE: To put the student at cause over the mest of his post and area.

TRAINING STRESS: The coach indicates different objects on a gradiently larger scale and sees that the student executes the commands. The coach asks from time to time, "How are you doing?" The coach handles any physical manifestations of the student by asking, "What is happening?"

The TR is run to a win for the student.

TR R/W PEOPLE

NAME: Reach and Withdraw from People.

COMMAND: **"TOUCH THAT _____."** (named object)

POSITION: Student and coach and third person ambulatory.

PURPOSE: To familiarize the person with handling people.

TRAINING STRESS: Student must get the third person to comply with his command in spite of the coach's physical attempts to block the person from doing so. The student may in turn block the coach so he can't interfere or may move him out of the way so that the third person can comply with the command. Stress should be on intention not on force. The drill is run until the student can quite comfortably take whatever action is necessary to get his command complied with and feels easy about the necessary reach and withdraw from the coach and third person in order to do so. The coach may use verbal bullbaiting also.

The TR is run to a win and cog for the student.

L. RON HUBBARD
Founder

Assisted by
Training and Services Aide

Revision assisted by
LRH Technical Research
and Compilations

TECH VOLUME AND TWO–WAY COMM

I've been busy studying the problems of volume auditing and training and have made a vital discovery.

We lost a key basic process!

TWO–WAY COMM is missing in today's lineup in Academies, on courses and in HGCs.

It goes this way—to get volume auditing going, you need auditors. To make auditors you need fast training. The reason fast training isn't occurring is because two-way comm seems to be out between Course Supervisors and students.

Course Supervisors in most instances are not asking students if anything is wrong or how to help them and then letting the students *talk*. While the Supervisor LISTENS.

I am putting together new practical for Course Supervisors. But meanwhile it's very elementary.

1. Detect a student's concern.

2. Get the student to talk about his problems and troubles in study.

3. Listen.

4. Do what one can to help without evaluating.

5. Let the student get back to it.

Students who drift off of courses or who are very slow LACK SOMEBODY TO TALK TO!

When a student's progress is slow or he or she appears to be troubled or struggling, a good Supervisor notices it early. He gets the student to talk about it. He listens and acknowledges. He does what he can to help without evaluating and lets the student get back to studying.

This action went out when Supervisors were found to be lecturing and evaluating on data which data, entered on the course, upset the high workability of tech as it is found in HCOBs and on tapes. This was at the time when Supervisors ceased to be named Instructors and became Course Supervisors. This was in the early days of the Saint Hill Special Briefing Course.

Two-way comm with students tended to vanish also.

Giving a student off-line data and letting the student discuss his troubles are two different things.

QUAL

In Qual there should also be a Consultant Service which uses a meter and two-way comm to find out about cases before patch-up or review. The Qual Consultant should also handle students who are slow or dropped out.

This letting the pc tell his side of it is very valuable. One can handle them much better. Analyzing what they say and how they say it helps the Case Supervisor also, i.e., natter = ARC breaks and overts. The pc's comm has been chopped. An old, old session evaluated for him. Etc. Etc. Etc.

GET IT IN

Two-way comm should be gotten in on all courses fast. It will speed training and add up eventually to volume auditing by making trained auditors available. This is the way to unlock that flow.

In the HGC pcs can be two-way commed by the Tech Sec.

In Qual someone can two-way comm those sent to Review to help the person and get more accurate data for C/Sing.

THE PROCESS

Two-way comm is not a rote process. That's why it is hard to teach. The trick is to get the person to talk, to keep him looking and talking until he has a cog and very good indicators—and sometimes an F/N at the end (not vital).

If you can LISTEN, you have it progressing. If you can get a person to talk about his troubles and listen and ack, you really can run it.

THIS IS YOUR PRIMARY BLOCK ON VOLUME AUDITING. No two-way comm in training!

I hope it helps.

L. RON HUBBARD
Founder

Remimeo
HGC Auditor
  Checksheet
Academy Level 0
  Checksheet
Dianetic Course
  Checksheet
FOR LRH COMM
  COMPLIANCE

IMPORTANT

C/S Series 24

METERING READING ITEMS

(NOTE: Observation I have recently done while handling a C/S line has resulted in a necessary clarification of the subject of "a reading item or question" which improves older definitions and saves some cases.)

It can occasionally happen that an auditor misses a read on an item or question and does not run it, as it "has not read." This can hang up a pc badly if the item was in fact a reading item or question. It does not get handled and exists in records as "No read" when in fact it DID read.

THEREFORE, ALL DIANETIC AUDITORS WHOSE ITEMS OCCASION-ALLY "DON'T READ" AND ALL SCIENTOLOGY AUDITORS WHO GET LIST QUESTIONS THAT DON'T READ MUST BE CHECKED OUT ON THIS HCOB IN QUAL OR BY THE C/S OR SUPERVISOR.

These errors come under the heading of Gross Auditing Errors as they affect metering.

1. An item or question is said to "read" when the needle falls. Not when it stops or slows on a rise. A tick is always noted and in some cases becomes a wide read.

2. The read is taken when the pc first says it or when the question is cleared. THIS is the valid time of read. It is duly marked (plus any blowdown). THIS reading defines *what* is a *reading item or question.* CALLING IT BACK TO SEE IF IT READ IS NOT A VALID TEST as the surface charge may be gone but the item or question will still run or list.

3. Regardless of any earlier statements or material on READING ITEMS, an item does not have to read when the auditor calls it to be a valid item for running engrams or listing. The test is, did it read when the pc first said it on originating it or in clearing it?

4. That an item or question is marked as having read is sufficient reason to run it or use it or list it. Pc interest, in Dianetics, is also necessary to run it, but that it did not read *again* is no reason to not use it.

5. When listing items, the auditor must have an eye on the meter, NOT necessarily the pc, and must note on the list he is making the extent of read and any BD and how much. THIS is enough to make it a "reading item" or "reading question."

6. In clearing a listing question, the auditor watches the meter, NOT necessarily the pc, and notes any read while clearing the question.

7. An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or clearing.

8. That an item is marked as having read on an earlier Dianetic list is enough (also checking interest) to run it with no further read test.

9. To miss seeing a read on an origin or clearing is a gross auditing error.

10. Failing to mark on the list or worksheet the read and any BD seen during pc origination or clearing the question is a gross auditing error.

EYESIGHT

Auditors who miss reads or have poor eyesight should be tested and should wear the proper glasses while auditing.

GLASSES

The rims of some glasses could obstruct seeing the meter while the auditor is looking at the worksheet or pc.

If this is the case, the glasses should be changed to another type with broader vision.

WIDE VISION

A good auditor is expected to see his meter, pc and worksheet all at one time. No matter what he is doing he should always notice any meter movement if the meter needle moves.

If he cannot do this, he should use an Azimuth meter and *not* put paper over its glass but should do his worksheet looking through the glass at his pen and the paper—the original design purpose of the Azimuth meter. Then even while writing he sees the meter needle move, as it is in his line of vision.

CONFUSIONS

Any and all confusions as to what is a "reading item" or "reading question" should be fully cleaned up on any auditor as such omissions or confusions can be responsible for case hang-ups and needless repairs.

NO READ

Any comment that an item or question "did not read" should be at once suspected by a C/S and checked with this HCOB on the auditor.

Actually, nonreads, a nonreading item or question, means one that did *not* read when originated or cleared and also did not read when called.

One can still call an item or question to get a read. That it now reads is fine. But if it has never read at all, the item will not run and such a list will produce no item on it.

It is not forbidden to call an item or question to test it for read. But it is a useless action if the item or question read on origination by the pc or clearing it with him.

IMPORTANT

The data in this HCOB, if not known, can cost case failures. Thus, it must be checked out on auditors.

L. RON HUBBARD
Founder

Remimeo

C/S Series 25

Auditor Admin Series 10

THE FANTASTIC NEW HGC LINE

(A marvelous new C/S–auditor line
has just been piloted in for HGCs.)

In the new C/S line the auditor, in his admin time at the end of the day or when he has no preclears, does Folder Error Summaries or Progress and Advance Programs for his pcs and does the C/S form for the Tech C/S as well as adds the day's process and the length of the session and amount of admin time on that folder to the inside front cover of the folder, with the process run and result.

If his programs and C/Ses are acceptable to the Tech C/S, the auditor gets full well done auditing hour credit on his stat.

The auditor logs his sessions for the day in the general HGC auditor's log and his admin time is also logged.

This admin time is subtracted from the bought hours of the pc where auditing is sold by the hour.

Where auditors are so engaged and the new folder routing line is in use, this C/S form is used:

Full blank page.

Pc's Name (Red)   Date

Auditor's Name (Red)   Class of auditor
                                         required next session

(Session Grade) left blank

Auditor's comment (Red) or think about the case if he wishes.

The next C/S

1. _____ Blue

2. _____ Blue

3. _____ Blue

4. _____ Blue

<div align="right">Auditor Signature (Red)</div>

The auditor does not grade his own session. He leaves this blank.

The correctly admined folder is then given to Tech Services which routes it (usually with the auditor's other folders for the day) to the C/S.

The C/S looks it over (it is HIS final responsibility for the case being run right).

The C/S looks to see if the Examiner Form taken by the Examiner at session end F/Ned. If it did not, he leaves the grade line blank, as it is a no-grade session (see F/N and well done hours) as the auditor gets no hour credit for the session. If the C/S and other admin is okay, he writes "OK" with his initial in the session grade space. If none of it is okay, he leaves it blank and does the C/S form or programs completely new. In this last case he enters a subtract figure in his log for the auditing time for the week against that auditor's name.

If the Exam Form F/Ned, but the admin is not okay and the session actions were not okay, the C/S writes "Well Done by Exam" on his own new C/S in its proper place and ignores the form and subtracts the admin time in his book to subtract the admin from the auditor's week's stat.

If the session was not okay with no F/N at Exams yet the admin and next C/S are okay, the auditor loses the session time in the C/S but gets the admin time credited to his week's stat. The C/S subtracts the session time in his book, not the admin time.

Of course, as we hope is usually the case, if the auditor did the C/S, did a correct session, got an F/N at Exam and did the admin and next C/S is correct, then the C/S marks "Very well done" in the blank space for session grade with his initial. After inspection, this would be the sole action of the C/S regarding that folder.

By the C/S writing in the session grade (very well done, well done, okay, flunk, to cramming), the auditor is receiving acknowledgment for his work and is not just acking himself.

THE NEW LINE

The ideal folder–C/S line can shift the number of well done hours from a ceiling of 250–300 to 600–800 with one C/S. No matter how many auditors an org has, older lines put a 250–300 top ceiling on the org's well done hours.

When hours could go above 600 due to the available auditors (20 or 30), a new parallel line has to be manned by a new C/S, new D of P and another Examiner and more Tech Services personnel.

Despite how hard the C/S and anyone else in Tech works, a line not so run will ceiling at about 250 hours, no matter how many auditors are hired.

A C/S using the old lines can C/S for about 5 working auditors only with the line running any old way. And even so will work himself half to death.

In trying to get pcs handled, auditors will be added. The C/S will not be able to handle his job. The line, being faulty, gets pegged at about 250 hours no matter how hard the C/S and admin people work.

With the same C/S and Tech Services people, and a correct new line, 24 to 30 auditors will be kept busy at their 5 hours a day (given auditing rooms) and the stat will be able to rise to 600 to 800.

NEW SEQUENCE

1. Auditor picks up his pc folders and his pc schedule list at Tech Services at the start of his day from the LEAVING rack.

2. Tech Services (having a duplicate list) begins sending pcs to him using Tech Pages.

3. The auditor gives the session.

4. The auditor leaves the folder in the auditing room at session end and takes the pc to the Examiner.

5. The Examiner simply does the Exam Form on a meter with no folder. He sends the Exam Form (hand route) to Tech Services.

6. The auditor returns at once to his auditing room and a Tech Page has a pc there waiting for him.

7. Having done all his pcs for the day, the auditor carries his folders to the Auditor Admin Room.

8. Tech Services has placed the Exam Forms in the Auditor Admin Room and sees they get into the auditor's basket *and* the folder.

9. The auditor does the complete admin of the session.

10. The auditor does any program needed for future sessions.

11. The auditor C/Ses the folder for the next session.

12. The auditor marks in a box (2 columns) on a sheet stapled to the inside front cover the process, the Exam result, the session time and the admin time he has just put in.

13. The auditor hands his completed folders in to Tech Services.

14. Tech Services gets the folders to the C/S using a Folder Page who comes on late and works the C/S's hours.

15. Fed the folders rapidly by the Folder Page who is standing in the C/S area, the C/S does his C/S work. If the Folder Page is fast, removing folders and putting the new one in, chasing up data and other bits for the C/S, the time of C/Sing even when done very carefully will be found to average 3 to 5 minutes a folder even when some require full programing (but not FESing). This makes a ceiling of about 100 folders (sessions) a day for the C/S, an output of 30 auditors. Needless to say the C/S and the auditors have to know their business and Qual Cramming is used extensively both for new material and for flubs both in auditing and C/Sing by auditors.

16. The Folder Page gets the folders over to the D of P office preserving the piles per auditor as much as possible.

The C/S posts the data he wants auditors to know or do on the AUDI-TORS' BOARD of the Auditor Admin Room. He turns in his cramming orders into the D of P basket. This finishes his actions.

Where there is a senior Review C/S, there is a hot spur line from the C/S to the Senior C/S and back to the C/S. This is not necessarily an instant line. It can be a 12-hour-lag line. In orgs where a CO or Exec Dir or Product Officer or Org Officer is also a very skilled C/S, this hot line would probably be in. New tech in use, fantastic completions and utter dog cases nobody can make anything out of go on this Senior C/S hot spur line. There are very few of these, only two or three a day in a very busy org. The Senior C/S "does" these and sends them back to the C/S. They are then sent on as usual to the D of P.

17. The Director of Processing comes on duty very early. The C/Sed folders will all be there. The D of P has assignment master sheets that are kept up by the D of P.

The D of P does the day's schedules, a list for each auditor. The lists preferably have a few too many pcs on them.

The D of P can tell what class of auditor is required for the next session because the auditor has marked it in, in the upper right-hand corner of the C/S for the next session.

When the D of P has the lists done, the folders are placed in the "leaving" rack of Tech Services, and Tech Services, now up and about, is given the lists and gets to work on the scheduling board, moving the names about to agree with the lists. Tech Services does any room shifts or handlings at this time.

18. The D of P now goes to the Auditor Admin Room and begins to muster auditors from her muster list as they come in and gets them over to Tech Services.

19. A Cramming personnel will be in there trying to get any crammings scheduled.

20. Tech Services hands out folders (which are in neat piles for each auditor) and schedules to the auditors as they turn up and handles any arguments or shifts in sequence.

21. Tech Pages are on phones or running to round up pcs and get them going to sessions, which work continues all day.

22. The D of P interviews any hung-up or curious pcs or as requested by the C/S or gets new auditors or keeps up admin. This goes on until the C/S comes in, when the D of P is off.

23. The auditor picking up his folders begins the cycle all over again at (1) above.

ABOVE 600

When the well done hours go above 600 a week, A WHOLE NEW HGC is put in duplicating the first, with its own C/S, D of P, T/S, auditing rooms and Auditor Admin Room. It would be HGC Section Two or HGC2, with the original being HGC1.

A special second Cramming would have to be provided in Qual for it.

At first they would share new hours and build up independently. More HGCs are added to the department at each multiple of 600 well done hours.

SENIORS

The two chief seniors in the area are the C/S (for tech) and the D of P (for auditors and bodies).

It is the D of P who must see that auditors exist and are on post.

It is Tech Services who sees pcs are rounded up and audited. The D of T/S is actually in charge of pcs and all folder files and all board keep-up work.

The D of P should have some tech training. The D of T/S need not have any. The C/S of course is the tech expert and should be an HSST.

If there are no auditors, it is the D of P's neck.

If there are no C/Ses, it is the C/S's neck.

If there are no folders, it is the D of T/S's neck.

And if there are no auditing rooms, it is the D of T/S's neck.

If signed-up, scheduled pcs don't get to session, it is the D of T/S's neck.

If there are no NEW pcs, it is the D of P's neck who should begin to shoot Dissem Secs and Registrars and procure new pcs on a bypass for the org.

From this a table of seniors and duties can be made.

CRAMMING

You will notice no pcs are sent to Review on this new line. Review actions are done in Tech as a patch-up in Tech. The Qual Sec is responsible for overall tech quality BUT DOES IT BY CRAMMING C/Ses or auditors.

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Thus Cramming is a busy street.

Cramming must be good, checkouts excellent.

If an auditor doesn't grasp a C/S he has received, he gets help from Cramming.

Auditors new to the HGC are given a fast, hard grooving in in Cramming or a Qual intern course. (New auditors never audit until grooved in.)

Tech will be as good as the Cramming Officer can cram.

This line is grooved in by the HAS and kept in by Qual. Or if there is no Qual, it is kept in by the HAS who will find no Qual very embarrassing.

DUMMY RUN

The line should be dummy run by folders, "pcs" and auditors until they understand it.

People are often totally unaware of lines and get very sloppy.

Thus this line has to be drilled hard on old and new tech personnel. *All* must know this exact line.

It is a good line.

Fully in, it raises the well done hours stat from 250 per week maximum at total overload to an easy 600 to 800.

Auditors must audit five hours a day, 25 minimum per week of well done hours for any bonus to be paid at all. In the SO they get no pay at all much less bonuses if short on their 25.

Tech Services and an unenergetic D of P or a bad Dissem Sec and Registrar setup can cause a no-pc situation. And often do unless pushed.

But counting FESes and admin in on an auditor's well done time helps slack periods to even out. And one auditor can FES and program folders for others or from files if he is left adrift and short-timed by the D of P or D of T/S or until the Tech Division forces the Dissem Div and Distribution Div to really get on the ball and wear their hats on pc flow.

PROCUREMENT

The D of P has always had new pc procurement responsibility when all else failed or even when it didn't.

Old folders, for example, are a marvelous source of new auditing repairs and intensives. An FES done on an old folder and a letter to "come in and get audited before you fall apart" is excellent pc procurement, usually neglected by Registrars. Any procurement by a D of P is legitimate.

Auditors who have no pcs can write procurement letters and have for 20 years.

SUMMARY

This is a beautiful line. It has been piloted hard.

It will serve as well as it is checked out, drilled in and used.

This line is the key to affluence from pcs alone.

(But if the org isn't training auditors heavily, you'll soon have no auditors to be on it and the org will not gain its high-income, low-cost cushion from training.)

This line is the answer to really getting auditing done in an area.

L. RON HUBBARD
Founder

Remimeo

C/S Series 26

NEW USES FOR THE GREEN FORM

The Green Form comes into its own with a new method of use.

A lot of cases have been cracked lately using the GF in a new way.

Designed as *the* Qual tool in 1965, it came into disrepute by getting assessed item by item to an F/N. This made it F/N on a rud.

Thus, the whole battery of tricks in the GF never get used on a pc.

There is another assessment method. Method 5. It is "once through marking the length and BD of all reads."

One can then C/S "Assess GF once through."

Actually, one usually says,

"GF +40 Method 5."

This means the auditor (usually on a case that is messy or just as a routine part of a Progress Program) just rat-a-tat-tat assesses the lot, marks the reads' length and BDs.

The C/S action that follows—the "Handle" consists of putting a red half-swirl around each that read and then doing the C/S for it.

List outness is always handled first. Then ruds like ARC breaks, W/Hs and PTPs. Then more or less by the longest reads.

It makes a long, long C/S in cases that are boggy.

One uses engram running on it whenever he gets a chance as in "drugs."

Hidden standards are listed on a "Who/what would have (the symptom)?" and "O/W on the item found."

A lot of old processes get a chance on these GF reads. It isn't all "2-way comm on _____."

Foreign language cases who do not have English as a native tongue and people who don't understand a lot, have to have the GF items cleared. One takes the reads while clearing the question, of course.

Designed as a case cracker, this new use of the Green Form restores it to a mighty weapon.

Since I redeveloped ways to assess and began to really use this Green Form, I've seen several very rough ridgy cases fall apart.

So it is a very cheerful rediscovery. And it is highly urged.

L. RON HUBBARD
Founder

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Remimeo

C/S Series 27

LONG C/Ses

A long C/S is far more desirable than a short C/S in all but the most sickly and feeble cases.

In doing a long C/S, the auditor can also end it off where an F/N goes ¾ to a dial wide and looks like it will persist. The pc has a win.

A long C/S also permits an auditor to adjust his own length of session.

If the C/S isn't complete on that day, one simply adds (1) "Fly a rud" and (2) "Continue C/S of (yesterday)."

By having a whole Progress Program (Repair) laid out on a red sheet and clipped with its green Advance Program (Grade Chart) inside the front cover, over the session summary, the guidance for the case is right there. This gets checked off as done.

The C/S could consist of half the program or even (in shorter programs) all of it.

HANDLING

One speeds a line by taking repeated handlings out of it.

Less sessions mean less handling.

Thus, the session is more economical if long.

Getting the pc and folder rounded up 5 times when it means the same number of hours to do it 2 times saves wear and tear.

This is the benefit of very long C/Ses.

DIANETIC C/Ses

Dianetic sessions often go 5 or even 8 hours.

One tries to do all the flows of an item in one session.

LENGTH OF PROGRAMS

When auditing the public, not staff, you long program.

In a Progress (Repair) Program you try to throw the whole bag of tricks at them.

These are not only repairs, when you do a Progress Program. You throw in a lot of other bits like two-way comms on BD items.

You now have a Hi-Lo TA List to assess and an Expanded Green Form.

ADVANCE PROGRAMS

All Advance (gradesheet) Programs start *lower* than the pc was if the pc got in trouble *where* he was.

Often a grade is obviously out below where he is graded.

Let us say he is a bogged "Grade IV." Well, he couldn't be a Grade IV. So the Advance Program (green paper) that you do picks him up at Grade 0 or even Dianetics.

A bogged "OT I" the other day began to win when:

a. Given a long, long Progress Program, and

b. Shoved back to Grade III on the Advance Program and brought on up *all* the way including OT I before going on to OT II!

THOROUGH C/Ses

Thus, you can have long C/Ses only when you have long programs already done and pinned to the inside of the front cover, a pink one for Progress (nongrade) and a green one for Advance (back up the grades).

Don't try to save auditing time. Save instead repeated handlings.

This does not go into "overrepair." A Progress Program contains all sorts of bits like two-way comm on "What do you feel you owe your family" (as the pc is always getting off about his family in ruds).

The advance of a case is the amount of charge you get off it.

Long C/Ses ease your admin lines greatly.

They also give less chance of having ruds go out between sessions.

Short sessioning has its uses—small children, sick people, psychos.

But long sessions save time in the long run and get the job done.

L. RON HUBBARD
Founder

HCO BULLETIN OF 7 MARCH 1971RB
REVISED 3 FEBRUARY 1989

Remimeo
C/Ses

C/S Series 28RB

USE OF QUADRUPLE DIANETICS

With the introduction of QUADRUPLE DIANETICS the problem of how to C/S it arises.

This rule is followed:

THE FOURTH FLOW—0—MUST BE RUN ON ALL ITEMS FORWARD FROM THE FIRST DIANETIC ITEM EVER RUN ON THE CASE IF THE PC IS QUAD AND THE FLOW 0 READS.

Where a case has already had Flows 2 and 3 run on Singles, one goes back and runs Flow 0 on those items if it reads.

Where a case has only been run on Single Flow Dianetics (Flow 1), one goes back to the first Dianetic item ever run of which record can be found and does F2, F3, F0, in that order, checking the command for read before running it, and then verifying the F1.

If you fail to "quad up" a pc and start with the first item never run on that flow and if you suddenly begin to run Quad on a pc who is Single or Triple without picking up and running the original items which were Single or Triple into Quad form, you will stir up and bypass all the charge that was on that flow originally. To suddenly begin Quad without catching the pc up is to invite catastrophe as the charge bypassed will kick the pc in the teeth, and hard.

Example: Joe was run on Single Flow for six months. His auditor finds a new item and suddenly decides to run it Quad. Six months' worth of Flow 2, Flow 3 and Flow 0 will now restim because it is bypassing that charge. The auditor's proper correction action is to indicate to the pc what has happened and catch up the missing flows on all the earlier items run *that now read*.

To C/S a case for Quad Dianetics it is best to first lay out a Scientology repair, making sure the case is flying, then list out the items already run on Single and Triple. Then get them run so that all four flows are complete on each item in sequence from first to last.

This includes any LX items, former practice, drugs or any other engram running. These, like Dianetic items, are listed in their correct sequence of former running.

Then the missing flows are run if they read.

A rehab step of the flows already run is not necessary. This rehab of a flow already run to EP is usually used only when there is question about its having gone to postulate off, F/N and VGIs (erasure).

In C/Sing for Quadruple one COMPLETES any flow of an item found that did not erase. This is indicated on the item list.

DOING THE LIST

The item list is done by the auditor in his admin time for well done time credits.

All former Dianetic items ever run are listed and what flows have been run on them and to what end phenomena.

Example:

PC: MARY WILLS

FESer: ROBERT EVANS

FULL FLOW TABLE

AUDITOR (Name)	DATE	ITEM RUN	Flow 1	Flow 2	Flow 3	Flow 0
Pete Smith	3 Sept. 69	Sadness (exact wording that was used)	EP			
Pete Smith	4 Sept. 69	A Bored Feeling	Bogged			
Pete Smith	6 Sept. 69	An Apathetic Outlook	Bogged			
Mary Jones	6 Nov. 69	LX Agonized	EP	EP	EP	
Mary Jones	7 Nov. 69	Former Therapy	EP	Bogged	EP	
Mary Jones	9 Nov. 69	Earlier Practices	Bogged			
Mary Jones	10 Nov. 69	A Horrible Sadness	Bogged			
Tom Brown	5 July 70	Int RD	EP	EP	Bogged	
Tom Brown	6 July 71	An Awful Pressure	Bogged			

Such a list is then handled from the earliest forward by:

a.   Completing the bogged flow and

b.   Completing the missing flow, if it reads.

INT RUNDOWN

If the TA on the pc is currently high or the pc is having Int troubles, Int is handled before any other action is done. The fourth flow is never suddenly introduced on Int if the pc has been run on Triples.

The fourth flow on Int is then audited in its proper sequence when one gets to it in Quading, IF IT READS.

Note that a drug chain also makes a high TA if in existence or unflat.

AUDITOR CHECKOUT

BEFORE RUNNING NEW ERA DIANETICS QUADRUPLE, EVERY AUDITOR REGARDLESS OF CLASS MUST HAVE AN HGC OK TO AUDIT ON NED. ANY C/S MUST BE A GRADUATE OF THE HUBBARD NEW ERA DIANETICS C/S COURSE BEFORE BEING PERMITTED TO C/S ANY NED.

FLUBS

If any auditor has a poor record of getting Dianetics results, of bogged flows, etc., he needs a New Era Dianetics retread. His drills and TRs are out or he is committing gross auditing errors.

Dianetics gives remarkable results only when flawlessly done.

The commands must be precisely given and all commands are used. It is NEVER shorted "because the pc did it."

THUS ANY NEW ERA DIANETICS AUDITOR TO QUAD A PC'S UNRUN FLOWS MUST:

A. HAVE A RECORD OF GOOD, FLUBLESS NEW ERA DIANETIC AUDITING and

B. MUST HAVE CHECKED OUT FULLY ON THE FOLLOWING QUAD ISSUES:

HCOB 7 Mar. 71RB	C/S Series 28RB
Rev. 3.2.89	USE OF QUADRUPLE DIANETICS
	(this issue)
HCOB 4 Apr. 71RB	C/S Series 32RB
Rev. 3.2.89	USE OF QUAD DIANETICS
HCOB 5 Apr. 71RB	C/S Series 33RB
Rev. 3.2.89	TRIPLE AND QUAD RERUNS
HCOB 21 Apr. 71RD	C/S Series 36RD
Rev. 3.2.89	QUADRUPLE DIANETICS DANGERS OF

C/Sing

Quad Dianetics, with the above, otherwise C/Ses the same as NEW ERA DIANETICS.

It should be realized Dianetics is its own field of C/Sing. This remains the same in Quad Dianetics.

PROMOTION

Quad Dianetics should be promoted only when you have Dianetic auditors, the auditors checked out and okayed to audit as above and when you CAN DELIVER. IVs or VIs should be available to do the Progress Programs and steps.

UPPER LEVELS

When the IVs, VIs, VIIs, VIIIs or IXs are checked out as above, they should use Quad Dianetics to handle any and all engram steps called for in general auditing.

That they are upper-level auditors does not make it less necessary to do the above.

RESULTS

Quad Dianetics, including the rerun actions, produces some very startling new gains.

Well done Dianetics always has produced fine results.

Quad Dianetics almost doubles the gain.

REMEDIES

Any and all Dianetic Remedies and general technology remain in full use. They are not changed at all. Only the Zero Flow is added in each case.

Good luck.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

C/S Series 29R

CASE ACTIONS, OFF–LINE

A C/S can be plagued by off-line case actions of which he is not informed.

The existence of these can wreck his carefully laid-out programs and make a case appear incomprehensible.

Thus it is up to a C/S to suspect and find these where a case isn't responding normally in auditing.

1. LIFE KNOCKING RUDS OUT FASTER THAN THEY CAN BE AUDITED IN.

Schedule sessions closer together and give very long sessions so life hasn't a chance to interfere. Can go as far as requiring person, via the D of P, to stay in a hotel away from the area of enturbulation or not associate until case is audited up high enough.

Shows up most drastically in Interiorization intensives where no ruds can be run unless the RD is complete. Thus Int has to be done in one session, with the two-way comm Int–Ext the next day.

2. PC PHYSICALLY ILL BEFORE NEXT SESSION AND AUDITING OF A MAJOR ACTION BEING DONE ON A SICK PC WHO SHOULD HAVE ANOTHER C/S ENTIRELY.

Happens when delayed or late new Exam Reports don't get into folder before C/Sing it. Ginger up exam routing.

Happens when auditors are not alert to the pc's illness and audit anyway. Make auditors not audit and report at once sick pcs.

Pcs hiding general illness may show up as no case gain. Answer is to get a full medical exam.

3. SELF–AUDITING.

Detected by no lasting gain. Hi-Lo TA Assessment will show it up.

Two-way comm on when they began to self-audit (usually auditor scarcity or some introverting shock).

4. COFFEE SHOP AUDITING.

Meterless fool around, often by students, stirring up cases.

Forbid it in an area.

5. TOUCH AND CONTACT ASSISTS INTERRUPTING A GENERAL COURSE OF AUDITING, OFTEN TO NO F/N.

Make all such assists be done on a worksheet and make it mandatory to take the pc to an Examiner afterwards.

Worksheet and Exam Report then appear in folder.

The C/S can then get in the other actions (ruds, S&D, HCOB 24 July 69R) on the injured pc.

6. STUDY RUNDOWNS.

An illegal and offbeat line can occur when auditing out misunderstoods in study or "Management Word Rundown" or such occurs in the middle of a general auditing program.

Require that C/S okay is required.

Get such done at the START of courses and BEFORE a major auditing cycle is begun. Enforce this hard as the other answer that will be taken will be to do it at the end of the cycle and wreck major auditing program results.

7. ILLEGAL PATCH–UPS.

Sometimes all through an intensive there is another auditor unknown to the C/S who two-way comms the pc or audits the pc who is complaining to him or her.

Shows up in the Hi-Lo TA Assessment.

Forbid it.

8. PEOPLE TALKING ABOUT THEIR CASES.

Past life reality is often badly hurt by people who talk about being Napoleon, Caesar and God. This makes "past lives" an unreal subject by bad comparison.

Restimulative material is sometimes used to "push someone's buttons."

Bullbait that uses actual processes or implants should be stamped out hard.

9. ADVANCED COURSE MATERIAL INSECURITY.

I have seen several cases wrecked by careless storage of Advanced Course materials where lower levels could get at them.

One notable case was a suppressive who got hold of Advanced Course materials and chanted them at his wife to drive her insane. She recovered eventually. He didn't.

When a C/S gets a whiff of upper-level materials on a lower-level pc worksheet, he should make an ethics matter of it and get it traced.

10. ILLEGAL DRUG USE.

A pc who suddenly relapses onto drugs or who has a long drug history can cause a case to look very, very odd. The TA flies up. The case, running okay, suddenly ceases to run.

Addicts can come off it if given full drug handling per New Era Dianetics Series 9, DRUG HANDLING.

L. RON HUBBARD
Founder

HCO BULLETIN OF 14 MARCH 1971R
REVISED 25 JULY 1973

Remimeo
All Levels

F/N EVERYTHING

Whenever an auditor gets a read on an item from ruds or a prepared list (L1B, L3A, L4B, etc., etc.) IT MUST BE CARRIED TO AN F/N.

To fail to do so is to leave the pc with bypassed charge.

When a pc has had several reads on various lists which were none of them carried to F/N, it can occur that he will become upset or depressed without any other apparent reason. As one has DONE the lists without F/Ning each item, one now has the mystery of what is wrong?

The error is reading items from ruds or prepared lists cleaned to no read but not carried to F/N.

This action (amongst many such refinements) is what makes Flag auditing so smooth and indeed makes it Flag auditing.

When an auditor first tries this, he may well think it is impossible.

Yet it is simplicity itself. If you know bank structure, you know it is necessary to find an earlier item if something does not release. What has been found as a read on a prepared list *would* F/N if it were the basic lock. So if it doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

So the RULE:

NEVER WALK OFF FROM A READING ITEM ON A RUDIMENT OR A PREPARED REPAIR LIST BEFORE YOU CARRY IT DOWN (EARLIER–SIMILAR) TO AN F/N.

Example: ARC break reads. Pc says what it is, auditor does ARCU CDEI. If no F/N, auditor asks for an earlier-similar ARC break, gets it, ARCU CDEI, etc., until he gets an F/N.

Example: PTP reads. Carry it E/S (earlier-similar) until a PTP F/Ns.

Example: L4B: Has an item been denied you? Reads. Answered. No F/N. Is there an earlier-similar denied item? Answered. F/N. Go on to next reading item on the list.

Example: GF assessed once through for reads. The next C/S must take every item on it that read, by two-way comm or other process, to an F/N.

So there is a much more general rule:

EVERY ITEM THAT READS MUST F/N.

In Dianetics you get the F/N when you run E/S secondaries or engrams to an erasure, F/N Cog VGIs.

In rudiments, every out-rud you get a read on is run E/S to F/N.

On a prepared list, you take each read to an F/N or E/S to F/N.

On an LX list, you run each flow chain to an F/N.

On GF you get, by whatever process, an F/N.

On listing by the Laws of Listing and Nulling, your eventual item listed must F/N.

So another rule:

EVERY MAJOR AND MINOR ACTION MUST BE CARRIED TO AN F/N.

There are NO exceptions.

Any exception leaves bypassed charge on the pc.

Also, every F/N is indicated at the conclusion of the action when cog is obtained.

You take too soon an F/N (first twitch), you cut the cognition and leave bypassed charge (a withheld cognition).

I could take any folder and simply write out the ruds and prepared list reading items and then audit the pc and carry each one to F/N and correct every list so disclosed and wind up with a very shining, cool, calm pc.

So "Have reading items been left charged?" would be a key question on a case.

Using lists or ruds on high or low TAs that are not meant for high or low TAs will get you reading items that won't F/N.

So, another rule:

NEVER TRY TO FLY RUDS OR DO L1B ON A HIGH OR LOW TA.

One can talk the TA down (see HCOB on talking the TA down).

Or one can assess L4B.

About the only prepared lists one can assess are the C/S 53 and possibly a GF +40 once through for biggest read. The biggest read will have a blowdown on it and can possibly be brought to F/N. If this occurs, then one also handles all other items that read.

The most frequent errors in all this are:

Not taking a read earlier-similar but just checking it and leaving it as "clean."

Not using Suppress and False on items.

And of course leaving a pc thinking things are still charged by failing to indicate the F/N.

Indicating an F/N before cog.

Not going back through the folder to handle ruds and items that read but were called "clean" or were simply abandoned.

A pc audited under tension of poor TRs has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy pcs are:

GOOD TRs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

AUDIT WITH TA IN NORMAL RANGE OR REPAIR IT SO IT *IS* IN NORMAL RANGE.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 16 MARCH 1971R
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Issue I

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

Keeping Scientology Working Series 27

WHAT IS A COURSE?

In Scientology a course consists of a *checksheet* with *all* the actions and material listed on it and *all* the materials on the checksheet available in the same order.

"Checksheet Material" means the policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned.

"Materials" also include clay, furniture, tape players, bulletin boards, routing forms, supplies of pink sheets, roll book, student files, file cabinets and any other items that will be needed.

If you look this over carefully, it does not say, "materials on order" or "except for those we haven't got" or "in different order." It means what it says exactly.

If a student is to have auditing or Word Clearing rundowns or must do auditing, those are under ACTIONS and appear on the checksheet.

A course must have a Supervisor. He may or may not be a graduate and experienced practitioner of the course he is supervising but HE MUST BE A TRAINED COURSE SUPERVISOR.

He is not expected to *teach*. He is expected to get the students there, rolls called, checkouts properly done, misunderstoods handled by finding what the student doesn't dig and getting the student to dig it. The Supervisor who tells students answers is a waste of time and a course destroyer as he enters out-data into the scene even if trained and actually especially if trained in the subject. The Supervisor is NOT an "instructor"; that's why he's called a "Supervisor."

A Supervisor's skill is in spotting dope-off, glee and other manifestations of misunderstoods, and getting it cleaned up, not in knowing the data so he can tell the student.

A Supervisor should have an idea of what questions he will be asked and know where to direct the student for the answer.

Student blows follow misunderstoods. A Supervisor who is on the ball, never has blows as he caught them before they happened by observing the student's misunderstanding before the student does and getting it tracked down by the student.

It is the Supervisor's job to get the student through the checksheet fully and swiftly with minimum lost time.

The successful Supervisor is tough. He is not a kindly old fumbler. He sets high checksheet targets for each student for the day and forces it to be met or else.

The Supervisor is spending Supervisor Minutes. He has just so many to spend. He is spending Student Hours. He has just so many of these to spend so he gets them spent wisely and saves any waste of them.

A Supervisor in a course of any size has a Course Administrator who has very exact duties in keeping up course admin and handing out and getting back materials and not losing any to damage or carelessness.

If paragraphs one to three above are violated it is the Course Administrator who is at fault. He must have checksheets and the matching material in adequate quantity to serve the course. If he doesn't, he has telexes flying and Mimeo sweating. The Course Admin is in charge of routing lines and proper send-off and return of students to Cramming or auditing or Ethics.

The final and essential part of a course is students.

If a course conforms with this PL exactly with no quibbles, is tough, precisely time scheduled and run hard, it will be a full, expanding course and very successful. If it varies from this PL, it will stack up bodies in the shop, get blows and incompetent graduates.

The final valuable product of any course is graduates who can apply successfully the material they studied and be successful in the subject.

This answers the question What Is a Course? If any of these points are out, it is NOT a Scientology course and it will not be successful.

Thus, the order "Put a course there!" means *this PL in full force.*

So here's the order, WHEN OFFERING TRAINING PUT A COURSE THERE.

L. RON HUBBARD
Founder

C/S Series 30

C/Sing AUDITOR–C/Ses

When auditors do their own C/Sing, the org C/S has the additional duty of making certain their C/Ses are correct as well as their sessions.

Therefore, the org C/S (which post is now even more vital) has the duty of:

1. Seeing that all auditor flubs are handled in a cramming action on the flubbed action.

2. Seeing that all auditor-as-a-C/S errors are handled in a cramming action on the C/S Series.

Normally a C/S handles his post on the Fantastic New HGC Line, HCOB 5 Mar. 71, C/S Series 25, on a fast-flow basis. But he is looking for:

a. "Dog cases"—pcs not running well

b. Auditor errors

c. Auditor program errors

d. Auditor C/S errors.

Those that are F/Ning VGIs at Examiner he lets go through fast, verifying the Exam Report and the next C/S.

The moment he sees a contrary Exam Report (F/N with natter or BIs, high TA or low TA with any statement or no statement) he has to decide:

a. Dog case?

b. Auditor error?

c. Program error?

d. Auditor C/S error?

In any of the above the org C/S takes over and handles what he finds. He must *also* require a cramming action on any (b) auditor error, (c) program error or (d) auditor C/S error.

The org C/S then does it right himself.

In any event it is the org C/S who is fully responsible for all the cases.

That the org C/S finds a program or C/S wrong does not then cause the auditor-as-a-C/S to cease to C/S. Quite the contrary. Even if every program or C/S he writes is wrong and has to be rewritten, he still takes all the actions of the auditor-as-a-C/S.

DOG CASES

Category (a) is the case who just isn't running well.

The wrong answer to a dog case is to go on auditing and wasting hours hopefully.

The RIGHT answer is to STUDY the case carefully. The Folder Error Summary, the Folder Session Summary, the sessions, all have to be studied.

The standard C/S action of going back to when the pc was running well and coming forward for the error is very much in use.

Such a case is the result of a FLUB always. Example: High TA case on Power run on and on with TA in the sky. A *careful* FES and study of folders revealed that two years before, Power had been completed! Every current action was a brutal overrun! Yet the same C/S and *ten* separate auditors failed to see it! Indicating it and two-way comm on the *earlier* Power handled the O/R.

Example: Case RD not running well at all, TA going high. A *careful* study of the Folder Session Summary at length discovered that the pc had not F/Ned on two-way comm Int-Ext. Two-way comm on this point discovered a total mess of command clearing on the Int RD. This opened the door. Pc thereafter ran beautifully.

Example: Pc a total nattery mess every session. *Careful* study found a tiny remark on the white form about going to a psychiatrist. Two-way comm on it and the antagonism toward auditing and the withhold of having once gone crazy vanished. Case ran well.

Careful study is the clue. The auditor-as-a-C/S may not put in the time needed to really sort the case out.

A *current* FES of recent auditing can also be ordered. This often reveals a lot of oddball goofs which when handled make the case run well.

The org C/S is supposed to be the old master on solving these dog cases by careful study.

Heavy laurels to the auditor-as-a-C/S who spots the knot that is tangling the case up.

AUDITOR ERRORS

The errors of auditors can be so various one only looks to see if the actions of the auditor are standard when the org C/S has to intervene.

Then the outnesses show up.

Example: Pc's TA shooting up at session end. Examine the previous C/S. Calls for L1B. Examine session. Auditor is found to be itsaing ARC breaks, no ARCU CDEI, no earlier-similar.

Action ordered, pick up the blowdown ARC break and do ARCU CDEI and carry it E/S to F/N.

Action ordered. Auditor to Cramming to do "pattern of bank, why earlier?" and how to fly ruds.

Always find and handle auditor goofs by Cramming. You'll never have an HGC unless you do.

PROGRAM ERRORS

When an auditor-as-a-C/S program is poor, the org C/S redoes it, sends the auditor to Cramming on the relevant parts of the C/S Series or tech materials.

C/S ERRORS

When an auditor-as-a-C/S is found to have written a bad C/S that got by but didn't work or when the next C/S is wrong, the org C/S sends the auditor-as-a-C/S to Cramming to do the relevant part of the C/S Series or the tech that applies.

CRAMMING

An org that has no sharp, hot Cramming Section in the Qual Div—well, God help it.

That org's tech will always be shaky if not outright criminal.

Students need a Cramming or they never really learn not to goof, where there's no insistence they learn.

HGC auditors need a Cramming. They go stale. New HCOBs aren't understood unless energetically checked out. The C/S in the Tech Div is at total risk where he is not backed up by Cramming.

The new HCOB 5 Mar. 71, C/S Series 25, the new line, demands a Cramming, as no auditor is likely to learn to C/S.

You can't risk fast flow with no Cramming to fall back on.

And an org's tech will never improve unless it has a Cramming for HGC auditors and course students.

Qual has to have a library of HCOBs and course packs and books to really stay on the ball. Then its Cramming is hot, on the point, specializing mainly in finding what the auditor has neglected or misunderstood and getting it done.

Cramming and use of it is the key to a fully satisfied field and an expanding org.

The big pluspoints of the new HGC line are huge increases in delivery volume, very cocky never-blow auditors who get wins, an enthusiastic field, and last but not least, newly trained and competent C/Ses who guard tech by knowing a correct C/S!

The new line increases speed.

At the same time it requires greater technical safeguards.

The new HGC line won't work unless you have a competent Qual Cramming and an org C/S who knows his business and detects and pitchforks all flubs in auditing and C/Sing into the fast hands of a hot no-nonsense Cramming Officer.

The new line of HCOB 5 Mar. 71 is a great success.

It greatly increases *delivery quality* as well as volume if this HCOB is stressed in putting the new line into action.

L. RON HUBBARD
Founder

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Remimeo

LIST 1C—L1C

(Cancels earlier L1 Lists
such as HCOB 8 Aug. 70.)

Used by auditors in session when an upset occurs, or as ordered by C/S.

Handles ARC broken, sad, hopeless or nattery pcs.

Questions can be prefaced with "Recently" "In this life" "On the whole track" or used without.

DO NOT USE ON HIGH TA TO BRING IT DOWN. USE HI–LO TA LIST.

TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS earlier-similar to F/N as they occur.

1. **HAS THERE BEEN AN ERROR IN LISTING?** _____

   (If this reads change to L4B at once.)

2. **HAS A WITHHOLD BEEN MISSED?** _____

3. **HAS SOME EMOTION BEEN REJECTED?** _____

4. **HAS SOME AFFINITY BEEN REJECTED?** _____

5. **HAS A REALITY BEEN REFUSED?** _____

6. **HAS A COMMUNICATION BEEN CUT SHORT?** _____

7. **HAS A COMMUNICATION BEEN IGNORED?** _____

8. **HAS AN EARLIER REJECTION OF EMOTION BEEN RESTIMULATED?** _____

9. **HAS AN EARLIER REJECTION OF AFFINITY BEEN RESTIMULATED?** _____

10. **HAS AN EARLIER REFUSAL OF REALITY BEEN RESTIMULATED?** _____

11. **HAS AN EARLIER IGNORED COMMUNICATION BEEN RESTIMULATED?** _____

12. **HAS SOMETHING BEEN MISUNDERSTOOD?** _____

13. **HAS SOMEONE BEEN MISUNDERSTOOD?** _____

14. **HAS AN EARLIER MISUNDERSTANDING BEEN RESTIMULATED?** _____

15. HAS SOME DATA BEEN CONFUSING? _____

16. HAS THERE BEEN A COMMAND YOU HAVEN'T UNDERSTOOD? _____

17. HAS THERE BEEN SOME WORD YOU HAVEN'T KNOWN THE MEANING OF? _____

18. HAS THERE BEEN SOME SITUATION YOU HAVEN'T GRASPED? _____

19. HAS THERE BEEN A PROBLEM? _____

20. HAS A WRONG REASON FOR AN UPSET BEEN GIVEN? _____

21. HAS A SIMILAR INCIDENT OCCURRED BEFORE? _____

22. HAS SOMETHING BEEN DONE OTHER THAN WHAT WAS SAID? _____

23. HAS A GOAL BEEN DISAPPOINTED? _____

24. HAS SOME HELP BEEN REJECTED? _____

25. HAS A DECISION BEEN MADE? _____

26. HAS AN ENGRAM BEEN RESTIMULATED? _____

27. HAS AN EARLIER INCIDENT BEEN RESTIMULATED? _____

28. HAS THERE BEEN A SUDDEN SHIFT OF ATTENTION? _____

29. HAS SOMETHING STARTLED YOU? _____

30. HAS A PERCEPTION BEEN PREVENTED? _____

31. HAS A WILLINGNESS NOT BEEN ACKNOWLEDGED? _____

32. HAS THERE BEEN NO AUDITING? _____

33. DID YOU GO EXTERIOR? _____

34. HAVE ACTIONS BEEN INTERRUPTED? _____

35. HAVE ACTIONS CONTINUED TOO LONG? _____

36. HAS DATA BEEN INVALIDATED? _____

37. HAS SOMEONE EVALUATED? _____

38. HAS SOMETHING BEEN OVERRUN? _____

39. HAS AN ACTION BEEN UNNECESSARY? _____

L. RON HUBBARD
Founder

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DIANETIC ERASURE

There are several corny stunts that can occur in Dianetics, any of which will add up to no erasure.

1. Trying to run an item that didn't read on being given or when being called. As the chain is not charged, it will be hard if not impossible to run. Instant F/N and BD items are of course the very best and almost always erase very easily.

2. Starting a new session with a new item with the TA way way up. To play it safe in Dianetic auditing (it can be handled in Scientology), the Dianetic auditor who starts a session and a new action at the same time with the TA high is very foolish. It may not be high on what the auditor is now newly trying to run. The correct action is not to start the session. Just end off with no auditing done. The pc is ill or is having trouble in life. If you were running a chain in the last session and continue it in the next, disregard the high TA. A way to get around this is get some new items from the high TA pc and take one that blows down well and you can probably bring it off. Safest is don't audit a high TA pc unless to repair an unflat chain (or to run Interiorization RD). This rule is variable. But you should know it is risky to audit a new item taken from an earlier list when the pc comes into session with a high TA as it may not be high on what you are about to run and so you may get no F/N and erasure. The only remedy is to get new items and choose a BD one (or to turn the pc over to a Scientology auditor to assess a Hi-Lo TA list and handle).

3. Narratives are too often just run through once or twice and abandoned. This leaves the incident still charged and affecting the pc. (A narrative item describes only one possible incident, i.e., "dropping an ironing board on my foot" = no chain.) A narrative needs to be run and run and run on that one incident. You run the *incident* narrative to erasure and only go earlier-similar if it starts to grind very badly. You run the *incident* to EP.

4. Running a pc who has exteriorized in auditing on something other than an Interiorization RD will produce a high TA and no F/N and erasure in the session. After Int RD has been run, anything can be run.

5. Probably the WORST blunder is failing to ask for DEF again when the pc says "It's erased" but the TA is still high. This is really a corny error. TA 4.9.

Pc says "It's erased! All blank now," and the auditor fails to ask DEF once more. There is a moment when the pc's NOT-IS of the picture squeezes it into invisibility. The mass of it is still there. It takes just one or two more passes

through to get the BD, F/N, postulate and VGIs (which is the erasure). It's up to the auditor not to let the pc go without that additional DEF, which will then bring the BD, F/N, postulate off and VGIs.

This error is more common than one would think.

6. Of course, not asking for an earlier incident mentioning the same item will also cause a grind and no erasure. When the item isn't also mentioned in the command, the pc can jump chains. And if the earlier beginning is not asked for at all on basic, when there is one, or on narratives, of course there will be no erasure.

7. Auditing a pc under protest will cause the TA to stay up and no F/N and erasure.

8. Ending off a chain or engram at the first sight of an F/N and then wondering why no postulate came off.

The skilled Dianetic Auditor knows these things cold and does not make these errors. Thus he gets his end of session erasure and F/N regularly and gets F/N at the Examiner as well when the case has had a few sessions.

L. RON HUBBARD
Founder

Remimeo

C/S Series 31

PROGRAMING AND MISPROGRAMING

There are three important areas of technical application:

1. Auditing cases.

2. Case supervising cases.

3. Programing cases.

Auditing generally should be gotten into an org on the routine basis of:

1. Get auditing volume UP.

2. Get auditing quality UP.

3. Get C/Sing volume UP.

4. Get C/Sing quality UP.

5. Get programing volume UP.

6. Get programing quality UP.

To do it in any other sequence is to organize before producing or to inhibit production.

Auditing quality is raised by getting in cramming and getting cramming done.

C/S quality is raised by C/S study of cases and the Qual Sec cramming the C/S.

Programing quality is raised by getting FESes done so that the action does not block production and cramming or programing and then studying the case to make the programing more real and effective.

MISPROGRAMING

1. Programing a case without data is risky. Dropping out the FES step, not getting White Forms done, etc., shortcutting on data in general can cost tremendous amounts of lost auditing.

2. Doing a vague, general, hopeful Program of Repair (Progress), trusting something will come up, is ineffective. With data on the person's life even on a pc never before audited, one can hit the key points even if only with 2-way comm on them. Cases that have been audited and are boggy are so for a reason. Programing without finding that reason can be very ineffective and result in few wins.

3. Running a new major program into an incomplete major program can be as deadly as failing to flatten a process before starting another process, only more so.

4. Failing to end off a program when its end phenomena is achieved is another gross error.

5. Being too ignorant of the basic bank and the tech *theory* (as different than processes) is another barrier to programing.

6. Not programing at all.

The above six are the principal gross errors in programing.

L. RON HUBBARD
Founder

HCO BULLETIN OF 4 APRIL 1971RB
REVISED 3 FEBRUARY 1989

Remimeo

C/S Series 32RB

USE OF QUAD DIANETICS

With the introduction of Quadruple Dianetics it is mandatory, important, urgent that one does not audit four-flow items until one has brought *all* earlier Dianetic items into four flows, checking each flow for a read, of course, before running it.

TRIPLE

This also applies to Triple Dianetics. On a case where only Flow One (Single) has been run, you don't suddenly run a Triple (F1, F2, F3) such as on the LX Class VIII Lists until one has run the earliest Dianetic item ever run (or that can be found) on Dianetic Triple and then on forward on Triple up to the LX.

QUAD

However, one would now not bother to run only Triples forward. He would locate the earliest Single or Triple (if no Single Flow) item and run it Quadruple by now running the missing flows if reading.

INT RD

In doing an INTERIORIZATION RUNDOWN one mustn't suddenly introduce the fourth flow (F 0).

If the case has only had Triples in Dianetics, one mustn't suddenly introduce a Flow 0 on Int. The case should be done on Triple Flow Int.

THEN all earlier Dianetic items in sequence run are:

a. Listed from worksheets or Folder Summaries.

b. Brought up to current by running in all the missing flows of Quad if reading.

c. The Int RD fourth flow is audited in when one gets to it IF IT READS.

The moral of the story is RUN ONLY FLOWS THAT INSTANT READ WHEN CALLED.

REASON

Auditing additional flows while earlier items remain Single or Triple restimulates the missing flows and stacks them up as mass. They can make a pc uncomfortable until run.

All the missing flows (that were not run) are still potential mass.

This mass restimulates like something too late on the chain when a flow not run on earlier items is run on later items.

Auditing itself is a sort of time track. The earliest session blows the later sessions.

FULL FLOW TABLE

Before running Quad Dianetics, one makes a table of earlier items run. Like this:

PC: MARY WILLS

FESer: ROBERT EVANS

FULL FLOW TABLE

AUDITOR (Name)	DATE	ITEM RUN	Flow 1	Flow 2	Flow 3	Flow 0
John Smith	2 Feb. 1962	Guf Shoulder	EP			
John Smith	3 Feb. 1962	Gow in Foot	EP			
Joe Blogs	29 Sept. 1967	Chow in Chump	EP			
Joe Blogs	30 Sept. 1969	LX Anger	EP	EP	EP	
Joe Blogs	30 Sept. 1969	LX Peeved	EP	EP	EP	
Bill Adams	4 Oct. 1970	Feeling Numb	EP	EP	EP	
Bill Adams	16 Dec. 1970	Int RD Engrams	EP	EP	EP	
George Walker	9 Oct. 1971	Feeling of Goof	EP	EP	EP	
George Walker	10 Oct. 1971	Dianetic Assist on Head	EP			

FLOWS

F1 is FLOW ONE, something happening to self.

F2 is FLOW TWO, doing something to another.

F3 is FLOW THREE, others doing things to others.

F0 is FLOW ZERO, self doing something to self.

R3RA COMMANDS

Standard R3RA commands are used on Quad Dianetics.

They are the subject of another HCOB.

MULTIPLE SOMATIC ITEMS

The question will come up, do we Triple or Quad multiple somatic items.

The test is, did the flows already run go to EP when they were originally run. If they did, include them. If they didn't run, exclude them.

This does not mean you omit everything that didn't run.

REPAIR

While auditing this FULL FLOW DIANETICS, you will find various chains that did not go to EP when originally run.

These are included and should be concluded to EP. This means one has to find out if they bypassed the F/N, went too early, jumped the chain, etc. Usually an L3RH assessed on that faulty action will give the answer. It is easy to take these old flubbed chains to EP unless you work at it too hard. Usually the reason they didn't is visible on the old worksheet. The auditor forgot to ask for earlier beginning or jumped the chain or tried to run it twice, forgetting he'd run it before. Corny errors.

RESULT

The result of doing a FULL FLOW DIANETIC ACTION on a case is quite spectacular. The shadowy remains of somatics blow, mass blows and the pc comes up shining.

OFFERING FFD

Offering the public Full Flow Dianetics must include the cost of FESing, FF Table making and C/S work since it is sometimes lengthy. The auditing can be remarkably brief. The greatest amount of time is usually spent on the C/Sing and the table making.

FFD is offered to the public in intensives as per HCOB 31 May 71R, C/S Series 39R, STANDARD 12½-HOUR INTENSIVE PROGRAMS. Admin time spent on C/Sing, FESing and FF Table making should be deducted from the intensive hours purchased by the pc. This must be made known to the public when purchasing the service.

When offering FFD, it should be called Quadruple Dianetics—four times more powerful than previous auditing.

A C/S *must* liaise with the Dissem Sec and Treasury Sec on selling it or he'll find the org is losing money doing the C/Sing and tables.

WARNING

When doing Quadruple Dianetics on some cases, it may be found that many chains are now missing or are just copies of the original. Don't be disturbed. Pc says they're gone now they're gone. Just F/N the fact and carry on with the next flow or item.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
C/Ses
Class VIII

C/S Series 33RB

TRIPLE AND QUAD RERUNS

LAW: WHEN ONE OR MORE OF THE FOUR FLOWS OF AN ITEM OR GRADE ARE LEFT UNRUN, WHEN USED IN LATER PROCESSES THE EARLIER UNRUN ONES RESTIMULATE AND MAKE MASS.

This tells you that high TAs, heavy pressures and even illness can come from bypassed flows.

BYPASSED FLOWS

Example: Dianetic Singles have been run on 7 items. Now the auditor begins to run new items Triple without running Triple on the already run items. The result will be 7 unrun Flow 2s and 7 unrun Flow 3s. These will restimulate and form mass and bypassed charge.

Example: Now let us say all 7 previous items have been run Triple. And the auditor now runs a new item Quadruple. This leaves 7 unrun Zero chains. These can restimulate and form mass and bypassed charge.

Example: Now let us say that Dianetics was all run Single and grades were run Triple. This will restimulate the Dianetic chains F2 and F3.

Example: Let us say that Dianetics and Scientology grades were all run Triple. An Interiorization Rundown is now run Quad. This will throw all Dianetic and Scientology unrun Flow Zeros into restimulation and give bypassed charge.

ANY LATER GRADE RUN WITH MORE FLOWS THAN USED IN EARLIER ACTIONS CAN THROW THE EARLIER UNFLAT FLOWS INTO RESTIM, PILE UP MASS GIVING HIGH TA AND BPC GIVING ARC BREAKS.

REPAIR

The more the condition is *repaired* by L1C, L4BRB, etc., etc., the *worse* the mass gets.

SOURCE OF HIGH TA

Thus high TAs have three principal sources:

1. Overruns

2. Auditing past exterior

3. Earlier unrun flows restimulated by those flows used in later actions.

There are other minor ones such as drug background, illness, etc., as per Hi-Lo TA Assessment.

REHABS

One must NOT recklessly or continuously rehab a past major action. This causes overrun. The thetan is placed at the *end* of the incidents not yet in restimulation or run and the bank gets more solid.

MASSY THETANS

The whole trick of this universe is contained in thetans copying or picturing incidents and then getting stuck in the later portion of them.

"Incidents" is the keynote. A thetan is incident hungry.

This is what traps him.

For some reason he has to be at the earliest end of incidents to erase them. The later he is in incidents and the later he is on the track the more solid he is.

This also applies to the "auditing time track."

By omitting things like flows on the auditing time track, the thetan thus becomes massy.

The whole theory of the Interiorization Remedy is based on having gone out (later) *after* he went in (earlier). So exteriorizing can stick him. (People buy the Int RD to exteriorize but the remedy is only done to permit further auditing. They exteriorize of course when the bank is handled.)

When flows of items are bypassed and then later restimulated by auditing them, mass occurs.

GETTING IN ALL FLOWS

When doing additional flows on earlier items or processes, one must *also* check or rehab those flows marked as run to F/N in worksheets.

This again will leave unflat flows and BPC unless it is done.

And if it is overdone, it will raise the TA by overrun.

So if one had a case that had Single Dianetics and was later run on Triple for new items (but the Singles not done into Triple), one would have to RUN FIRST the missing unrun flow or flows if they read and then *check* the first Single F1 for flatness, then check other previously run flows.

The rule is run the previously unrun one or ones first if they read to get charge off, then verify or run the ones listed as run already.

Then one would do the same for the next item. Run the previously unrun flow or flows if they read and then verify or run those listed as already run to be sure they F/N.

All items, in chronological sequence, and *all* processes, would have to be run Quad.

IT WOULD BE A WASTE OF TIME NOW TO RUN IN ONLY TRIPLES.

Whether you have the Quad commands or not, they are easy to figure out as you are only missing the Zero Flow, self to self.

So all C/Ses and auditing actions are "Rehab or run F1, F2, F3, F0 if they read" when getting in all flows on things run to date.

HIGH TA

When you are sure an Int RD has been done correctly and its 2WC went to F/N and the TA later goes high, you check the Int RD. That is the most usual reason. This simple action is amazingly subject to flubs.

If the TA goes high later, you can do a C/S Series 53 and handle.

If the TA is still high or low, you had better check the state of flows. Were more flows run on later actions than were run on earlier actions?

If so, your pc has felt massy, sometimes even ill.

The right action is to get in all flows from the beginning. And do it Quad. Bring *all* his auditing up to Quad.

(If his folder is not available, he has kind of had it. I know of no way, at this writing, to recover lost Dianetic items but will have to work something out.)

NOT IN TROUBLE

If the pc is not in trouble, his best bet is to get on up the grades to Expanded OT III.

IN TROUBLE

If he *is* massy and is having trouble the best bet is to:

1. Be totally sure of his Int RD.

2. Check O/Rs particularly of a major grade twice or bypassed F/Ns, locate and indicate them.

3. FES, list the items and grades and do a Full Flow action from the beginning of his auditing, raising them all to Quadruple.

RUNNING ZERO FLOWS

The Zero Flow in Dianetics is a bit strange. It can be done by full R3RA BUT it often depends on the decision the pc made and may F/N very suddenly. It is easily overrun and can be very fast.

A pc can be gotten into trouble on Zero Flows if the auditor is slow and is not alert to his meter and misses the F/N and gives R3RA commands after the flow has blown.

REHAB OR RUN

The auditor getting in Zero Flows can also ARC break the pc by failing to verify if the previously run flows are flat. All the auditor wants is to see them F/N on the command. If they don't, he runs them.

Sometimes when he has "run them" again he finds they are being overrun or run twice and has to rehab them by finding this out. The pc sometimes doesn't know until he actually starts to run them. Then he finds they are already run. The clue to this is a climbing TA. If the TA goes up, get off that flow and rehab it.

Example: Pc at first thinks "Pain in shoulder" F2 was never run. Starts to run it. TA goes up. Auditor must pull him off of it by finding out if it is being run twice and rehab it to F/N.

The moral in all these reruns is don't firefight, keep an L1C list and an L3RH list handy and use them.

RESULTS

The results of straightening up the Int–Ext RD, rehabbing O/Rs and putting in ALL FLOWS on a pc are fantastic.

Getting an All Flows Rundown done correctly gives one all the latent gain the pc has been begging for.

So send to Cramming all C/Ses and auditors who flub.

Program it right.

C/S it right.

Audit it right.

L. RON HUBBARD
Founder

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TRs and Objectives
Co-audit

SUMMARY OF HOW TO WRITE AN
AUDITOR'S REPORT AND WORKSHEETS
FOR TRs AND OBJECTIVES CO–AUDIT

AUDITOR'S REPORT FORM

An Auditor's Report Form should contain:

Date

Name of auditor

Name of pc

Time session started

Condition of pc at session start

What process was run—LISTING THE EXACT COMMAND

Whether any difficulties or upsets occurred. Was Supervisor called?

Whether process is complete or not

Time session ended

Condition of pc at session end

Pc gains or comments

Length of session.

WORKSHEETS

A worksheet is supposed to be the complete running record of the session from beginning to end.

A worksheet is always 8 x 13 or 8½ x 14 inches, written on both sides and each page is numbered. Pc's name is written on each separate sheet.

The auditor should not be skipping from one page to another but should just be writing page after page after page as the session goes along. The auditor writes the wording of the process being run on the worksheet. Most Objective Processes are run with both auditor and pc ambulant, and so it is not practical to try and keep a worksheet and do the process at the same time. But when the process is completed or when the session time is up, the auditor should then note

down what happened during the process, including any cognitions voiced by the pc, any difficulties that were encountered, etc.

Some Objectives have more than one part to the process. When running one of these, the auditor can make notes before shifting from one part to the next one.

A worksheet may be in 2 columns depending on how big the writing of the auditor is.

When running various processes in a session, mark each one clearly, noting time it was started and ended.

When the session is completed, the auditor writes in any additional data on the worksheets in a different colored pen. The worksheets are put in proper sequence and stapled with the Auditor's Report Form on top from beginning to end of session.

Time notations should be made at regular intervals throughout the session.

Auditor's Report Forms and worksheets are never recopied. The auditor should always read over his worksheets before turning in the folder to the Supervisor, and, if any words or letters are missing or cannot be read, they should be written in with a different colored pen.

ALL REPORTS OF ALL SESSIONS GO INTO THE PC'S OWN FOLDER. Otherwise past auditing cannot be checked and the case cannot be case supervised.

If these rules are followed, it will make the Supervisor's job much easier and the auditor's reports more valuable.

To add the obvious, it is a CRIME to give any session or assist without making an auditor's report or to copy the original actual report after the session and submit a copy instead of the real report. Assist reports that use only Contact or Touch Assists may be written after a session and sent to Qual.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 6 APRIL 1971

Remimeo
Class VIII
All C/Ses
All Auditors

C/S Series 34

NON–F/N CASES

When cases do not bring an F/N VGIs to the Examiner, it is the signal to study the whole case anew and find the bug or bugs that keep it from running and get them handled.

Recently I took over a whole series of these non-F/N VGI at Examiner cases and very, very carefully studied each one. IN EVERY EXAMINER NON–F/N CASE I FOUND FLAGRANT OUT–TECH IN (A) THE PROGRAMING, (B) THE C/Sing *AND* (C) THE AUDITING. All three outnesses existed.

These cases were taken as *all* the non-F/N Exam Reports on a line containing hundreds of folders and over 600 well done hours a week. So you can see that these errors had been missed by expert C/Ses and auditors. The errors were missed because HOPE was being used instead of study.

There was a *hope* that just routine C/Ses and auditing would work it out eventually.

The fact of non-F/N at Examiner was not given sufficient importance.

The fact is that many who F/Ned at the Examiner had small flaws in them yet still got by.

The Exam non-F/N indicates FLAGRANT OUT–TECH in the programing *and* the C/Sing *and* the auditing. That's what it takes.

After a bug is found and corrected, the case still may not F/N at the Examiner for a while. But after that while is passed, the failure to give the Examiner an F/N means *another* bug and more study.

One case I found had had a major grade done twice, two years apart. This was pointed out and rehabbed. But after 2 or 3 sessions the TA remained high. A restudy now found Recall Flow 2 of the Exteriorization Rundown had been run months ago to F/N and then continued for dozens of commands with the TA rising to 4.5. This was then repaired. The case then began to F/N at the Examiner. It now runs like an ordinary case.

There is always a bug, not necessarily current, often very old, in these Exam non-F/N Cases. There are sometimes two or three bugs.

The answer is NOT go on C/Sing and hope.

The answer IS, study and find the bug.

Cases run on Triples after a long list of Singles is a type of bug.

Cases exteriorizing and then getting no Ext RD is another bug.

Cases given false reads on already-run W/Hs, cases who don't tell their cogs, cases who were on drugs but drugs never run, cases that rock slammed but no crime found, any of the GF 40 or GF reading items, cases with lists out, cases that are always sad or tired . . . well, these types of cases are the usual bugged cases. But even they sometimes F/N if only to roller-coaster.

The general rule of going back to where the case was running well and coming forward still holds. But an audit past exteriorization can be before that and only eventually catch up.

General repair is harmful when a big bug exists.

Every case I examined had a big bug. Flagrant god-awful overruns, messed up Exteriorization Rundown, three major programs begun, each incomplete, engram after engram botched and run to high TA then walked off from. The errors were real! They had been sitting there for some time unnoticed. Session after session mounting up into piles of wasted auditing.

Sick pcs are another indicator. Pc F/Ns at Exam, then reports sick. Look behind it; you find some wild program, C/S and auditing error.

So the answer is to STUDY THE CASE.

Get a total FES done if one has never been done. Get a current FES done or do it yourself.

Then examine the programs and the FESes and Folder Summaries and suddenly you'll find it.

Fortunately there aren't many things that can really foul a case up.

1. Overruns concealed within worksheets. Major grades twice.

2. Auditing past exterior or flubbed Ext RDs.

3. Earlier unrun flows restimulated by later runs on those flows.

4. GF +40 items.

5. Never-handled out-lists.

6. Undetected drugs or drugs never handled by Dianetics.

7. False reads called (as in W/Hs that "won't blow").

8. Hidden standards.

9. Long duration ARC breaks.

10. Impractical or inapplicable programs.

11. Major actions started never completed.

12. Overrepair.

There can be combinations of these.

So there aren't many. It's really knowing what is right so well that the wrong shows up like skywriting.

Sometimes the errors are silly. A bogged Dianetic case had gotten tons of VI repair. The C/S, an VIII, had never realized Dianetic C/Sing is its own brand of C/Sing. He didn't shift gears to Dianetic C/Sing when C/Sing Dianetics sessions. The auditor way back had not known that when the pc originates "It's erased" and the TA remains high, his correct action is one more A B C D. This C/S had then tried Class VI remedies instead of telling the auditor, "Flatten or rehab the last chain."

When the chains left unflat were rehabbed, all was suddenly well.

Another case was interrupted for a year on a major action and when returned to auditing was begun on a long, long repair program. Inches of folder later the interrupted program was found and resumed and the case did great. All that "hopeful" repair was lost work. Ten minutes of case study would have saved twenty hours of useless repair.

The stable datum is CASES MODERATELY WELL PROGRAMED, C/Sed AND AUDITED RUN WELL.

So cases that don't run well (unchanging Exam natter comment, non-F/N) have a BIG error in programing, C/Sing and auditing.

Look well and you will find it. And if that isn't it, there was another to be found as well.

If you can't find the folder or data in it, you should take every imaginable measure to acquire more data. D of P interviews, 2WC sessions, telexes to his last org and telegrams to his auditors. But get data from somewhere somehow.

Soon, when hours pick up and skill, all auditing will be sold by package not by hours. So learn economy of hours!

An auditor or C/S who really knows his theory and has a good grasp of practical application knows the right way. From that he can easily see how things are wrong.

An ounce of case study is worth ten pounds of wasted sessions.

L. RON HUBBARD
Founder

IMPORTANT

New Era Dianetics Series 20

L3RH

DIANETICS AND INT RD REPAIR LIST

This list includes the most frequent Dianetic errors.

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

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

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

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

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

Handling instructions calling for an L4BRA, Int RD Correction List, Date/ Locate or other Scientology actions must be done by an auditor who is trained and qualified to audit them.

1. **WAS THERE AN EARLIER–SIMILAR INCIDENT?** _____

    (Indicate it. Run the chain to full EP.)

2. **WAS THERE NO EARLIER–SIMILAR INCIDENT?** _____

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

3. **WAS THERE AN EARLIER BEGINNING?** _____

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

4. **WAS THERE NO EARLIER BEGINNING?** _____

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

5. **WAS AN F/N INDICATED TOO SOON?** _____

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

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

(Indicate it. Complete the chain to full EP using R3RA DEF on the last incident run.)

7. **WAS AN F/N INDICATED TOO LATE?** _____

(Indicate it. Get off the postulate made at the time of the incident. Indicate the overrun. [Scn handling would include D/L if needed.])

(Then, if the pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RH on it.)

8. **WAS THE POSTULATE BYPASSED?** _____

(Indicate. Get the postulate. Indicate that the chain was overrun. [Scn handling would include D/L if necessary.] If pc jumped chains, handle as in #7 above.)

9. **HAS THE INCIDENT ERASED?** _____

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

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

(Indicate. Get off the postulate if not already given. Indicate the overrun. [Scn handling would include D/L if necessary.] If jumped chains, handle as in #7 above.)

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

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

12. **DID YOU JUMP CHAINS?** _____

(Indicate it. Reorient to the original chain. Find out if it erased and get the postulate if not previously given. Indicate the overrun or run the chain to full EP. Then locate last incident pc ran on the chain he jumped *to*. As this has now been restimulated but not run, do an L3RH on it. [Scn handling would include D/L if necessary.])

13. **DID YOU JUMP FLOWS?** _____

(Indicate it. Reorient to the original chain and take it to full EP using R3RA DEF. If necessary and the pc is still upset about the other flow, do an L3RH on it.)

14. **WERE THERE FLUBBED COMMANDS?** _____

(Indicate it, E/S to F/N.)

15. **DID THE AUDITOR GOOF ON A SEQUENCE OF COMMANDS?** _____

(Indicate it, E/S to F/N.)

16. **DID YOU NOT HAVE A COMMAND?** _____

(Indicate it, E/S to F/N.)

17. **DID YOU HAVE A MISUNDERSTOOD ON THE COMMAND?** _____

(Find it and clear it.)

18. **SHOULD THE INCIDENT BE RUN THROUGH ONE MORE TIME?** _____

(Indicate it. R3RA DEF on the incident, run chain to full EP.)

19. **TOO LATE ON THE CHAIN?** _____

(Indicate it. Get the earlier-similar incident and complete the chain with R3RA to full EP.)

20. **WAS A CHAIN NOT COMPLETED?** _____

(Indicate it. R3RA DEF on the incident, run chain to full EP.)

21. **INCIDENT GONE MORE SOLID?** _____

(Indicate it. Check for earlier incident or earlier beginning and complete the chain to full EP.)

22. **WAS AN INCIDENT SKIPPED?** _____

(Indicate it. Find out what it was, run it and complete the chain to full EP.)

23. **WAS AN INCIDENT LEFT TOO HEAVILY CHARGED?** _____

(Indicate it. Find out what it was, run it through again. Complete the chain to full EP.)

24. **DID YOU SAY SOMETHING WAS ERASED JUST BECAUSE YOU WERE TIRED OF RUNNING IT?** _____

(Indicate it. Complete the chain to full EP with R3RA DEF on the last incident run.)

25. **STOPPED RUNNING AN INCIDENT THAT WAS ERASING?** _____

(Indicate it. R3RA DEF on the incident and erase it. Get full EP.)

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26. **WENT PAST BASIC ON A CHAIN?** _____

(Indicate it. Get full EP. [Scn handling would include D/L if necessary.])

(Then, if pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RH on it.)

27. **WAS AN EARLIER MISRUN INCIDENT RESTIMULATED?** _____

(Indicate it. Find out what it was and do an L3RH on it.)

28. **DID TWO OR MORE INCIDENTS GET CONFUSED?** _____

(Indicate it. Sort it out with an L3RH on the incident pc was originally running.)

29. **WAS AN IMPLANT RESTIMULATED?** _____

(Indicate it. If no joy, do an L3RH on the time of the restimulation.)

30. **WAS THE INCIDENT REALLY AN IMPLANT?** _____

(Indicate it. If necessary do an L3RH on it. [Scn handling would include D/L if needed.])

31. **WRONG ITEM?** _____

(Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, do an L4BRA.)

32. **NOT YOUR ITEM?** _____

(Indicate it, E/S to F/N.)

33. **NOT YOUR INCIDENT?** _____

(Indicate it, E/S to F/N. L3RH if any trouble.)

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

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

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

(Get what it was and note its read as the pc gives it. Find out if the preassessment item taken up is uncharged. If so, handle as in #34 above. If not, continue with the action you are on to EP and handle the new item given in its order.)

36. **WAS THE ORIGINAL ITEM ALREADY HANDLED?** _____

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

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

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

38. **WAS THE SAME THING RUN TWICE?** _____

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

39. **WAS THERE A WRONG DATE?** _____

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

40. **WAS THERE NO DATE FOR THE INCIDENT?** _____

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

41. **WAS IT A FALSE DATE?** _____

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

42. **WAS THERE AN INCORRECT DURATION?** _____

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

43. **WAS NO DURATION FOUND FOR THE INCIDENT?** _____

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

44. **WAS THERE A FALSE DURATION?** _____

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

45. **DID YOU RESENT DURATIONS?** _____

(Indicate it, and if no F/N, handle by E/S itsa to F/N. ["Was there an earlier-similar time you resented durations?"] If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the R3RA incident [if unflat] to full EP.)

46. **WAS AN EARLIER DIANETIC UPSET RESTIMULATED?** _____

(Locate what it was, indicate it. Sort out with an L3RH if necessary.)

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

(Indicate it. Sort it out with an L3RH.)

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

(Indicate it. Run the incident [if unflat] to full EP.)

49. **WERE YOU PROTESTING?** _____

(Indicate it, clean it up E/S to F/N.)

50. **DID THE AUDITOR DEMAND MORE THAN YOU COULD SEE?** _____

(Indicate it, E/S to F/N. If any difficulty, do an L1C.)

51. **DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING?** _____

(Indicate it, E/S to F/N. If any difficulty, do an L1C.)

52. **WERE YOU PREVENTED FROM RUNNING AN INCIDENT?** _____

(Indicate it and if no F/N, handle by E/S itsa to F/N. ["Was there an earlier-similar time you were prevented from running an incident?"] If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the R3RA incident [if unflat] and any chain to full EP.)

53. **DID THE AUDITOR SIMPLY STOP GIVING COMMANDS?** _____

(Indicate it. Complete the chain by running the last incident found R3RA DEF to full EP.)

54. **WAS A COGNITION INTERRUPTED?** _____

(Indicate it. Get the cognition and any postulate connected with it. [If any difficulty at this point, do an L1C.] Continue chain if unflat, or indicate the overrun.)

55. **WAS THERE A POSTULATE THAT WAS NOT EXPRESSED?** _____

(Indicate it. Get the postulate and indicate the overrun. [Scn handling would include D/L if needed.])

56. **WERE YOU DISTRACTED WHILE RUNNING AN INCIDENT?** _____

(Indicate it and if no F/N, handle by E/S itsa to F/N. ["Was there an earlier-similar time you were distracted while running an incident?"] If any difficulty in cleaning up this BPC, do an L1C. Once the BPC has been handled to F/N, run the incident [if unflat] and any chain to full EP.)

57. **WERE YOU AUDITED OVER AN ARC BREAK?** _____

                                             PROBLEM? _____

                                           WITHHOLD? _____

(Indicate it. Handle the out-rud. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams.)

58. **WERE YOU HELD UP BY THE AUDITOR?** _____

(Indicate it, E/S to F/N.)

59. **WAS AN ITEM SUPPRESSED?** _____

(Indicate it. Get the suppress off E/S to F/N, then run the item and any chain to full EP.)

60. **WAS AN ITEM INVALIDATED?** _____

(Indicate it. Get the inval off E/S to F/N, then run the item and any chain to full EP.)

61. **WAS AN ITEM ABANDONED?** _____

(Indicate it, get the item back and run the item and any chain to full EP.)

62. **WAS A CHAIN ABANDONED?** _____

(Indicate it, get the chain back and run to full EP.)

63. **WAS THE ITEM ORIGINALLY MISWORDED?** _____

(Indicate it. Get the correct wording and give it to him. Handle to full EP if unflat.)

64. **WAS THE WORDING OF THE ITEM CHANGED?** _____

(Indicate it. Get the correct wording and give it to him. Run it [if unflat] to full EP.)

65. **WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED?** _____

(Indicate it. Get the item the pc was actually running, handle to full EP. Then L3RH on the item actually assessed.)

66. **STUCK PICTURE?** _____

(Indicate it. Do an L3RH on it. If stuck picture persists, you can also unstick it by having him recall a time before it and a time after it.)

67. **ALL BLACK?** _____

(Spot the black field or picture. Get the correct duration and run it to full EP. If it won't run, do an L3RH on it.)

68. **INVISIBLE?** _____

(Spot the invisible field or picture. L3RH on it.)

69. **CONSTANTLY CHANGING PICTURES?** _____

(Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L3RH on that session.)

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

(Indicate it. R3RA DEF, checking for earlier beginning, run to erasure and full EP. If necessary, do an L3RH on it.)

71. **WAS THERE A PERSISTENT MASS?** _____

(L3RH on it.)

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

(L3RH on it.)

73. **DID YOU GO EXTERIOR?** _____

(Indicate it. If the pc has not had an Int RD and you are qualified to audit Int, give him a standard Int RD per Int RD Series 2. If you are not qualified to audit Int, turn the pc over to a qualified auditor or become qualified to do an Int RD and handle. If the pc has had an Int RD, handle as in #74, below.)

74. **WAS YOUR INT RUNDOWN MESSED UP?** _____

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

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

(Indicate it. L3RH on that time, then verify all chains to ensure they erased. Note for C/S attention to verify if Objectives and all other points of full drug handling have been done.)

76. **WAS A PAST DEATH RESTIMULATED?** _____

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

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

(If so, 2WC to F/N. Return folder to C/S for handling.)

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

(If so, 2WC to F/N. Send the folder to C/S for programing. One would _never_ simply send the person to Declare without having done a full and complete Clear Certainty Rundown which showed beyond any doubt that the person was indeed Clear. Falsely declaring a person Clear is a serious offense and actionable by Committee of Evidence.)

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

(Indicate it, E/S to F/N. Continue the action you were on.)

80. **WAS THIS LIST UNNECESSARY?** _____

(Indicate it. If it doesn't F/N, rehab to F/N.)

81. **HAS THE REAL REASON BEEN MISSED?** _____

(Indicate it. Locate the real reason and handle.)

82. **WAS SOMETHING ELSE WRONG?** _____

(Locate what it is and sort it out.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 19 APRIL 1971R
REVISED 18 APRIL 1991

Remimeo
Cramming
 Offs
C/Ses

Cramming Series 1

TECH QUALITY

(Taken from LRH ED 140 Int,
TECH DELIVERY QUALITY)

My current concern is tech quality over the world. Whereas the majority of auditors do a good job, there are some who don't and it is these who have our reputation at stake.

The general outness has been traced (as usual) to out-TRs and metering.

Lack of a Cramming in Qual Divs and even lack of Qual Divs is what has brought this about.

TRs and metering are out of the view of a C/S. He only sees what is written on the auditor report.

A Cramming should exist in every org and every bog should cause the auditor to be sent to Cramming on the material missed.

As TRs and metering are not visible to the C/S, it is usual to check an auditor's TRs and metering in Cramming whenever these are suspected and handle any outnesses.

A TR 1 that can't be heard (or blows the pc's head off), a TR 2 that consists of "That didn't read. That read" and TR 4 that is pure Q&A, plus missed reads and bypassed F/Ns can wreck any program.

A Cramming in every org and required verification of TRs and metering will go a long ways to improve tech quality.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 21 APRIL 1971RD
REVISED 3 FEBRUARY 1989

Remimeo
C/Ses
Class VIII

C/S Series 36RD

QUADRUPLE DIANETICS
DANGERS OF

(Applies to Int Rundown)

Refs:
HCOB   7 Mar.   71RB   C/S Series 28RB
   Rev. 3.2.89   USE OF QUADRUPLE DIANETICS
HCOB   4 Apr.   71RB   C/S Series 32RB
   Rev. 3.2.89   USE OF QUAD DIANETICS
HCOB   5 Apr.   71RB   C/S Series 33RB
   Rev. 3.2.89   TRIPLE AND QUAD RERUNS

In observing Quad Dianetics in the hands of Scientology auditors not specially briefed or who had additives and figure-figure on how to move a case already run on Singles and Triples into Full Flow,

INVARIABLY THEY OVERRAN.

This makes getting Quad Dianetics in on a case dangerous unless the auditor has the hang of it.

The flagrant (and I do mean flagrant) errors found consisted of:

a. not being able to run precise New Era Dianetics in the first place;

b. re-running already erased chains "to find if they were flat";

c. out TRs to a wild extent;

d. refusing utterly to accept pc's data;

e. faulty metering;

f. complete ignorance of the Auditor's Code, notably committing the crime of invalidating the pc;

g. running unreading flows when catching a pc up to Quad.

REQUIREMENTS

Anyone essaying to run Quad Dianetics MUST HAVE AN HGC OK TO AUDIT ON NED.

TRs

TR 0 exists so an auditor is not ducking the session but can sit there relaxed, doing his job.

TR 1 must be done so the pc can *hear* and understand the auditor (without blowing the pc's head off either).

TR 2 must be done so that the pc gets acknowledged. This can be so corrupted that the auditor doesn't ack at all but gives the pc meter reads! Instead of acks! Or keeps saying, "I didn't understand you," etc.

TR 3 basically existed so that the auditor would continue to give the pc commands and not squirrel off or pack up with total silence.

TR 4 exists so that the pc's origins are accepted and not Q-and-Aed with or invalidated.

And, surprise, surprise, TRs are for use in the session itself, not just a drill. They are *how* one runs a session.

Metering can miss every F/N. And one *never* feeds meter data to the pc: "That read," "That didn't read," "That blew down," just must not exist in session patter. "Thank you. That F/Ned," is as far as an auditor goes. And that's the end of the cycle and says so.

Erasure can be overlooked by an auditor. In Dianetics this fault is *fatal*.

Auditor's Code must be in on all points and particularly invalidation. Pc says, "That's so and so." An auditor who says, "I'm sorry. You are wrong," or any other invalidation, is going to wreck a pc's case. A full knowledge of the Auditor's Code and actually applying it saves endless troubles. It is an auditing TOOL, not just a nice idea.

REHABBING CHAINS

One rehabs a Dianetic chain that, according to a previous worksheet, erased by saying, "According to session records (flow direction) (item) erased." That's all. One does not say, "Did the chain giving others a headache erase?" One does not run it again to find out. One does not run a single command "to see if it F/Ns again." One can say, "Do you agree that the chain giving another a headache erased?" But the more you ask the pc to look for an erased chain the more messed up things will get. It isn't there. But the auditor by his action can imply it *should* be there or *might* be there. A totally wrong approach would be "Look around your bank and see if what isn't there anymore isn't there."

Dianetics is NOT Scientology. A Dianetic chain is *not* a release. If you try to use Scientology rehab tech on a Dianetic chain, you have had it. It isn't a "release" (which is a key-out). A Dianetic chain is an erasure. You can't rehab erasures with "How many times?" etc.

The test of this is the doing. If you try to use Scientology rehab on Dianetic chains, the PC MIGHT TRY TO FIND SOMETHING. This causes him to key in other unrun or similar items.

It is a dangerous action at best to try to handle old erased chains. The best you can do is to tell the pc what the old worksheet said. If no worksheet exists, leave the already erased flows alone!

FLUBBED CHAINS

Many times, a Folder Error Summary will give a flubbed chain and then fail to note it was repaired in the next session!

A C/S and auditor would have been pretty irresponsible to just go on auditing past flubbed chains.

The only safe way to handle some previous flubbed chain is to:

a.   Verify in the folder if it was repaired.

b.   If still unrepaired, assess the L3RH on it and handle according to the L3RH.

L3RH

Using the new L3RH (HCOB 11 Apr. 71RE) is a Dianetic action.

A Scientology auditor erroneously can try to use it as a two-way comm type of list. If a chain needed one more DEF, then two-way comm on it with no DEF is not going to complete it.

L3RH has its own directions. Questions not marked with directions are used to indicate the fact. This can amount to two-way comm as the pc chews it over. But L3RH where marked is handled by Dianetics actions. Look over the list and its directions for each question and you will see that some are given directions that are NOT two-way comm.

Example: "Earlier beginning" reads. You can't just say, "The incident had an earlier beginning," and you can't say, "Tell me about the earlier beginning." The pc will go up the wall. There'll be no erasure. You have to use R3RA and get him to the earlier beginning and then run it and, if it still doesn't erase, get him to an earlier-similar and erase that.

L3RH is a Dianetics list. It is not a Scientology list that is cleared each question to F/N by two-way comm.

OVERRUN

Overruns are demonstrated by a rising TA.

If as you seek to get in Full Flow Dianetics (Refs: HCOB 7 Mar. 71RB, C/S Series 28RB, USE OF QUADRUPLE DIANETICS; HCOB 4 Apr. 71RB, C/S Series 32RB, USE OF QUAD DIANETICS; HCOB 5 Apr. 71RB, C/S Series 33RB, TRIPLE AND QUAD RERUNS) the pc's TA begins to average higher, overrun is occurring.

Example: While doing FFD, pc's TA has been riding at 2.2 and F/Ns. After a new FFD action it begins to ride at 2.5 and F/Ns. Something is being overrun. Find it and indicate it. And cease to stir the bank up so much! The fault is going over items already run.

In doing a Full Flow Table you often find that the same or similar items have been run in the past. Sometimes you find that a previous attempt to run the item a second or third time has resulted in an ARC break, the reason for which was never detected.

The right action is to note the session date it was *first* run and just tell the pc, "Feeling surprised was run three times. On (first date it was erased) it was

erased. When later run it was an overrun." This tends to blow the later charge laid in by trying to run the same item again.

It sounds so strange that erased chains can be overrun. But it is true. What happens is that pcs try to cooperate and put something there.

FIREFIGHTS

The action of a quarrel between an auditor and a pc is called a firefight.

Restimulating earlier unrun engrams or overrunning chains upsets a pc. The best action, as soon as a pc is disturbed, is to do an L3RH fast and handle what reads the way it should be handled according to the L3RH.

The wrong way is to argue or try to go on.

The pc does NOT know what it is. He just feels awful. He tries to guess. He will ARC break or get sad if the auditor continues.

The correct action is an L3RH.

L1C is not of great use in a Dianetic ARC break. L3RH *is*.

If the pc remains ARC broken, try L3RH again, particularly the *whole* L3RH.

A Scientology session would be handled with some other list (L1C, L4BRA, etc.). A Dianetic session, including and especially FFD, is handled with L3RH.

You NEVER prepcheck while doing Dianetics. This mushes up the engrams.

INTERIORIZATION

ALL these cautions apply as well to an Interiorization–Exteriorization Rundown; when restim occurs one uses an L3RH quickly.

Int–Ext RD is essentially a Dianetic, not a Scientology, action.

SAFE ACTIONS

A fully genned-in auditor, well crammed, well drilled, well skilled, can be trusted with Dianetics, Dianetic Quads and an Int–Ext RD. Auditors not so handled can get pcs into serious trouble with these things.

A safe course is to use Quads on new, never-audited-before pcs. Those begun on Quads use then only Quad Flows.

C/S RESPONSIBILITY

Any trouble a C/S is running into comes from the factors of TRs, metering, Code and incomplete or false auditors' reports.

If when I am C/Sing I ever find an auditor has omitted key session actions or has falsified a report, I order that auditor not to Cramming but a full retrain.

A C/S does not see these points. He can get the pc asked what the auditor is doing or did. He can get sessions monitored. This helps him fill this gap in his data.

It's what isn't in the auditor's report that is often the trouble. Auditors omit what they said, omit the firefight, omit session alter-is in their worksheets.

All this sticks the C/S's neck out for the axe of failure.

So particularly in FFD, Int–Ext and other such actions, a C/S has to act to obtain confidence in the auditor's TRs, metering, Code use and accurate worksheets.

RISK

In FFD, Int–Ext RD and Power, experience has proven that if the auditor is not top grade, if the C/S is not alert, we put a pc at risk.

The USUAL is what keeps the pc safe.

A thorough study of his case, looking for obvious bugs (such as Int–Ext RD done twice, the case a druggie but drug engrams never run, Int done but its two-way comm flubbed, to name a few serious ones), sending auditors to Cramming for the slightest flub, insisting on standard TRs USED IN SESSION, good metering, use of the Code, accurate and complete worksheets, use of standard tech, all guarantee the safety and progress of the pc.

INTRODUCING FFD

FFD (like the Int–Ext RD) requires flawless C/Sing and auditing or the case goes wrong.

When these actions were introduced, they showed up any flaws in case studying, TRs, metering, Code and worksheets.

There are two ways to handle. (a) Cancel FFD and Int–Ext as actions. Obviously that is going backwards and is impossible. (b) Begin and continue a serious, effective campaign in the org to (1) Train auditors better, (2) Cram expertly on every flub, (3) Raise quality of TRs and metering.

As you can see, my approach is to improve quality of training, cramming and delivery.

Please help me out in getting this in.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 26 APRIL 1971
Issue I

TRs AND COGNITIONS

In the presence of rough TRs cognitions do not occur.

Cognitions are the milestones of case gain.

Rough TRs, rough metering, out-Code and a distractive auditor then make no case gain.

When an auditor has smooth, usual TRs, does his metering expertly and without attracting the pc's attention, when he follows the Auditor's Code (particularly regarding evaluation and invalidation) and when he is interest*ed*, not interest*ing* as an auditor, the pc cognites and makes case gains.

Further, according to the axioms, a bank straightens out by AS–ISING its content. If the pc's attention is distracted to the auditor and meter, his attention is not on his bank so AS–ISING cannot occur.

The definition of in-session is INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR. When this definition describes the session in progress, then of course the pc will be able to AS–IS and will cognite.

By *Dianetics: The Original Thesis,* the auditor plus the pc is greater than the pc's bank. When the auditor plus the bank are both overwhelming the pc, then the bank seems greater than the pc. It is this situation which gives a pc a low tone arm.

An auditor who can't be heard, doesn't ack, doesn't give the pc the next command, fails to handle origins, simply has OUT–TRs.

The auditor who is trying to be interest*ing* to the pc, who overacks, who laughs loudly, is pulling the pc's attention onto himself. So the pc's attention, not being on his bank, doesn't as-is or cognite.

The auditor whose metering bypasses F/Ns or calls F/Ns at wrong points, or who tells the pc "That reads," "That blew down," etc., or who any other way uses the meter distractingly (the pc knows when he is being under- or overrun and knows when he is being mismetered) is of course violating the definition of IN–SESSION. The pc's attention goes to the meter, not his bank, so he doesn't AS–IS or cognite.

Auditor invalidation and evaluation is just plain villainy. It interferes with pc cognitions. Other Code breaks are similarly distractive.

A PERFECT SESSION

If you understand the exact definition of IN–SESSION, if you understand the pc's necessity to have his attention on his bank so as to AS–IS it and work out what is really going on in a session that brings about a cognition (as-ising aberration with a realization about life), you will then be able to spot all the things in TRs, metering and the Code that would prevent case gain.

Once you see that out-TRs, mismetering and Code breaks would PREVENT the IN–SESSION definition, you will see what would impede a pc from AS–ISING and cogniting.

When you have this figured out, you will then be able to see clearly what are IN–TRs, CORRECT METERING and CORRECT CODE APPLICATION.

There can be an infinity of wrongnesses. There are only a few rightnesses.

Recognition of right TRs, right metering and right Code use depend only on:

a.   Understanding the principles in this HCOB and

b.   Their practice so as to establish habit.

This mastered, one's pcs will get cognitions and case gain and swear by "their auditor"!

L. RON HUBBARD
Founder

EDUCATION, DEFINITION OF

This definition of education was devised in the mid-fifties as the first entrance to the subject.

EDUCATION IS THE CONVEYANCE OF IDEAS, PATTERNS AND CREATIONS FROM ONE PERSON TO ANOTHER FOR KNOWING RETENTION AND CONSCIOUS USE BY THE SECOND PERSON.

By patterns was meant designs, forms and sequences of motion.

Knowledge can be conceived to be ideas, patterns and creations and can include any concept or understanding.

It would then be seen to be vital that the educator be as well a communicator and that his cycle of communication be as nearly perfect as possible.

The formula of communication is:

CAUSE, DISTANCE, EFFECT WITH INTENTION AND ATTENTION AND A DUPLICATION AT EFFECT OF WHAT EMANATES FROM CAUSE.

(The best published discussions of communication are found in *Dianetics 55!*)

As UNDERSTANDING plays its role in education, one has to know the components of understanding. These are AFFINITY, REALITY and COMMUNICATION. These three elements together make up understanding and so play their role in EDUCATION.

(Basic data on A, R and C may be found in *Notes on the Lectures* and *Dianetics 55!*)

If the educator is deficient in his communication cycle (as exemplified and practiced in the training drills of the HAS Course—TRs 0, 1, 2, 3, 4), the result will be "blown students," which is to say students who leave and do not finish the course. As their own comm and originations are not handled, they "ARC break" (become upset) and so leave.

Anyone teaching a course, whether in kindergarten, college or Scientology, should have as a minimum the following:

Mini Course Supervisor's Course (much more preferably the full Course Supervisor's course)

HAS Course with TRs

A star-rate command of *Notes on the Lectures*

The 7 Study Tapes and

A star-rate command of *Dianetics 55!*

Only then could he hope to put the basic definition of education into actual effect and obtain educated students who can use the information and patterns being taught.

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L. RON HUBBARD
Founder

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HCO BULLETIN OF 28 APRIL 1971

OKAYS TO AUDIT IN HGCs

(Effective 60 days from receipt in every HGC)

It is mandatory that HGC auditors follow the "okay to audit" system. It is in addition to the required courses and the class, org or field experience.

Tech quality in orgs and auditor morale (which depends on wins) depend upon flubless auditing.

A Cramming must exist in any org which sells auditing.

The Qual Auditor Cramming Section issues the okay to audit after rigorously following this essentially intern program.

Missions may adopt this system.

An "okay to audit" must be signed by the Cramming Officer and attested to in C&A by the auditor.

No former experience counts. Courses, while required, do not give an *HGC* okay to audit.

Auditors hired after a course must go through this entire procedure.

Okays to audit, issued in a qualified org, are valid on going to a different org if duly certified and presented but may be lost by a poor demonstration on pcs, at which time the okay to audit steps must be undertaken again.

An HGC okay to audit is a high recommendation for a field auditor.

There is no compromise with auditing quality.

HGC REQUIREMENT

Before any auditor, HDC or above, is okayed to audit anything on Flag or in an AO or org, in addition to course training or other auditing, the following *minimum* requirement must be done in Cramming and attested to at C&A as having been thoroughly done in the Qual internship (Cramming), with Liability for false attest and a possible action on org executives who fail to enforce its vigorous and thorough application.

1. HCOB 26 Apr. 71 I, TRs AND COGNITIONS in clay on each part to total certainty.

2. TRs 0 to 4 with no shortcut on 0 and the rest in line with the above HCOB.

311

3. Metering, its basic drills, its positioning so it can be read while looking at report and pc and clarification of what is a read.

4. The Auditor's Code including clay demo of "invalidation" and "evaluation" meanings. Demonstration of how each line in Code can violate HCOB 26 Apr. 71 I and how keeping each one in promotes HCOB 26 Apr. 71 I.

5. TRs 101 to 104 resulting in precision giving and getting execution of each command.

6. How to assess a list such as L3B Method 3 and handle.

The above gives a certified HDC or above provisional okay to audit assists, Dianetics Singles and Triples.

7. A flubless record on Dianetic auditing in an HGC.

8. All Quad HCOBs.

This gives a provisional okay to audit or repair Quad.

9. A flubless record repairing or doing Quad.

10. Dating drills, precise.

11. How to fly each rud to F/N.

12. How to fly each reading item on a list Method 3.

13. How to assess a list Method 5, one time through, marking reads and any BDs.

14. How to do a GF 40 Method 5 and handle.

15. Laws of listing and nulling verbatim and for use and how to get a BD F/N item on any list.

16. C/S Series complete.

17. How to troubleshoot cases from studies of FSes and FESes.

18. Neat perfect session admin.

19. Necessity to have an F/N before starting a major action.

20. How to rehab by count.

The above is required in addition to Academy or SHSBC certificate for a temporary okay to audit on any level up to Class IV or Class VI including zero, one, two, three and four.

21. Experience in an HGC with a flubless record on Level 0 to IV auditing.

22. Exteriorization checksheet and pack.

The above gives an auditor a temporary okay to audit Exteriorization Rundowns.

23. A flubless record auditing Exteriorization Rundowns in an HGC.

24. Class VII Internship in an SH with all relevant Power materials.

The above gives a temporary okay to audit Power in an SH HGC.

25. Experience showing a flubless ability to audit Power and Power Repair.

26. Class VIII Course in an AO.

The above gives an auditor an okay to audit Class VIII.

27. HGC auditor's checksheet.

28. Experience in an HGC flublessly applying Class VIII.

29. Class IX Course in an AO.

The above gives one a temporary okay to C/S.

A temporary okay to audit becomes a permanent okay to audit when flubless results are being uniformly obtained.

That one has had one of the courses is credited at the level called for above but does not permit waiving any other requirement from the bottom on up.

Course graduation does not give an *HGC* okay to audit. Student co-auditing does not give an HGC okay to audit. It is expected that auditing practice has existed on the course and that the student may have audited in the field.

By following this HGC okay to audit program and a liberal use of cramming for HGC auditors and keeping abreast of current issues in Cramming, auditors will obtain many wins and greatly increased morale and HGC tech quality will be improved.

L. RON HUBBARD
Founder

Remimeo
HDC Checksheet
Course Supervisor
  Checksheet
Class 0
  Checksheet
Cramming

AUDITING COMM CYCLE

Ref:
HCOB 26 Apr. 71 I   TRs AND COGNITIONS

The following AUDITING comm cycle is taken from SHSBC tapes.

An auditor runs the session. He gives the pc the session action without pulling the pc's attention heavily on the auditor. He does *not* leave the pc inactive or floundering without anything to do. He does not leave the pc to make a session out of it. The auditor makes the session. He doesn't wait for the pc to run down like a clock or just sit there while the TA soars after an F/N.

The auditor runs the session. He knows what to do for everything that can happen.

And this is the auditing comm cycle that is *always* in use.

1. Is the pc ready to receive the command (appearance, presence)?

2. Auditor gives command/question to pc (cause, distance, effect).

3. Pc looks to bank for answer (itsa maker line).

4. Pc receives answer from bank.

5. Pc gives answer to auditor (cause, distance, effect).

6. Auditor acknowledges pc.

7. Auditor sees that pc received ack (attention).

8. New cycle beginning with 1.
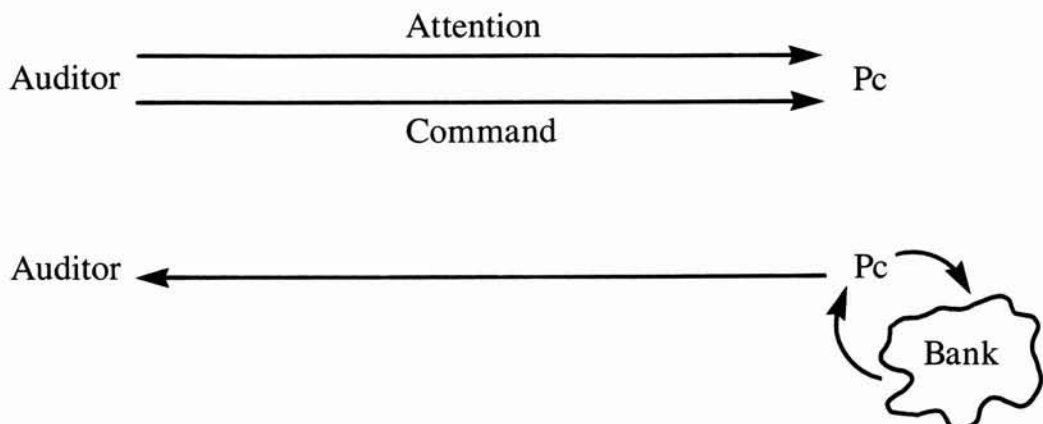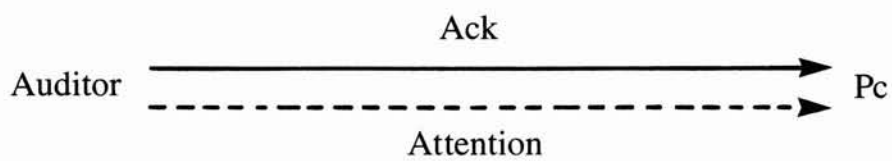
```
                          Ack
Auditor  ─────────────────────────────────▶  Pc
         ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ▶
                       Attention
```

L. RON HUBBARD
Founder

Word Clearing Series 57

STUDENT GRASP OF MATERIALS

When students are new to tech study (or have been badly trained elsewhere), they lay a trap for the unwary Supervisor who, if he falls for it, will thereafter turn out dud auditors.

In the beginning a new student will often ask lots of technical questions.

He hasn't read the material well, he doesn't know its scope, he is going through a maze of preconceptions and is often looking only for an answer to his own case or agreement with fixed ideas.

He often makes up for all this with an "I don't understand it. Would you please explain _____."

The Course Supervisor who hasn't caught on is sometimes foolish enough to "explain it." In that moment he may lay in an out-tech evaluation. He has also shifted source.

The student now doesn't have to study the materials as it's all being "explained."

Result. Flub-auditors who go out and butcher pcs and blow.

The top classic on this was a student who "couldn't understand the HCOB on TR 0!" After he'd done it, he found it was perfectly okay. "Ron's HCOB is not contradictory and does not need to be rewritten," was the real quote.

The Course Supervisor is there to get the student's confront up on the materials, not to lessen it by "explaining."

When I am teaching a group of students, I often catch some screwball out-tech datum going around. I run such down vigorously. What I find is that the student is so unable to confront HCOBs or data that some other student's comment or the Examiner or someone has messed it up with an "explanation" that was out-tech.

On Flag we get in students from all around. They have had courses. In the first few days we have asked for any questions. When these come up, we handle by handling the *study* ability of the student.

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Students will ask questions that are answered right on the page in front of them.

It is no effort to make them guilty or wrong. It is an effort to correct their ability to confront, duplicate, absorb and *use* the data they are studying.

When there are errors in that student's ability, he will not use what he is given. He will not become an auditor.

The only reason we can do this is THERE IS NO DATA OF IMPORTANCE ABOUT THE MIND THAT IS NOT FULLY COVERED IN THE MATERIALS OF DIANETICS AND SCIENTOLOGY.

That is a very definite statement, isn't it? Well, 21 years and millions of cases have shown it to be true.

The important data the student is seeking at his course level is IN the materials.

The only way he will fail is by not confronting, duplicating, absorbing and using the materials before him exactly like it says.

The Supervisor who doesn't furnish the materials and then doesn't spend his time getting the student through those materials will, of course, fail his students totally. If he begins to "explain" data, he will mess it up and not make auditors.

In the current world scene, education is generally an interpretation and students are childhood trained to get marks, not learn. The Supervisor has to overcome this handicap of teaching people priorly "trained" in this age.

Beware the trap. "This HCOB seems contradictory _____." "Would you please explain _____."

The right action is to find the *word* he didn't understand. The error is usually his own vocabulary inadequacy. Get more and simpler dictionaries. Don't start explaining.

The materials are adequate. If confronted, duplicated and absorbed, they will be used.

L. RON HUBBARD
Founder

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Basic Auditing Series 1R

THE MAGIC OF THE COMMUNICATION CYCLE

(From the LRH tape 6 Feb. 64,
"The Communication Cycle in Auditing")

If you look over communication, you will find that the magic of communication is about the only thing that makes auditing work.

The thetan in this universe has begun to consider himself MEST and has begun to consider himself mass, and the being that considers himself mass of course responds to the laws of electronics and the laws of Newton. He is actually incapable of generating very much or as-ising very much.

An individual considers himself mesty or massy and therefore he has to have a second terminal. A second terminal is required to discharge the energy.

Here we have two poles. We have an auditor and a pc, and as long as the auditor audits and the pc replies, we get an exchange of energy from the pc's point of view.

Many auditors think they are being a second terminal to the degree that they pick up the somatics and illnesses of the pc. Actually, there is no backflow of any kind that hits the auditor, but if he is so convinced that he is MEST, he will turn on somatics in echo of the pc. Actually, nothing hits the auditor; it has to be mocked up or envisioned by him.

You have set up, in essence, a two-pole system, and that will bring about an as-ising of mass.

It isn't burning the mass; it is as-ising the mass and that's why there is nothing hitting the auditor.

Now, that is the essence of the situation. The magic involved in auditing is contained in the communication cycle of auditing. You see, now you are handling the SMOOTH INTERCHANGE BETWEEN THESE TWO POLES.

When you look over the difficulties of auditing, realize that you are handling simply the difficulties of the communication cycle, and when you yourself as the auditor do *not* permit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get TA action.

Part of the trick, of course, is what has to be as-ised and how do you go about it, but that we call technique—what button has to be pressed. We find, oddly enough, if the auditor is actually capable of making the pc willing to talk to him, he wouldn't have to hit a button to get tone arm action. (He cannot make the pc get tone arm action basically because a communication cycle doesn't exist.)

The person who is insisting continuously upon a new technique is neglecting the *basic* tool of his auditing which is *the communication cycle of auditing*.

When the communication cycle does not exist in an auditing session, we get this horrible compounding of a felony of trying to get a technique to work but the technique cannot be administered because there is no communication cycle to administer it.

Basic auditing is called *basic auditing* because it goes PRIOR to the technique.

A communication cycle *must exist* before the technique can exist.

The fundamental entrance to the case is not on a level of the technique but is on a level of the communication cycle.

Communication is simply a familiarization process based on reach and withdraw.

When you speak to a pc, you are reaching. When you cease to speak, you are withdrawing. When he hears you, he's at that moment a bit withdrawn but then he reaches toward you with the answer.

You'll see him go into a withdraw while he thinks it all over. Then he reaches the reason. Now he will reach the auditor with the reason and he will say that was it.

You have made an exchange from the pc to the auditor and will see it reflect on the meter because that exchange now is giving an as-ising of energy.

IN THE ABSENCE OF *THAT* COMMUNICATION YOU DO NOT GET METER ACTION.

So, THE FUNDAMENTAL OF AUDITING IS THE COMMUNICATION CYCLE. *That's* the fundamental of auditing and that is really the *great* discovery of Dianetics and Scientology.

It's such a simple discovery but you realize that nobody knew anything about it.

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 MAY 1971R
Issue II
REVISED 6 DECEMBER 1974

Basic Auditing Series 2R

THE TWO PARTS OF AUDITING

(From the LRH tape 2 July 64,
"O/W Modernized and Reviewed")

In order to do something for somebody, you have to have a communication line to that person.

Communication lines depend upon reality and communication and affinity. And where an individual is too demanding, the affinity tends to break down slightly.

Processing goes in two stages.

1. To get into communication with that which you are trying to process.

2. Do something *for* him.

There is many a pc who will go around raving about his auditor, whose auditor has not done anything *for* the pc. All that has happened is that a tremendous communication line has been established with the pc. And this is so novel and so strange to the pc that he then considers that something miraculous has occurred.

Something miraculous *has* occurred, but in this particular instance the auditor has totally neglected *why* he formed that communication line in the first place. He formed it in the first place to *do* something for the pc.

He very often mistakes the fact that he has formed a communication line—and the reaction on the pc for his having formed one—with having *done* something for the pc.

There are two stages.

1. Form a communication line.

2. Do something for the pc.

Those are the two distinct stages. It is something like (1) walking up to the bus and (2) driving off. If you don't drive off you never go anyplace.

It is a very tricky and no small thing to be able to communicate to a human being who has never been communicated to before. This is quite remarkable, and is such a remarkable feat that it appears to be an end-all of Scientology to some.

But you see, that's just walking up to the bus. Now you have got to *go* someplace.

Any upset that the individual has is so poised, it is so delicately balanced, that it is difficult to maintain. It is not difficult to get well. It is very hard to remain batty. A fellow has to work at it.

If your communication line is *very* good and *very* smooth, and if your auditing discipline is *perfect* so you don't upset this communication line, and if you just made a foray of no more importance than saying something like, "What are you doing that's sensible and why is it sensible?" and kept your communication line up all the while and kept your affinity up with the pc all the while—did it with perfect discipline—you would see more aberration fall to pieces per square inch than you ever thought could exist.

Now, that's what I mean when I say *do something for the pc*.

You must audit well, get *perfect* discipline and get your communication cycle *in*. Don't ARC break the pc; let your cycles of action *complete*.

All of that is simply an entrance. You see, the discipline of Scientology makes it possible to do this. And one of the reasons why other fields of the mind never got anyplace and could never get near anybody was because they couldn't communicate to anybody.

So that discipline is *important*.

That is the ladder that goes up to the door. And if you can't get to the door, you can't do anything.

The perfect discipline of which we speak—the perfect communication cycle, the perfect auditor presence, perfect meter reading, all of these things—are just to get you in a state where you *can do* something for somebody.

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject, you are still nine miles from the ball. You're not even attending yet.

What you want to be able to do is audit *perfectly*. By that we mean keep in a communication cycle; be able to approach the pc, be able to talk to the pc; and be able to *maintain* the ARC; get the pc to give you *answers* to your questions; be able to read a meter and get the reactions.

All of those things have to be *awfully good* because it's very difficult to get a communication line in to somebody anyway. They all have to be present and they all have to be *perfect*. If they are all present and they are all perfect, *then* we can *start* to process somebody. *THEN* we can start to process somebody.

I'm giving you an entrance point here of, if all your cycles were perfect, if you were able to sit there and confront the pc, *and* meter that pc, *and* keep your auditing report *and* do all these multiple various things, *and* keep a pleasant smile on your face and *not chop his communication,* well then there is something you *do* with these things. It takes a process now.

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We used to have it all backwards. We used to try and teach people what they could do for somebody. But they could never get in communication with him to do it, so therefore you had failures in processing.

The most elementary procedure would be "What do you think is sensible?" or anything of that sort. The pc says, "Well, I think *horses sleep in beds.* That's sensible." The auditor says, "All right. Now, why is that sensible?" The pc says, "Well . . . ah . . . Hey! . . . That's not sensible. That's nuts!" You actually wouldn't have to do anything more than that. He's cognited. You've flattened it. It's so easy to do, but you keep looking for some magic.

Well, your magic is in getting into communication with the person. The rest is very easy to do, all you have to do is *remain* in communication with the person while you are doing this, and realize that these huge aberrations he's got are poised with the most fantastically delicate balance on little pinheads. All you have to do is to *phoop* and these things crash.

Now, if you're *not* in communication with this person, he doesn't cognite. He takes it as an accusative action. He tries to justify thinking that way. He tries to make himself look good to you and tries to put on a public front of some kind or another. He tries to hold up his status.

Anytime I see a bunch of pcs around who want to jump happily to something else—"because sane people run on that and crazy people run on something else, and they never have to be run on the crazy one"—I right away know their auditors are *not* in communication with them and that auditing discipline itself has broken down, because the pc is trying to justify himself and trying to uphold his own status. So he must be defending himself against the auditor.

The auditor couldn't possibly be in communication with him.

So, we are right back to the fundamental of, why didn't the auditor get into comm with the pc in the first place.

You get into communication with the pc in the first place by doing proper Scientology discipline. That is not any trick. It goes off one, two, three, four.

You sit down and you start the session and you start handling the pc and his problems and that sort of thing, and you do it by completing your communication cycles and not cutting his communication—*the very things you are taught in the TRs,* and you find you are in communication *with* the person. Now you've got to do something for the person.

Unless, having gotten into communication, you *do* something for the person, you lose your communication line because the R-factor of why you're in communication with the pc breaks down. He doesn't think you're so good, and you go out of communication with him. That having happened, the person will be in a sort of status defensive and wonder why he is being processed.

On the other hand, if you *have* done something for the pc and he has *had* his cognition, and you try and go on and get more TA action out of the fact that "all horses sleep in beds," you don't get there as you've *already* flattened the process.

You can over audit and you can under audit.

If you don't notice that *one* answer come your way, that indicates you *have done* something for the pc and if you keep him working on that same thing, your TA action will disappear, your pc will get resentful and you'll lose your communication line.

He's already *had* the cognition, you see. *You are now restimulating* the pc. You have gotten your key-out destimulation factor—it has occurred right before your eyes. You have *done* something for the pc. One more mention of the subject and you've had it.

There are a lot of things you could do *with* the pc, without doing anything *for* him. You can turn on some very, very handsome somatics on a pc at one time or another without turning them off either. You've got to do something *for* the pc, not *to* him.

Now, you can be doing something (A) and the pc is doing B, and you go on doing A while the pc is doing B. Then somewhere on down the line you wind up in a hell of a mess and you wonder what happened.

Well, the pc never did what you said so you didn't do anything *for* the pc. There was in actual fact no barrier to your willingness to do something for the pc *but there must have been a tremendous barrier to your understanding of what was going on.*

That you could ask A while the pc answered B in itself showed the auditor observation was very poor, so therefore the auditor *wasn't* in communication with the pc.

So again the communication factor was out and once more we weren't doing anything for the pc.

It requires of the auditor discipline to *keep* in his communication line. He has got to *stay* in communication with his pc. Those cycles have got to be *perfect*. He can't be distracting the pc's attention onto the TA, e.g., "I'm not getting any TA action now." That's not staying in communication with the pc, has nothing to do with it. You're distracting the pc from his own zones and areas.

Don't put the pc's attention out of session. Keep him going and keep that communication line *in*. And the next requirement is to do something productive for the pc *using* the communication line.

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 MAY 1971
Issue III

Basic Auditing Series 3

THE THREE IMPORTANT COMMUNICATION LINES

(From the LRH tape 15 Oct. 63,
"Essentials of Auditing")

When you are sitting in an auditing session, what are the 3 important communication lines and what is their *order of importance?*

1. The first is the pc's line to his bank. The *itsa maker* line.

2. The second is the pc's line to the auditor. The *itsa* line.

3. The third is the auditor's line to the pc. The *whatsit* line.

Now the definition, "*Willing* to talk to the auditor," is very easy to interpret as "*Talking* to the auditor." So the auditor *cuts the line the pc has to the bank* in order to get the pc to talk, because "It's the itsa line that blows the charge," he says.

So the auditor *cuts the pc's communication line* with his bank in order to *bring about* an itsa line—and then he wonders why he gets no TA action and why the pc ARC breaks.

This cut communication line is not perceivable to the naked eye. It's hidden because it's from the pc—a thetan unseen by the auditor—to the pc's bank, unseen by the auditor.

The auditor is simply there to use the whatsit line in order to get the pc to confront his bank. The charge blows off it to the degree that it's confronted and this is represented by the itsa line.

The itsa line is a report on what has been as-ised, that gives it its flow.

The *sequence* of use of these lines in an auditing cycle is 3, 1 and then 2.

Where the auditor neglects this hidden line from the pc to the pc's bank, where he doesn't understand that hidden line and can't integrate it or do anything with it, he is going to fail.

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Basic Auditing Series 4R

COMMUNICATION CYCLES WITHIN THE
AUDITING CYCLE

(Taken from the LRH tape, "Comm Cycles in Auditing," 25 July 63)

The difficulty that an auditor gets into is normally found in his own *auditing cycle*.

There are basically two communication cycles between the auditor and the pc that make up the *auditing cycle*.

They are cause, distance, effect with the auditor at cause and the pc at effect, and cause, distance, effect with the pc at cause and the auditor at effect.

Cause ——————— Distance ———————► Effect

Auditor   Pc

Effect ◄——————— Distance ——————— Cause

These are completely distinct one from the other. The only thing that connects them and makes an auditing cycle is the fact that the auditor, on his communication cycle, has calculatingly restimulated something in the pc which is then discharged by the pc's communication cycle.

What the auditor has said has caused a restimulation and then the pc needs to answer the question to get rid of the restimulation.

If the pc does not answer the question, he doesn't get rid of the restimulation. That is the game that is being played in an auditing cycle and that is the entirety of the game. (Some auditing breaks down because the auditor is unwilling to restimulate the pc.)

There is a little extra communication cycle on here. The auditor says "Thank you" and you have this as the acknowledgment cycle.

C ——————— Command ———————► E

Auditor   E ◄——————— Answer ——————— C   Pc

C ——————— Acknowledgment ———————► E

Now, there are some little inner cycles that can throw you off and make you think that there are some other things to the auditing cycle. There is another little shadow cycle: It is the observation of "Has the pc received the auditing command?" This is such a tiny "cause" that nearly all auditors who are having any trouble finding out what's going on with the pc are missing this one. "Does he receive it?" Actually, there is another cause in here and you're missing that one when you're not perceiving the pc.

You can tell by looking at the pc that he didn't hear or understand what you'd said or that he was doing something peculiar with the command he was receiving. Whatever that message is in response, it rides on this line.

```
                          Did pc receive,
          e ◄────────── understand and ──────────── c
                          answer command?

Auditor   C ───────────── Command ──────────► E                Pc

          E ◄───────────── Answer ──────────── C

          C ───────────── Acknowledgment ──────────► E
```
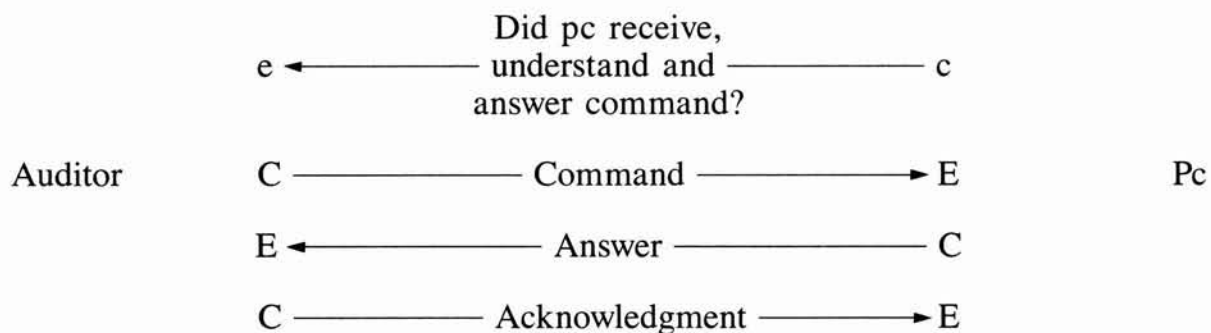
An auditor who isn't watching a pc at all never notices a pc who isn't receiving or understanding the auditing command. Then all of a sudden somewhere along the line there is an ARC break and then we do assessments and we patch up the session and all kinds of things go wrong.

Well, they actually needn't ever have gone wrong in the first place if this line had been in. What is the pc doing completely aside from answering? Well, what he is doing is this other little subcause, distance, effect line.

Another of these tiny lines is the cause, distance, effect line of "Is the pc ready to receive an auditing command?"

This is the pc causing and it rides up the line across distance, is received at the auditor and the auditor perceives that the pc is doing something else.

It is an important one and you find that auditors goof that one very often—the pc's attention is still on a prior action.

Now, here's another one—"Has the pc received the acknowledgment?" Sometimes you violate this one. You have been acknowledging but you've never seen that he didn't receive the acknowledgment. That perception has *another* little tiny one in it that actually comes on this line; it is, "Has the pc answered everything?"

The auditor is watching the pc, and the auditor sees that the pc has not said all that the pc is going to say. You sometimes get into trouble with pcs that way. Everything at "cause" hasn't moved on down the line to effect and you haven't perceived all of the "effect" and you go into the acknowledgment one before this line has completed itself.

That's chopping the pc's communication. You didn't let the communication cycle flow to its complete end. The acknowledgment takes place and of course it

can't go through as it's an inflowing line and it jams right there on the pc's incomplete outflowing answer line.

$$e \longleftarrow \text{Is the pc ready} \longrightarrow c$$
for the command?

$$e \longleftarrow \begin{matrix} \text{Did pc receive,} \\ \text{understand and} \\ \text{answer the command?} \end{matrix} \longrightarrow c$$

Auditor	C ——— Command ——→ E	Pc
	E ←——— Answer ——— C	
	C ——— Acknowledgment ——→ E	

$$e \longleftarrow \begin{matrix} \text{Did pc complete the} \\ \text{answer and receive} \\ \text{acknowledgment?} \end{matrix} \longrightarrow c$$

So, if you want to break it all down, there are six communication cycles which make up one auditing cycle. Six, not more than six unless you start running into trouble. If you violate one of these six communication lines, you of course are going to get into trouble, which causes a mish-mash of one kind or another.

There is *another* communication cycle inside the auditing cycle and that is at the point of the pc. It's a little additional one and it's between the pc and himself. This is him talking to him. You're listening to the inside of his skull when you're examining it. It actually can be multiple as it depends upon the complications of the mind.

This happens to be the least important of all the actions except when it isn't being done. And of course it's the hardest to detect when it isn't being done. Pc says, "Yes." Now, what has the pc said "yes" to? And sometimes you are insufficiently curious. And that, in essence, is this internal perception of line. It includes this cause, distance, effect backflash here—"Is the pc answering the command I gave him?"

So with this, there are seven communication cycles involved in an auditing cycle. It is a multiple cycle.

A communication cycle consists of just cause, distance, effect with intention, attention, duplication and understanding. How many of these are there in one auditing cycle? You'd have to answer that with how many *principal* ones there are because some auditing cycles contain a few more. If a pc indicates that he didn't get the command (cause, distance, effect), the auditor would give a repeat of it (cause, distance, effect) and that would add two more communication cycles to the auditing cycle, so you've got nine—because there was a flub. So anything un-usual that happens in a session adds to the number of communication cycles in the auditing cycle, but they are still all part of the auditing cycle.

Repetitive commands as an auditing cycle is doing the same cycle over and over again.

Now, there is a completely *different* cycle inside the same pattern. The pc is going to originate and it's got *nothing to do* with the auditing cycle. The only thing they have in common is that they both use communication cycles. But this is brand new. The pc says something that is not germane to what the auditor is saying or doing and you actually have to be alert for this happening at any time, and the way to prepare for it is just to realize that it can happen at any time and just go into the drill that handles it. Don't get it confused with the drill that you have as an auditing cycle. Consider it its own drill. You shift gears into this drill when the pc does something unexpected.

And, by the way, this handles such a thing as the pc originates by throwing down the cans. That's still an origin. It has nothing to do with the auditing cycle. Maybe the auditing cycle went to pieces and this origination cycle came in. Well, the auditing cycle can't complete because this origin cycle is now here. That doesn't mean that this origin has precedence or dominance but it can start and take place and have to be *finished off* before the auditing cycle can resume.

So this is an interruptive cycle and it is cause, distance, effect. The pc causes something. The auditor now has to originate, as the auditor has to understand what the pc is talking about—and then acknowledge. And to the degree that it is hard to understand, you have the cause, distance, effect of the auditor trying to clarify this thing; and every time he asks a question, he's got a new communication cycle.

You can't put a machine action at that point because the thing has to be *understood*. And this must be done in such a way that the pc isn't merely repeating his same origination or the pc will go frantic. He'll go frantic because he can't get off that line—he's stuck in time and it really upsets him. So the auditor has to be able to understand what the devil the pc is talking about. And there's really no substitute for simply trying to understand it.

There is a little line where the pc indicates he is going to say something. This is a line (cause, distance, effect) that comes *before* the origination takes place so you don't run into a jam and you don't give the auditing command. The effect at the auditor's point is to shut up and let him. There can be another little line (cause, distance, effect) where the auditor indicates he is listening. Then there is the origination, the auditor's acknowledgment of it and then there is the perception of the fact that the pc received the acknowledgment.

That's your origination cycle.

An auditor should draw all these communication cycles out on a scrap of paper. Just take a look at all these things; mock up a session and all of a sudden it will become very straight how these things are and you won't have a couple of them jammed up. What's mainly wrong with your *auditing cycle* is that you have confused a couple of *communication cycles* to such a degree that you don't differentiate that they exist. That's why you sometimes chop a pc who is trying to answer the question.

You know whether the pc has answered *the* question or not. How *did* you know? Even if it's telepathy, it's *cause, distance, effect*. It doesn't matter how that communication took place, you know whether he's answered the command by a communication cycle. I don't care how you sense this.

If you are nervy on the subject of handling the basic tool of auditing and if that's giving you trouble (and if you get into trouble by suddenly breaking it down and analyzing it) then it should be broken down and analyzed at a time when you're auditing something nice and simple.

I've given you a general pattern for an auditing cycle; maybe in working it over you can find a couple of extra communication cycles in the thing. But they are all there and if you made someone go through each one painstakingly, you would find out where his auditing cycle is jammed up. It isn't necessarily jammed up on his ability to say "Thank you." It may very well be jammed up in another quarter.

L. RON HUBBARD
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Basic Auditing Series 5R

THE COMMUNICATION CYCLE IN AUDITING

(From the LRH tape 6 Feb. 64,
"The Communication Cycle in Auditing")

The ease with which you can handle a communication cycle depends on your ability to observe *what* the pc is doing.

We have to add to the simplicity of the communication cycle OBNOSIS (observation of the obvious).

Your inspection of what *you* are doing should have ended with your training. Thereafter it should be taken up exclusively with the observation of what the pc is doing or is not doing.

Your handling of a communication cycle ought to be so instinctive and so good that you're never worried about what *you* do now.

The time for you to get all this fixed up is in training. If you know your communication cycle is good, you haven't any longer got to be upset about whether you're doing it right or not. You *know* yours is good, so you don't worry about it any more.

In actual auditing, the communication cycle that you watch is the *pc's.* Your business is the communication cycle and responses of the *pc.*

This is what makes the auditor who can crack any case, and when absent, you have an auditor who couldn't crack an egg if he stepped on it.

This is the difference. It's whether or not this auditor can *observe* the communication cycle of the pc and repair its various lapses.

It's so simple.

It simply consists of asking a question that the pc *can* answer, and then observing that the pc *answers* it, and when the pc has answered it, observing that the pc has completed the answer to it and is *through* answering it. Then give him the acknowledgment. Then give him something else to do. You can ask the same question or you can ask another question.

Asking the pc a question he *can* answer involves clearing the auditing command. You also ask it of the pc so that the pc can *hear* it and knows what he's being asked.

When the pc answers the question, be bright enough to know that the pc is answering *that* question and not some other question.

You have to develop a sensitivity—when did the pc finish answering what you've asked? You can tell when the pc has finished. It's a piece of knowingness. He looks like he's finished and he feels like he's finished. It's part sense; it's part his vocal intonation; but it's an instinct that you develop. You know he's finished.

Then knowing he's finished answering, you tell him he's finished with an acknowledgment—"Okay," "Good," etc. It's like pointing out the bypassed charge to the pc. Like, "You have now found and located the bypassed charge in answer to the question and you have said it." *That's* the magic of acknowledgment.

If you don't have that sensitivity for when the pc is finished answering, he answers, gets nothing from you, you sit there and look at him, his social machinery goes into action, he gets onto self-auditing and you get no TA action.

The degree of stop you put on your acknowledgment is also your good sense because you can acknowledge a pc so hard that you finish the session right there.

It's all very well to do this sort of thing in training and it's forgivable, but *NOT* in an auditing session.

Get your own communication cycle sufficiently well repaired that you don't have to worry about it after training.

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Basic Auditing Series 6

AUDITOR FAILURE TO UNDERSTAND

(Originally issued as
HCOB 17 Oct. 62, same title)

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

Remimeo
Auditors
Supervisors
Students
Tech/Qual

Basic Auditing Series 7

PREMATURE ACKNOWLEDGMENTS

(Originally issued as
HCOB 7 Apr. 65, same title)

Here's a *new* discovery. Imagine my making one on the comm formula after all these years.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from premature acknowledgment.

Like body odor and bad breath, it is not conducive to social happiness. But you don't use Lifebuoy soap or Listerine to cure it; you use a proper comm formula.

When you "coax" a person to talk after he has begun, with a nod or a low "yes," you ack, make him forget, then make him believe you haven't got it and then make him tell you at GREAT length. He feels bad and doesn't cognite and may ARC break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

THAT'S why pcs itsa on and on and on and on with no gain. The auditor prematurely acknowledged. THAT'S why pcs get cross "for no reason." The auditor has prematurely and unwittingly acknowledged. THAT'S why one feels dull when talking to certain people. *They* prematurely acknowledge. That's why one thinks another is stupid—that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in *many* ways.

The quickest way to start the longest conversation is to prematurely acknowledge, for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC break maker, the cognition wrecker, the stupidifier, the itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgment, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgment. Result, missed W/H in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the comm formula too!

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 MAY 1971
Issue X

Basic Auditing Series 9

COMM CYCLE ADDITIVES

(Originally issued as
HCO PL 1 July 65 II, same title)

There are *no* additives permitted on the auditing comm cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the WORST kind of auditing.

Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2, 3 and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the auditing comm cycle. EVERY ONE of them is a GOOF.

The ONLY time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard Model Session and the TR 0 to 4 auditing comm cycle ONLY.

It is a serious matter to get a pc to "clarify his answer." It is in fact an ethics matter and if done habitually is a suppressive act, for it will wipe out all gains.

There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command. (Pcs who won't look at you are ARC broken. You don't then twist this to mean the pc has to look at you before you give the next command.)

Example: A lifted eyebrow at an answer.

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Example: A questioning sort of ack.

The whole message is:

GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.

Additives on the auditing comm cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0–4.

They are gross auditing errors.

And should be regarded as such.

Auditors who add to the auditing comm cycle never make Releases.

So, that's suppressive.

Don't do it!

L. RON HUBBARD
Founder

HCO BULLETIN OF 23 MAY 1971R
Issue VIII
REVISED 4 DECEMBER 1974

Remimeo
Auditors
Students
Tech/Qual

Basic Auditing Series 10R

RECOGNITION OF RIGHTNESS OF THE BEING

(Taken from the LRH Tape
"Good Indicators," 7 January 1964)

An auditor's tendency is to look for wrongnesses. He is always trying to find something wrong with the pc. That's the nature of Scientology; we assume that there is something wrong with somebody otherwise he wouldn't be here and be dead in his head, and he would be capable of doing a great deal more than he is doing at the particular moment.

An individual is basically and routinely good, capable of many actions and considerable power.

In the state of a Free Thetan or Native State he is a far more powerful individual than when he's been complicated up.

It's the idea of the additive data to the thetan. Try to give somebody something he doesn't want and you are going to overthrow his power of choice. His power of choice is the only thing that he had to begin with, which gave him power, capability and anything else and that power of choice has been consistently and continuously overthrown by giving him things he didn't want and taking away from him things he didn't want to get rid of back and forth. You get the individual pretty overwhelmed and he goes down in power.

What happened to him *actually* is he solved something that didn't need solving. There was something he couldn't confront so he *solved* it and he fixed the solution.

Anytime you fix these solutions, for ever and ever you put the individual down grade. An individual becomes aberrated by additives. His experiences in this universe are usually calculated to degrade and depower him. Now all *you* have to do is pick up all of these crisscrosses and you return him to power.

Man is an added-to being and everything that has been added to him has decreased his ability to cope. When you add something to the being, he gets worse.

We are in the business of deleting wrongnesses from the individual.

Even the Freudian analyst realized that some additive had been added that should be deleted. So the idea of deleting something to bring about a recovery is not new with us.

Because we are in the business of deleting wrongnesses from the individual, we seldom look at rightnesses and that's what's wrong with most auditors. They are so anxious to find the wrongness—and quite properly—and they never really look at the rightness. If they don't look at the rightnesses that are present, then they aren't appreciating the degrees of truth that are present that can be promoted into *more* truth.

In other words they are starting at a level of no truth present all the time so of course they never make any forward progress.

You must realize that there must be truth present and that this truth must be *recognized* and that this is hand-in-glove a part of auditing—*the recognition of the fact that truth is present.*

If you only look for wrongnesses and only recognize wrongnesses then you will never be able to pull anything up a gradient because you won't think you have any rightnesses to work with. It just all looks wrong to you.

You have to be *able* to look at the wrongnesses in order to right them but we also have to be able to look at the rightnesses in order to *increase* them.

We are *only* trying to find wrongnesses in order to increase rightnesses, and that's very important. If you have *no* rightnesses present in a session, you will never be able to make any progress of any kind. Progress is built on a gradient scale of rightnesses by which you delete wrongnesses and they drop and fall away.

Therefore, processing is an action by which wrongnesses can be deleted from the case to the degree that rightnesses are present in the session. You cannot take a case that doesn't have any rightness present and delete a wrongness. So you have to realize that there are rightnesses present and then you increase those rightnesses. That makes it possible for you to pick up the wrongnesses and that's what auditing consists of.

Auditing is a contest of *maintaining* rightnesses so that we can delete wrongnesses. If you keep on deleting wrongnesses, all the while *maintaining* and *increasing* the rightnesses, you eventually wind up with a very right being. You are trying to get a *right being,* therefore if you don't continually encourage right beingness you never wind up with a right being.

You must learn to observe an auditing session. You want your pc to wind up in a right state—in a more native, more capable, less overwhelmed, higher power of choice sort of state. You want him to wind up with more rightnesses.

Therefore, if you audit so that you do not encourage and increase rightnesses then you won't wind up with a right pc.

The degree of rightness you have present must *exceed* the wrongness you are going to pick up. It's a proportional action. If you've got as much *wrongness* in a session as you've got rightness, you're not riding on any cushion. It makes a very difficult job of auditing. If you want to pick up this little wrongness, you have to have rightnesses present which are big enough to engulf it. That makes easy auditing.

If the rightnesses in the session are very minor and the problem is a tiny one, there isn't enough rightness in the session to handle the problem and the pc cannot erase it.

THE PC'S ABILITY TO AS–IS OR ERASE IN A SESSION IS DIRECTLY PROPORTIONAL TO THE NUMBER OF GOOD INDICATORS PRESENT IN THE SESSION.

And his *in*ability to cope in a session rises proportionally to the number of bad indicators present in a session.

Any process has its own series of bad indicators. And the bad indicator moves in when the good indicator moves out. So you have to have a primary knowledge of good indicators.

Don't *look* for bad indicators on and on and on; you'll drive the pc around the bend and suppress the good indicators. What you want to do is know your good indicators for the level you are running so well that when one of them disappears out of the session, your ears go up and you instantly look for the bad indicator. Don't look for the bad indicator until you see the vanishment of the good indicator. Otherwise you're continually prowling around looking for wrong-nesses in a session and you keep a pc very upset and you get no auditing done of any kind whatsoever.

Remember this next time you see a pc start to bog down and drag and flounder one way or the other. You've got to get the pc's good indicators back in before you can get the pc to handle what you want him to handle.

What influences the attitude of the pc is an ARC break (that of course is influenced earlier by the *auditor's* behavior), or the pc has an overt on the auditor or the pc has a missed withhold.

An auditor who never gets in and finds out what is wrong in the session—the reasonable auditor—messes up pcs like mad.

If all the good indicators are present, the auditor *knows* he is doing a good job of auditing.

L. RON HUBBARD
Founder

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Remimeo
Auditors
Supervisors
Students
Tech and Qual Staff
Checksheets of All
  Courses Teaching Metering

Basic Auditing Series 11

METERING

One does NOT tell the pc anything about the meter or its reads ever, except to indicate an F/N.

Steering a pc with "That—that—that" on something reading is allowable. But that isn't putting attention on the meter but on his bank.

Definition of "in-session" is "pc interested in own case and willing to talk to the auditor."

Saying "That reads," "That didn't read," "That blew down" is illegal. It is no substitute for TR 2. It violates the "in-session" definition by putting pc's attention on the meter and can make him very unwilling to talk to the auditor!

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MAY 1971R
REVISED 23 OCTOBER 1983

Remimeo
All Orgs
Basic Course
  Supervisor Hat
D of P Hat
C/S Hats
Tech Sec
Qual Sec
Dn Course
  Checksheet
All Course
  Supervisor Hats
Pro TRs Course
  Checksheets
All AOs, FSO

C/S Series 38R

TRs COURSE AND AUDITING
MIXING MAJOR ACTIONS

Ref:
HCOB   28 Sept. 82   C/S Series 115
                              MIXING RUNDOWNS AND REPAIRS

With the use of TRs The Hard Way on auditors and students, a rule must be laid down:

A PERSON ON A TRs COURSE OR IN PROGRESS ON A TRs CYCLE MAY NOT ALSO BE AUDITED.

And a second rule:

HGC ADMIN AND THE D OF P MUST BE INFORMED OF ENROLL-MENTS ON TRs COURSES OR TRs IN CRAMMING AND MUST SO MARK A PC'S FOLDER WITH DATE.

And a third rule:

IN AN ADVANCED ORG THE ADVANCED COURSE ADMIN MUST ALSO BE INFORMED OF STUDENTS ENROLLING ON A TRs COURSE.

And a fourth rule:

A SIGN MUST BE PLACED IN QUAL AND IN A TR CLASSROOM "WHILE WORKING ON TRs AND UNTIL THEY ARE PASSED, DO NOT ACCEPT AUDITING." IN AN AO OR SH THIS READS "WHILE WORK-ING ON TRs AND UNTIL THEY ARE PASSED, DO NOT ACCEPT AUDI-TING OR DO SOLO."

And a fifth rule:

PERSONS IN PROGRESS ON OT III, NEW OT V (AUDITED NOTs) OR NEW OT VII (SOLO NOTs) MAY NOT DO TRs COURSES.

The reason for these rules lies in the major C/S rules:

DO NOT BEGIN NEW PROGRAMS TO END OLD.

DO NOT START A NEW ACTION BEFORE COMPLETING THE EXISTING ONE.

And the auditor rule:

OBTAIN AN F/N BEFORE STARTING THE NEXT C/S ACTION. IF UNABLE TO DO SO, NEVER BEGIN THE NEXT C/S ACTION BUT END SESSION AND RETURN THE FOLDER TO THE C/S.

The surest way in the world to bog a case is to:

1.   Begin a new process without obtaining an F/N on the one just run.

2.   Begin a major action without completing the old one.

3.   Begin a major action without setting up a case with ruds and F/Ns.

4.   Begin a new program without completing the old one.

5.   Start several programs without finishing any.

6.   Enter a new major action into a case already in progress on another incomplete major action.

I have seen a case on as many as *five* major actions with none complete. And when I see this, the first thing I take up is the first unflat incomplete program and get it finished, then the next, then the next. The case comes out all smooth.

Example: Case is on, but not complete on, Dianetic auditing. Switched to grades. Incomplete on grades, gets a Progress Program. Incomplete on a Progress Program, shifted to Power.

The only apparent exception is a repair. A case can be repaired if bogged PROVIDING THE ORIGINAL ACTION IS REHABBED IF OVERRUN OR COMPLETED TO EP.

A Progress Program may reach EP before the *written up* program is completed.

Thus, a process completion is defined as the END PHENOMENA of the process. A program is complete when the END PHENOMENA of the program is attained.

TRs

Any course or program containing TRs 0–4, 6–9 or Admin TRs, while not ordinarily a case action, is a major program in itself. It produces case gain—if run right—and has an end phenomenon.

Further, by actual experience, when a person is on a real (not a patty-cake and weak) TRs Course and is also being audited at the same time, the C/S and auditor, if they don't know the person is also on TRs, can be utterly baffled and worried, as the case does not run right. "What did I do?" "What C/S was wrong?" "Look, his TA is high." "Now it's low." "Last session he _____." And the C/S and auditor engage in efforts to handle the odd case behavior. But the person, unknown to them, was *also* on a real TRs Course and his case was changing! He was realizing vast personal changes and gain as his ability to confront and handle communication was improving!

TRAINING AND CORRECTION

None of this means that a person in progress on an auditing program may not also train. It *does* mean that he would not do the TRs section of a course or program while also in progress on auditing.

And it most definitely means that he would not do a full TRs Course concurrently with an auditing program.

In a case where a pc is found to be hung up on Solo Grades due to a partially completed earlier TRs Course, the handling is given in HCOB 23 Dec. 71R, C/S Series 73R, THE NO–INTERFERENCE AREA, CLARIFIED AND RE–ENFORCED.

Should *cramming* on TRs be required on HGC auditors or others who are themselves on an auditing program, per HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS, it is mandatory to first obtain C/S okay. The safe rules for giving a C/S okay are exactly as written in C/S Series 115.

INTERJECTED PROGRAMS

You can also run into this same oddity of unusual case behavior with a mystic who does "bathe the body in light" every night or a wife whose husband audits her between HGC sessions or a self-auditor.

The principle is the same. The C/S and auditor are going down Wellbeing Street and hidden trucks keep dashing out of alleys and running into the pc.

LIFE

The reason auditing should be done in intensive packages, not one hour a week or a session a month, lies in the fact that LIFE can run a new action in on a pc.

It's a great way to waste auditing to let a pc have a session once a week. You can't even keep his ruds in if he lives in any confusions.

So nothing is done for the *case,* all the auditing goes to handle the life interjections!

CROSS PROGRAMING

A case runs on cycles of actions. This is true in the auditing comm cycle. It is true in a process cycle. It is true in a program cycle.

New things being crossed into old incomplete things make a sort of ARC break situation like a cut comm cycle.

One could do everything with a process or a program OR A COURSE that you find on an L1C. It would not be very wise.

No case gain can be created by lack of a comm cycle in an auditor, lack of an action cycle in processes or messing up a program cycle.

If you don't believe it, run an L1C on a pc with "processes" and "programs" and "courses" as a prefix. You'd be amazed.

Further, the fellow who doesn't reach the EP of a *course* is likely never to use that material or be faulty with the subject.

Usual study courses like admin or tech give case gain. One can carry on with auditing parallel to them. But still expect a case to change a bit by study and baffle a C/S once in a while.

But a *real* TRs Course produces changes up and down and up that are not possible to *also* audit around. So they don't mix.

VISUAL IDEA

To get a visual idea of this:

Optimum:
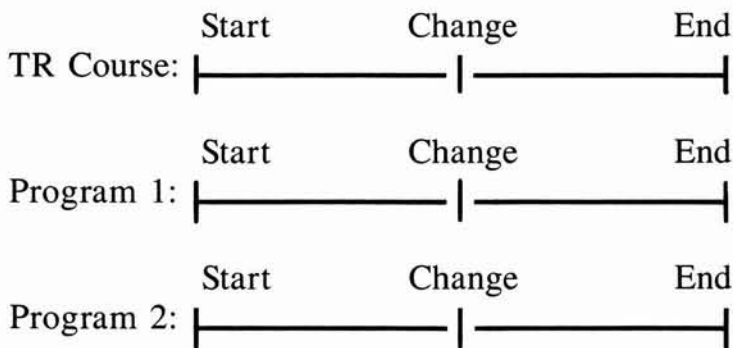
Ghastly:
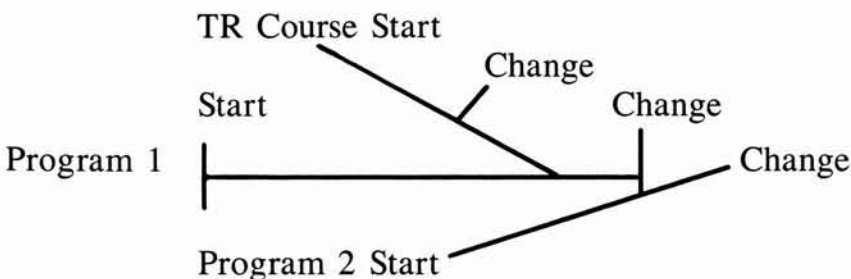
Where's the End?

Why, here, of course:

Got it?

L. RON HUBBARD
Founder

C/S Series 39R

STANDARD 12½-HOUR INTENSIVE PROGRAMS

The sale of 12½-hour intensives modifies earlier versions of Advance Programs (Grade Chart) since a C/S now needs everything he can get a pc audited on. It is not now a question of selling the public anything with a name. You just sell 12½-hour intensives. The C/S decides what to run and runs all he can as lengthily as he can. Refunds come from not enough auditing. Gains come from auditing in large blocks of hours such as 1 to 6 12½-hour intensives, always delivered at 12½-hours per week or weekend.

SAMPLE PROGRESS PROGRAM

Repair Program

(Can include GF)

Life Repair

C/S Series 53

(Int Repair or Int RD wherever indicated and if reading)

GF 40X Revised Method 3

Dianetic C/S-1

Engram, Handling of, R3R Triple

GF 40X Revised.

ADVANCE PROGRAM

C/S 54 (omit running things already run in GF 40X)

Dianetics R3R Triple to Completion (Any ruds or repair needed during Dianetic actions)

ARC Straightwire Triple

Grade Zero Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade I Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade II Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade III Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade IV Expanded Triple (or Ex Single if you don't have the Triple processes in)

(Any repairs above at any place during above, using GF, etc.)

Power Setup: Life Ruds and Green Form

Power Triple

VA

R6EW

Clearing Course

OT I

OT II

OT III to attest

OT VII

OT III Expanded to attest

L10 (when released)

OT IV

OT V

OT VI

Rehab OT VII

Any higher OT grade.

L. RON HUBBARD
Founder

Remimeo

Study Series 2

CONFRONTING

The first requisite of any subject is the ability to confront the various components (things) (parts) (divisions) of the subject itself.

All misunderstoods, confusions, omissions, alterations of a subject begin with failures or unwillingness to confront.

The difference between a good pilot and a bad pilot depends of course on consistent study and practice, but underlying this, determining whether the person *will* study and practice, is the ability to confront the components of study and airplanes.

A "quick study," by which is meant a student who learns rapidly or a person who grasps a subject quickly, has a high ability to confront that subject.

In a dramatic profession, the wild animal trainer who could confront wild animals remained alive. The one who couldn't confront was too slow of perception to live long.

In a more common line of work, the *fast* typist could confront study and typing in the first place and the slow typist couldn't and can't.

The confusions about "talent" and "native ability" and such are resolved to no small extent when one recognizes the role played by the ability to confront.

Basically, if one can just be there with it, he can *then* achieve the skill of communicating with whatever "it" is and handling it.

Thus, before communicating with the components of a subject can properly begin, one must be able to be there comfortably *with* the components of the subject.

All power depends upon the ability to hold a location. To communicate one must be able to hold to a location.

This is even true in the physical universe. You can't move a chair unless you can hold a position yourself near the chair. If you don't believe it, try it.

Thus the ability to communicate with precedes the ability to handle. But before one can communicate with something, one must be able to *be* in a location near it.

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The age-old puzzle of how some scholars can get "A" on a subject they have studied and then not be able to *apply* even a scrap of the data is resolved by this fact of confronting. They can confront the book, the class and the thought. But they haven't attained the ability to confront the *physical objects* of the subject.

At least such "glib" students can confront the book, the paper, the thought. They are part-way there.

Now all they need to do is confront as well the physical things to which the subject is applied and they would be able to apply what they know.

Some people are not so lucky as to be "glib" students. They have to work up to "being there" with the book, paper, classroom and teacher.

Thus "confronting" is actually the ability to be there comfortably and perceive.

Amazing reactions occur when conscious effort is made to do this. Dullness, perception trouble, fogginess, sleep and even pains, emotions and convulsions can occur when one knowingly sets out to BE THERE AND COMFORTABLY PERCEIVE with the various parts of a subject.

These reactions discharge and vanish as one perseveres (continues) and at last, sometimes soon, sometimes after a long while, one *can* be there and perceive the component.

As one is able to confront one part, he then finds it easier to confront other components.

People have mental tricks they use to get around actual confronting—to be disinterested, to realize it's not important, to be sort of half-dead, etc.,—but these discharge (run out) as well eventually and at last they can just be there and comfortably perceive.

Eye blinks, swallows, twitches, aches, pains, are all systems of interrupting confronting and are the symptoms of discomfort. There are many of these. If they are present, then one is not just being there and perceiving.

Confronting on a via (using a relay point) is another method of ducking out of it.

The worst off cannot even tolerate the idea of being there and perceiving anything. They run away, even go into emotional fits rather than be there and perceive. Such people's lives are a system of interruptions and vias, all substitutes for confronting. They are not very successful. For success in life depends not on running away from it but by being there and perceiving it and then being able to communicate with it and handle it.

TERMS

"A gradient scale" means a gradual increasing condition of, or a little more of, little by little.

A "skipped gradient" means taking on a higher degree or amount before a lesser degree of it has been handled. One has to go back and handle the missed degree or thing or else one will have just loses on a subject thereafter.

"Flattening" something means to do it until it no longer produces a reaction.

"Overrunning" something means accumulating protests and upsets about it until it is just a mass of stops. Anyone can do anything forever unless he begins to stop it.

"Invalidation" means a refuting or degrading or discrediting or denying something someone else considers to be a fact.

GRADIENTS

Some of the things one would have to be able to be there and perceive in order to study, placed in a graduated scale of increasing difficulty are:

Beginning at all

The classroom or work space

Paper

Books

Writing materials

Sounds

A student

The Supervisor

The area of the study subject's physical components

The motionless equipment of the subject

The moving equipment of the subject

Masses connected with the subject

The subject as a whole.

The next stages would have to be confronting while moving. This requires a consecutive being there and perceiving even though one is occupying different locations.

The next stages would be confronting selectively while moving despite other things seeking to distract.

This bulletin is not an effort to set out the numerous confronting drills. It is intended to set out the various axioms or laws necessary to an understanding of the subject of confronting itself.

From these brief notes all the axioms can be derived.

The fundamental and basic simplicities of confronting itself is the first thing that must be grasped. All complexity surrounding any subject or action is derived (comes from) a greater or lesser inability to confront.

L. RON HUBBARD
Founder

HCO BULLETIN OF 2 JUNE 1971
Issue II

Remimeo
Class VIIIs
Class VIII
  Checksheet

Urgent

C/S Series 37 Cancelled

C/S Series 37 Addition Cancelled

(C/S Series 37R, HCOB 3 June 71

is the valid one)

OVERRUN—DON'T USE

C/S Series 37 of 19 May 71, HIGH TAs ARE OVERRUNS PLUS INT RD HANDLING, and C/S Series 37 Addition, TA RISING WHILE LISTING O/R LIST, are both CANCELLED and should be removed from any files, packs and destroyed.

Auditors are having enough failures with it to make it unsafe. And I have made a breakthrough which outdates it anyway. I am always the first to tell you of any error.

Leave this in your file.

C/S SERIES 37 IS *REPLACED* BY *C/S SERIES 37R*, HCOB 3 JUNE 1971, HIGH AND LOW TA BREAKTHROUGH.

L. RON HUBBARD
Founder

HCO BULLETIN OF 3 JUNE 1971

C/S Series 37R

Revised

(C/S Series 37, HCOB 19 May 71 and C/S Series
37 Addition, HCOB 21 May 71, have been can-
celled and are not for use. They are replaced by
this HCOB, C/S Series 37R.)

MUST BE CHECKED OUT STAR–RATE
AND IN CLAY BEFORE USE!

HIGH AND LOW TA BREAKTHROUGH

(The rundown described in this bulletin may only be delivered at the Flag
Service Organization by auditors and C/Ses specially trained and qualified
to audit and C/S it.)

High and low TAs have been a long-time puzzle and stumbling block to
auditors.

The usual definition of OVERRUN is "gone on too long" or "happened too
often." This causes high TAs to occur.

In examining a few failures on using "overrun," I have found that underlying
this there is a more basic principle.

When a thetan believes something is "overrun" or "has gone on too long" or
"was done too often" he is expressing only a symptom of another mechanism.

The truth is A THETAN CAN DO ANYTHING FOREVER.

To audit "overruns" is auditing toward an untruth. Thus if carried on as a
process it is really an out-of-ARC process.

That which makes a thetan *believe* something can be overrun is the EFFORT
TO STOP or THE EFFORT TO STOP HIM.

The effort to stop something, when generalized, becomes a "stop every-
thing" and IS the entrance point of insanity. This has been known since 1967.
But I did not earlier connect it with the OVERRUN phenomenon.

When a thetan has a long chain of efforts to stop or a chain of efforts to stop
him (mixed up with protest, of course, and shame, blame and regret and other
human emotion and reaction) he accumulates ridges. These make mass.

This mass makes the high TA.

In truth, it is not possible to kill a thetan, so therefore any effort to stop a thetan would only have partial success. So the chain is also full of INCOMPLETES.

An incomplete cycle of action causes ARC breaks.

Thus an OVERRUN is full of MASS and ARC breaks!

As you possibly recall from the material of about 1955 the one process you must not run on a pc is "Look out of here and find something you can go out of ARC with." This sends him into a dwindling spiral.

The common denominators of a bank are OUT OF ARC and STOP!

Thus if too long a list of "What has been overrun" is required to obtain the first BD F/N item, the listing action may very well restimulate much more bank than can easily be handled on some pcs.

As these are *also* the pcs with very high TA, if one lists for overrun and runs much too long a list to get his first BD F/N item, the pc can be heavily restimulated.

Listing errors or upsets can make this, then, too uncomfortable a proceeding for a pc and should NOT now be done.

And if it doesn't work on some pcs in the hands of some auditors, it must therefore be cancelled. Any recommendation on VIII Course to do it is cancelled.

The theory is correct as given on the VIII Course. There, a *few* items were intended. But now some very long lists have come up on some pcs which made the pc uncomfortable and were hard for the auditor to handle. Thus the BD F/N item overrun list must not be done.

CONTINUE is then the reverse action to overrun. Continue equals survival.

The REVERSE to overrun therefore can be run as a process, to wit, "What would you be permitted to continue?" or "What could be continued?"

This however would not be very successful. Thus the listing action is recommended as the process to use.

LISTS

SEVEN lists can be done on overrun itself by using the in-ARC approach.

Assess:

A. Self to another   _____

B. Another to self   _____

C. Others to others   _____

D. Others to self   _____

E. Self to self   _____

F. Another to others   _____

G. Others to another   _____

Ordinarily the biggest read or any read has located a flow that will run and will be most real to the pc. But this is not true in handling overruns. The most stopped or rising read is where he's really hung. To get a TA down list the most stopped read or the *rise* of the read or the item that raised the TA when called. This is ONLY true of overruns.

The list questions for the above are:

If A stopped: "What could you continue to do to another?"

If B stopped: "What could another continue to do to you?"

If C stopped: "What could others continue to do to others?"

If D stopped: "What could others continue to do to you?"

If E stopped: "What could you continue to do to yourself?"

If F stopped, list "What could another continue to do to others?"

If G stopped, list "What could others continue to do to another?"

The "most stopped read" would be one that really froze the needle or caused it to rise or caused the TA to RISE such as 3.5 to 3.6.

The lists would be listed to a BD F/N item, cog, VGIs. Actually the list could be listed forever. But the pc will get an item he likes and that F/Ns. He is then given his item. One does NOT null such lists unless one has really goofed.

ALL the lists A, B, C, D, E, F and G can be listed. To get a TA DOWN you list the flow that sends the TA UP. Then reassess for the next that sends the TA up, etc.

LOW TA

The same exact thing causes LOW TAs. The flow could be said to have overwhelmed the pc.

Exactly how you read the list for low TA will be given in another HCOB after further tests are made. In theory it would go lower on assessment.

Please note that OUT–TRs on the part of auditors is the most frequent cause of low TAs. TR 1 that drives the pc out through the back of his head can cause a low (below 2.0 TA) on a lot of pcs.

END PHENOMENA

The end phenomena, the "EP" of a TA HANDLING RUNDOWN would be all lists assessed or listed to F/N and the pc's needle doing a persistent, continual F/N for *days*. This means an F/N, wide, that nothing can kill.

DEPT 10

The Department of Special Cases should have auditors who can do this rundown by the book and with perfect results. It is really a Dept 10 technique.

FLOWS NOTE

There are about seven flow directions that can be used or listed:

1. Self to another

2. Another to self

3. Others to others

4. Self to others

5. Others to self

6. Another to others

7. Others to another.

"Flow" is an electronic flow in a direction. In Phoenix, Arizona, in 1952 an "oscilloscope" (has a face like a radar, shows wave patterns and directions) was once hooked up to an E-Meter movement and showed that a mental flow will flow just so long in one direction. By reversing the repetitive commands when the left-right directional flow slowed, the flow turned around and flowed right-left then slowed, etc.

So actual electrical flow occurs in response to the directional command (like "self to another"). Also it jams up when run too long on an average human because his mind has "overruns" in it already.

"Ridges" and masses come about from a conflict of flows opposing or being pulled back as in withholds.

High TAs are caused by two or more flows opposing thus making a mass or ridge. Low TAs are caused by overwhelm by flows.

The thetan thinks of them as overruns and so quits on a subject or wishes he could.

This is why the TA behaves as it does on life and certain subjects.

There is no real reason why a flow can't go on forever in one direction unless a thetan tries to stop it. Then it ridges and makes mass which then reads on a TA.

AUDITOR QUALIFICATIONS

An auditor must be a master at Listing and Nulling in order to touch such actions as these lists. To foul up on listing on an already fouled-up pc is quite out-tech!

An auditor's TRs should have been passed the hard way.

His metering must be excellent and flawless.

His command and use of the Auditor's Code must be complete.

He should himself have had case gain.

He *must* have a full checkout on this HCOB and be able to do it in clay.

And as I say, he must know the subject of Listing and Nulling so well, he can always list smoothly to a BD F/N item with never a quiver.

INTERIORIZATION RUNDOWN

This HCOB does not change the Interiorization Rundown in theory or in practice.

It does however give this procedure.

1.   On a high or low TA pc check for exteriorization in auditing.

2.   If pc has gone ext in auditing make *sure* he has not had an Ext-Int RD earlier before giving him another.

3.   If an earlier Int RD exists, repair, complete or rehab it.

Often an Int RD is itself overrun. An L3B on it will show what is wrong with the earlier one. Some poor high TA pcs have had 2 or 3 Ext-Int RDs! All run past the EP.

Some Ext-Int RDs went totally flat on the secondaries! Or on the recalls. All else was overrun.

4.   If no earlier Ext-Int RD was done, then do one.

5.   If the check of the Ext-Int RD situation shows it not to be the reason, or was the reason but the TA goes high or low days later, then DO THIS TA HANDLING RD.

As pc high and low TAs have been blocking auditing for a lot of auditors, this discovery and its remedy is delightful news!

L. RON HUBBARD
Founder

Remimeo

C/S Series 40

LOW TAs

(The rundown described in this bulletin may only be delivered at the Flag Service Organization by auditors and C/Ses specially trained and qualified to audit and C/S it.)

As per C/S Series 37R, further work was done on low TAs.

LOW TAs ALSO ASSESS ON RISE JUST LIKE HIGH TAs.

There is no difference of procedure except that a low TA can blow UP to 2.0+ and F/N.

Thus one can't say using 37R on a low TA case, "List to a BD F/N item," as it may be a blow UP F/N item.

The TA may be at 1.8 in listing and when the F/N item goes on the list, the TA will blow UP to 2.0 or 2.1 and F/N.

Further if the F/N promptly dies, and the TA falls, one lists further until one blows *up,* the F/N continues and the pc is pleased with it.

Assessment on a low TA is done on RISE for the item listed or a blow *UP,* just as in the case of high TAs.

When you list a low TA's falling flow (in assessing the seven flows) and use *it* for the Continue list the pc can get very unhappy and will get even more overwhelmed.

Thus low TA or high TA, list the seven flows for *rise* or blow *UP* and list the one that rose most. This is true of the first and every other flows assessment.

Realize this blow UP rule only applies to 37R and the Continue list and is not used in any other listing.

37R works on low TAs like a bomb!

L. RON HUBBARD
Founder

HCO BULLETIN OF 9 JUNE 1971RA

Remimeo

Issue I

REVISED 28 MARCH 1977

C/S Series 41RA

C/S TIPS

LISTS

Always C/S to correct lists first when lists are out or suspected to be out.

Don't do ARC breaks first in a case of out-lists as an out-list can make an ARC break that can't be handled by ARC break but only an L4BRB.

On a GF when lists show up or overlists you should handle that (first action in handling the GF) but also you must order an "L4BRB Method 5 and handle." Method 5 is the once through for assessment.

NO–READ AUDITORS

When auditors can get no reads on things, you get their:

a. TRs checked to see if they can even be heard.

b. Their metering checked for meter position on auditing table, can they see meter, pc and write without shifting eyes?

And can they see pc's hands on the cans?

And was the meter turned on and charged and can an auditor work the tone arm smoothly with his thumb?

c. Does the auditor discount reads gotten on clearing commands? (They are the reads.)

d. Can the auditor read out a list and see the meter reads as a coordinated action?

CRAMMING

Send auditors to Cramming on all flubs, insist they GO to Cramming, insist Cramming calls them in and crams them and insist on a carbon copy of the fact that cramming has been done.

All the hard work of C/Sing comes in when auditors are flubby.

It takes weeks to make an auditor after he has had a course and it's only done by cram—cram—cram.

R–FACTORS

Never order an R-factor that takes pc into future or past as he then won't be in session. Example: C/S's R-factor: "We are setting you up for Dianetics." Promptly the pc is up ahead not in *this* session.

MIXING STARTS

There are many ways to start a session. Don't mix them.

It's "2WC what do you have your attention on?"

"Fly a rud if no F/N."

"Fly all ruds."

"2WC the TA down."

"Fly a rud or GF +40 Method 5 and handle."

It's not a mixture of frantic efforts to get a TA down.

If the auditor can't on what the C/S says, THE AUDITOR ENDS OFF.

Interiorization is undone or out, there may be list errors, there may be overruns, but for sure it's a case for FOLDER STUDY, not for an auditor C/Sing in the chair.

HIGH TA AND ARC BREAKS

Train your auditors NEVER TRY TO GET A TA DOWN FROM ABOVE 3.0 ON ARC BREAKS.

LOW TA QUITS

Some auditors see a TA sink below 2.0 and then won't continue the 2WC or process to get the TA back up.

"The TA sank so I quit" is a common auditor note.

Compare this: "The TA rose above 3.0 so I quit."

See? Doesn't make sense.

If a TA sinks below 2.0—and the auditor's TRs are good—the same action will usually bring it up to 2.0 and F/N.

Come down hard on auditors who do this.

Get their TRs checked, make them continue.

EXAM F/Ns AFTER FLUBS

Pcs whose TAs are high in session or low in session yet F/N at the Exams put the finger on the auditor. They are protesting or being overwhelmed.

Always C/S "Examiner! Ask pc what auditor did in session."

Then you know it's the auditor or the case. The pc will say the auditor was okay. So it's case. But usually *when cases are puzzles* there's weird things going on with TRs.

Also the auditor may be noisy or laugh hard or is boisterous and being "interesting."

C/S VIA

The C/S is handling cases on the via of an auditor.

If the auditor is *perfect*, the C/S can handle the workout of the case. If the auditor is not perfect in TRs, metering, Code, reports and doing the C/S, then the C/S is solving a factor unknown to him, not the pc's case.

So, be a perfect C/S. Demand perfect auditing. Cases fly.

HIGHER LEVELS

A C/S who assesses a pc to higher levels to solve lower ones is really asking for a wreck.

It's always the earlier actions that are out.

Trying to cheat a case up to Grade II when he won't run on Grade I is like trying to run the whole Grade Chart to cure a cold.

A pc can always be solved in or below where he is.

"Oh, we'll put him up a grade and cure his high TA" is like "He can't pass kindergarten so we'll enroll him in college."

C/S EXPERTISE

A C/S has to know his auditing materials, HCOBs and texts MUCH better than an auditor.

If a C/S is not being successful, get a retread on VI and VIII materials.

A C/S also must be confident HE could crack the case as an auditor.

When a C/S is shaky on his materials, then the world of auditing looks very unstable.

The tech is very exact, very effective. If any errors existed in it, they've been corrected.

So the variables are the knowledge of the C/S, his discipline and demands of auditors and the actions of the auditor.

If THESE are stable, then the cases that come along are easy as can be.

The successful C/S knows his materials. If he wants to be even more successful, he keeps his study up.

Then he is steady and calm for he is totally certain.

L. RON HUBBARD
Founder

C/S Series 42

C/S RULES

COMPLETE CYCLES

Don't leave cycles incomplete on a case.

If a C/S starts a 37R and the auditor goofs, correct the auditor and then get the 37R completed. Don't disperse and do something new.

If you have a program going and it's goofed, repair the auditor and the goofed pc and continue the program you began on the case.

Repair (Progress) Programs are ended when the pc is flying nicely. When a repair hits that, don't rerepair.

On Advance Programs, take each step to its EP. Don't suddenly start something new.

A sure way to solve a case is go back and find the earliest incomplete program, complete it and so on up to PT.

Keep your "finger in the book" on a case. Don't lose your place. That's done by having the current program on the inside front cover, paper clipped on, and checked off with each step done. When it's done, put a new program on top of it.

Insist that auditors keep up the inside front cover Folder Summary each session with their auditing time and admin time in the box. This Folder Summary is a two-column set of boxes, date, what's run, F/N or bogged and time.

By seeing admin is in, you can keep your place in the book or study back rapidly to find what's been done.

DOUBLE ACTIONS

The deadliest faults on cases are running the same action or grade twice. This drives TAs up through the roof.

Example: Power done in '65. Done again in '69!

Example: Grade IV done in '69, done in '70.

You find the case isn't doing well or find the error. In doubles, rehab by date of the first time it was done.

I've seen Interiorization done three times on one pc, Power twice and the same Dianetic chains run over and over. And people wondered "Why is the TA high"!

So when you order a major action, always check to see if it's ever been done before! Save you grief. And if a major action won't run, suspect it may have been done before.

SETUPS

Always set up a case fully for the next major action.

Don't overrepair. But be sure the case is not sick, has had good Exam Forms and does well.

Then C/S the next major action.

BLAMING THE PC

Never blame the pc. Many it is true are dog cases.

But even dog cases can be handled.

When you find auditors (or feel yourself) blaming the pc, get the overts and withholds run out.

Once I got the most splendid sessions out of an HGC. I had the auditor's overts and withholds checked on each auditor before he went into session. It was just research, but my it worked! Those were the smoothest sessions! Pcs began to fly!

Too many times one blames the pc only to find later that the auditor's TRs were ghastly and that a major action had been run twice. Such discoveries make a C/S out of a C/S.

L. RON HUBBARD
Founder

C/S Series 43

C/S RULES

TROUBLE FOR THE PC

Never make trouble for the pc.

When a pc is running well, let it roll. The C/S can spot a *possible* error but the pc is wide F/N VGIs at the Exam, let it go.

Chew the auditor, send to Cramming. But don't throw the well-running pc into extensive repair—don't break into a winning program harshly. It gives the pc a loss.

The pc who *isn't* running well is the one you repair. Don't keep a pc going on and on, running badly, with no case study. Study the case folder, find the right Why by going back to where the pc was running consistently well and then come forward for the error. It will be in the exact next session.

If the pc wasn't ever audited before, you go into his life, of course, with a GF + 40 Method 5 and handle, and other life repairs.

OVERREPAIR

Any repair or progress action has reached its end phenomena when the pc is running well again.

This is peculiar to the Repair or Progress Program.

Wrong Example: Pc was on Grade III, fell on his head. C/S studied case, found out-lists, wrote an extensive Repair Program and C/S. Halfway through Repair, the pc again was flying. C/S continued the repair. Pc bogged. C/S C/Sed the pc to flying again. C/S continued the repair. Pc bogged.

Right Example: Pc falls on his head on Grade III. C/S writes a Repair Program and C/S. Auditor finds the out-list, corrects it. Pc flies. C/S puts pc at once back on Grade III to complete.

AUDITOR INVAL

An auditor can be invalidated by a C/S by having a lot of questionable tech points thrown at him.

The auditor's *data* gets shaky.

If no decision was ever made—is not in HCOBs and tapes—is not to hand and can't be referred to by HCOB and tape, then a C/S should not be making the point.

Example: Auditor extends a list three more items beyond an F/N. C/S chops him. There is no such rule. The pc maybe wouldn't accept the item until he listed a few more. Result is a firefight between C/S and auditor, simply because it isn't a valid point.

HCOBs and tapes *are* the stable data that form the agreement between the auditor and the C/S. "If it isn't written (or spoken on tape), it isn't true."

Don't wander off known tech points in C/Sing.

Never shake an auditor's data by advancing data not on HCOBs and tapes.

Always know your data, your HCOBs and tapes and refer the auditor to them in Cramming.

Cramming MUST have a library of all materials.

A hidden data line can build up in C/S-auditor lines (or course lines or cramming lines) that CAN UNSTABILIZE ALL TECH AND DENY FURTHER RESULTS.

The decay of tech in areas begins with hidden data lines that ARE NOT TRUE.

So use and refer to HCOBs and tapes and leave all other points alone. Your auditors will become confident and certain and tech will improve.

It's enough just to insist on the usual.

Then auditors and cases will fly.

L. RON HUBBARD
Founder

Remimeo

C/S Series 44R

C/S RULES
PROGRAMING FROM PREPARED LISTS

There are many vital prepared lists.

King of these is the Green Form. The additional no. 40 items are the original Seven Resistive Cases. The best way to do a GF +40 is Method 5 (once through), lengths of reads and BDs marked and C/S to then write a C/S for it.

Hi-Lo TA is also such a list, also done Method 5.

Any such prepared list can be done Method 5 and the C/S to then write a C/S.

But L4B (lists correction), L3B (Dianetic errors) and L1C (ARC breaks and bypassed charge) are usually done Method 3 (auditor assesses to a read, gets the action done and/or earlier-similar to an F/N, not going on until his action has resulted in an F/N and then going on to complete, handling and F/Ning each read he gets).

When the C/S has a list assessed Method 5, he expects usually to get it back with the reads and then write the C/S for it. Sometimes he asks for a GF +40 and a Hi-Lo TA both to be done Method 5.

Now the question comes up, which reads does the C/S write up to be handled first? And second? And third? Etc. In other words, how does he arrange the C/S the auditor is to do now? What sequence are the items handled in?

These rules apply:

Handle an out-Int RD first.

Handle anything connected with "lists" (meaning listing and nulling lists) first if Int isn't out. Like "Listed past right item" reads. The C/S would get that handled FIRST. Always handle list errors first. And usually do an L4B additionally, auditor to handle. A pc can get sick after a listing error and you can't get auditing done when lists are out.

Doesn't want auditing, why, is then handled if it read.

Next, C/S to handle anything to do with rudiments. ARC breaks, PTPs and W/Hs take precedence in that order.

(Listing errors are first, before ARC breaks because an apparent ARC break after a listing error can only be handled by getting the charge off the list.)

Anything that *looks* like a withhold comes next.

After that, one just takes the lengths or BD of reads. Take the biggest reads before you take the smaller ones, once you have C/Sed for lists, doesn't want auditing and ruds and evident other withholds.

The only confusion that one can get into is a very high TA. But list errors can cause high TAs. Next in frequency is withholds.

Never C/S to take a TA down with an ARC break rud or an L1C. *Never.*

You can C/S to "talk a TA down" only when there are no list errors or withholds reading on a GF.

Of course, an Interiorization Rundown error is a primary target. But you don't have that once it's handled. You will get a soaring TA if Int is out. L3B is a potent tool to order for Int outnesses, the auditor handling as he goes, Method 3.

So the above gives you the rules by which you C/S from assessed prepared lists.

Basically—when Int is out, auditing will drive the TA up.

When lists are out, nothing will handle but lists, and L1C won't nor will ruds.

When ruds are out, nothing else will straighten up and you mustn't order auditors to audit with out-ruds.

Doesn't want auditing can come from a bad L&N list. Or out-Int. Or out-ruds. Previous bad auditing can be cured by L1C on previous bad auditing. The craziest out-auditing I ever ran into was an auditor using reads and F/Ns when there were none and failing to take up or flatten reads he did get. So there can be variations on bad auditing and there can be, to our shame, false auditing reports. The best C/S is to find what auditor and find out what the error was. Bad TRs on a poor TRs course where the pc was a student (false passes and invalidated wins) can also cause "doesn't want auditing."

"Protest" is a frequent reason for high TA and is a cousin to "doesn't want auditing" and is handled by checking "lists" for read and doing an L4B if it reads or finding the out-ruds or other BPC as in L1C.

As there are so many combinations of reading items from prepared lists, you have to C/S according to these general principles.

These rules serve as a steadying guide that you'll find win for you.

L. RON HUBBARD
Founder

C/S Series 37R, Addition

HI–LO TA ASSESSMENT RULES

(The rundown described in this bulletin may only be delivered at the Flag Service Organization by auditors and C/Ses specially trained and qualified to audit and C/S it.)

In assessing and listing the Continue Process it is VITAL to continue to assess the seven flows and list until the entire list widely F/Ns.

There can be more than seven lists taken from the seven flows.

One finds a rise or blow-up item, does a list on it, then reassesses ALL seven flows, finds the next most rising item, lists that and assesses ALL seven flows and finds the next most stopped or rising item and lists that. One just keeps this up.

Eventually, on assessing the seven flows you can only get a stopped needle. Then a slowed or killed F/N. One uses these for lists.

Sometimes toward the last they blow on indication and cog.

The end of it all is the auditor assessing the seven flows without being able to disturb a wide, wide, persistent F/N.

THAT is the EP of the 37R process. There is no other EP. If not done to that EP, the 37R process is incomplete.

CLEARING FLOWS

The idea of *flows* should be cleared with the pc before assessment is done.

One can do this by getting the pc to draw them.

Don't confuse the pc with this clearing and make sure he is not confused before assessing the seven flows.

REPEATED ASSESSMENT

One can take a sheet of paper lengthwise and write the seven flows along the left edge with lines to the right. By putting in dividing vertical lines one then has 10 or 12 assessments laid out ready to do.

LOW TA

Unless one does a THOROUGH JOB to the 37R end phenomena on a low-TA case, the TA will continue to go low in future sessions.

A low TA takes more times through the assessments and listing than a high TA.

CRAMMING

Auditors who can't do this well must be fully crammed on reading a needle and TA on stops, rises and blow-*ups*.

The result, if properly done, is invariably good.

L. RON HUBBARD
Founder

Remimeo

C/S Series 37R, Addition 2R

LOW TA ASSESSING

(The rundown described in this bulletin may only be delivered at the Flag Service Organization by auditors and C/Ses specially trained and qualified to audit and C/S it.)

If after an apparent EP of a wide F/N on the last assessment, the pc then has a low TA at the Examiner or subsequently has a low TA, one must NOT start a new program as the existing one (37R) is incomplete.

The correct C/S for an apparent 37R EP which then went sour would be:

1. L4B Method 3 and handle.

2. Ask if there is another flow not yet touched. Note its read as it is described and list it.

3. Reassess the existing and the additional flows for any slightest slow or choke and list it.

Should there still be trouble with low or high TA subsequently, it lies in the area of overts and withholds which blow loose on the Continue process. This is true because overts and withholds add up to stopping something which is discontinuance.

The next process (when all possible thoroughness has been taken with 37R yet trouble of high or low TA persists) has not yet been released.

L. RON HUBBARD
Founder

Remimeo

C/S Series 45

C/S RULES

A C/S never C/Ses exclusively for result. He C/Ses for exact tech application. If *that* occurs, he'll also get his result. If a goof still wins, the C/S stomps on the goof.

This prevents auditors getting hung on an accidental win. The wins a C/S wants are exact tech application.

If a C/S can finally get auditors exactly auditing the exact processes with exact TRs, metering and Code, everybody then wins all the time.

So the pc got an F/N at the Exam after the auditor failed to do the final run through, leaving the TA high at session end. That's a goof. To hell with the F/N at Exams or how PR the pc was. *That* is a goof. The C/S stomps on it.

Never give a "very well done" on wins only. Give them on tech exactness. Got an Exam F/N not quite by the book. That's only "well done." Got an Exam F/N *and* did it by the book is the "very well done."

We know the tech works. That's no surprise. Perfect application by the auditor is what the "well dones" and "very well dones" are for.

The moment a C/S loses sight of this point, he has started his team on a downgrade that will wind up with everyone losing— org, auditors and pcs.

That's the secret of how I as a C/S make star auditors. If it's by the book, hurrah. If it isn't by the book, then a pc dialwide–F/N–VGI rave at Exams gets, from me, a flunk! on the auditor. With a good plain why.

The very well done means "You applied the tech splendidly." It does *not* mean "You helped the pc." We know the standard tech will do that.

So watch this point. It's an awful big one. It will make your auditors into stars or bums.

Auditor runs a narrative chain. Gets away with it. Pc F/N VGIs at Exam. *My* C/S includes "Auditor to Cramming on HCOBs covering types of items."

Now, please recognize that auditors for whom I C/S *do* make it and go on making it. Well, in addition to knowing the subject, this is the one thing I do that is not always done by C/Ses.

L. RON HUBBARD
Founder

HCO BULLETIN OF 19 JUNE 1971
Issue II

Remimeo

C/S Series 46

Keeping Scientology Working Series 18

DECLARES

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

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

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

A declare completes his cycle of action and is a *vital* part of the action.

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

So this goes two ways:

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

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

This gives us a third:

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

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

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

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

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

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

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

L. RON HUBBARD
Founder

C/S Series 47

THE SUPREME TEST OF A C/S

(Reference HCOB 19 Aug. 67, THE SUPREME TEST,
which must be read with this HCOB)

A C/S or auditor who knows his tech is able to hold the line on any given action in auditing or C/Sing and not mix up.

One C/Ses Dianetics purely. Not Dianetics, Class VI, Class VIII, Dianetics, Class VI.

One C/Ses or audits a rundown as itself, not as a botch of several actions run into it.

So this brings to view that some can run the process or program for A to B.

And some, worse luck,

a. Go from A to G to Q to A and wonder why they don't arrive at the B of result.

b. Some go from A to B all right but when at B go right on past it.

Both, actually, are a type of nonconfront. The A–G–Q–A can't confront and disperses off arriving at B. The A beyond B hasn't confronted B and so doesn't recognize B.

The ability to confront the pc and the session and parts of the session permits one to accurately go from A to B.

Proving this, perception reduces in ratio to overts. Accept that fact as it's true. If you run O/W on an auditor regarding the pc he is to audit, the auditor will give a perfect session to that pc. Why? He can confront because he can see.

Programing is simply an A to B action. The road is all laid out.

Auditing a process is a simple A to B action.

What if you had an auditor who halfway through Level Zero with no completion found a picture, did Dianetics on it, didn't flatten the R3R because pc cogged it was like his mother and the auditor did O/W on mother in the middle of the engram!

The pc would be a mess! B was run away from.

Same way with programing that isn't handled.

What if you had an auditor who got an F/N Cog VGIs and continued the same process to TA 5.6? He got to B and kept right on going.

Same way with programs.

So really, the Supreme Test of an auditor or C/S is to begin at the A and arrive at the B in any process or program.

You should look into some folders where the C/S or auditor dispersed off B or where B was reached with no halt.

The most recent examples I've seen have been taking processes out of one rundown and using them in another rundown all in an effort to achieve a maximum effect when the error that was present came from failure to complete two earlier programs.

The correct action would have been to complete the earliest program left incomplete and then complete the next incomplete program, not scramble parts of two *new* programs.

A to B is a cycle of action. A clean one.
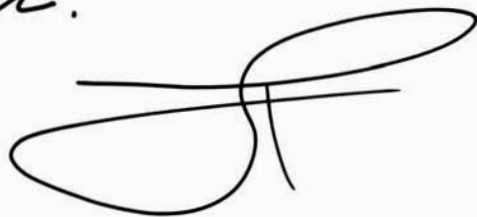
It is best to keep it so.

The Supreme Test of an auditor or a C/S is to make auditing go right—by the book.

L. RON HUBBARD
Founder

The Supreme Test of
an Auditor or a
C/S is to make
Auditing go right —
by the book.

Word Clearing Series 1RA

THE SECRET OF FAST COURSES

BEFORE

Study trouble?

GRAPH

Even a little?
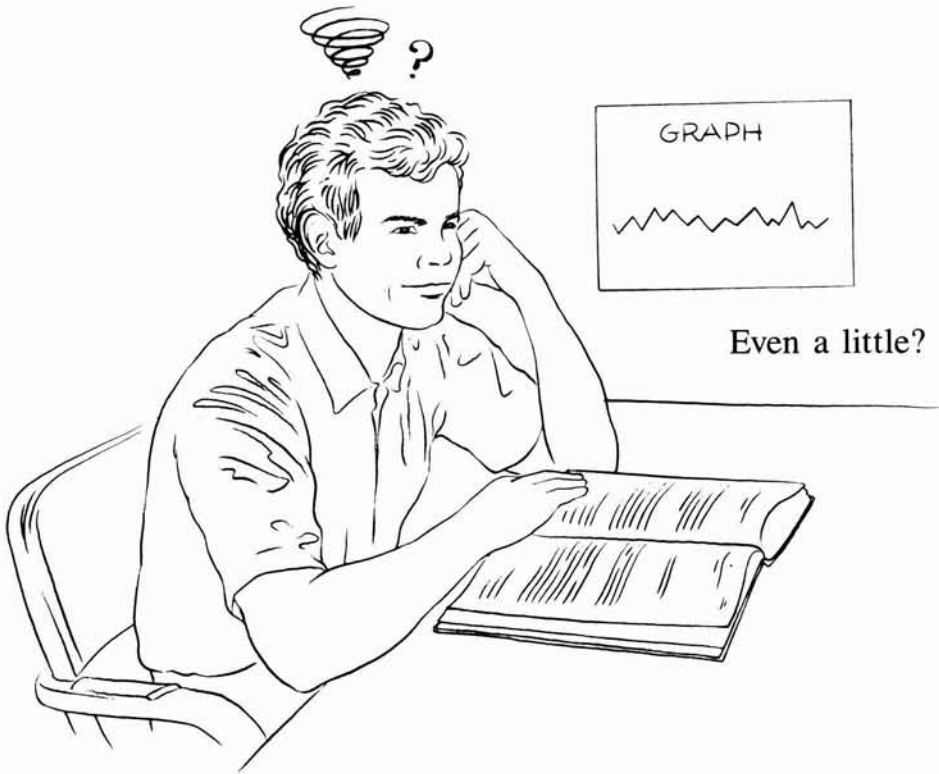
See the Word Clearer!

Don't suffer—see the Word Clearer.

He'll help you a little.

He'll help you a *lot!*

A sweepingly fantastic discovery in the field of education.

GRAPH

"I've been to the Word Clearer!"

"And I use the 'misunderstood word tech' when studying too!"

WORD CLEARING!

If it is used, your courses start running fast, your students start learning quickly and it all starts going well.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 24 JUNE 1971

Word Clearing Series 2

WORD CLEARING

If anyone has "word cleared" you without these steps, it is incorrect.

1. By meter in session: A full assessment of many, many subjects is done. The *auditor* then takes each reading subject and clears the chain back to earlier words and/or words in earlier subjects until he gets an F/N VGIs.

2. By meter in classroom: The earlier passage is read by the student while on a meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the student's own verbal composing. The misunderstood area is then reread until understood.

3. Verbal in classroom: The student says he does not understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.

If any other word clearing is going on, it is OUT-tech.

There is a C/S on HCOB 30 June 71RB II, STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE, to be followed exactly on word clearing in a session. Do not follow any other version or excerpt. There is NO other way to do it.

If you are not auditing this way or using word clearing this way or if words are not being cleared this way, report it to Ethics.

Once development and issue has occurred, the next step is to get it understood and applied EXACTLY.

Then in both tech and admin we have successes.

L. RON HUBBARD
Founder

Remimeo
Tech/Qual
All Students
Supervisors
Supervisor's Course
Cramming
Word Clearers

Word Clearing Series 3R

BARRIERS TO STUDY

(Taken from LRH lecture 6408C13,
Study Tape 6, "Study and Education")

There are three different sets of physiological and mental reactions that come from three different aspects of study. They are three different sets of symptoms.

1. **Education in the absence of the *mass* in which the technology will be involved is very hard on the student.**

It actually makes him feel squashed, makes him feel bent, sort of spinny, sort of dead, bored, exasperated.

If he is studying the doingness of something in which the mass is absent, this will be the result.

Photographs help and motion pictures would do pretty good, as they are a sort of promise or hope of the mass, but the printed page and the spoken word are not a substitute for a tractor if he's studying about tractors.

You have to understand this data in its purity—and that is that educating a person in a mass that they don't have and which isn't available produces physiological reactions. That is what I am trying to teach you.

It's just a fact.

You're trying to teach this fellow all about tractors and you're not giving him any tractors. Well, he's going to wind up with a face that feels squashed, with headaches and with his stomach feeling funny. He's going to feel dizzy from time to time and very often his eyes are going to hurt.

It's a physiological datum that has to do with processing and the field of the mind.

You could therefore expect the greatest incidence of suicide or illness in that field of education most devoted to studying absent masses.

This one of studying the something without its mass ever being around produces the most distinctly recognizable reactions.

If a child felt sick in the field of study and it were traced back to this one, the positive remedy would be to supply the mass—the object or a reasonable substitute—and it would clear it up.

2. **There is another series of physiological phenomena that exist which is based on the fact of too steep a study gradient.**

That's another source of physiological study reaction because of too steep a gradient.

It is a sort of a confusion or a reelingness that goes with this one.

You've hit too steep a gradient.

There was too much of a jump because he didn't understand what he was doing, and he jumped to the next thing and that was too steep, and he went too fast and he will *assign* all of his difficulties to this new thing.

Now differentiate here—because gradients sounds terribly like the third one of these study hang-ups, definitions—but remember that they are quite distinctly different.

Gradients are more pronounced in the field of doingness, but they still hang over into the field of understanding. In gradients, however, it is the *actions* we are interested in. We have a plotted course of forward motion of actions. We find he was terribly confused on the second action he was supposed to do. We must assume then that he never really got out of the first one.

The remedy for this one of too steep a gradient is cutting back. Find out when he was not confused on the gradient, then what new action he undertook to do. Find what action he understood well. Just before he was all confused, what did he understand well—and then we find out that he didn't understand it well.

It's really at the tail end of what he understood and then he went over the gradient, you see.

It is most recognizable and most applicable in the field of doingness.

That's the gradient barrier and one full set of phenomena accompanies that.

---

3. **There is this third one. An entirely different set of physiological reactions brought about through a bypassed definition. A bypassed definition gives one a distinctly blank feeling or a washed-out feeling. A not-there feeling and a sort of nervous hysteria will follow in the back of that.**

The manifestation of "blow" stems from this third aspect of study which is the misunderstood definition or the not-comprehended definition, *the undefined word*.

That's the one that produces the blow.

The person doesn't necessarily blow on these other two—they are not pronouncedly blow phenomena. They are simply physiological phenomena.

This one of the misunderstood definition is so much more important. It's the make-up of human relations, the mind and subjects. It establishes aptitude and

lack of aptitude, and it's what psychologists have been trying to test for years without recognizing what it was.

It's the definitions of words.

The misunderstood word.

That's all it goes back to and that produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and the prime factor involved with many other things.

If a person didn't have misunderstoods, his *talent* might or might not be present, but his *doingness* would be present.

We can't say that Joe would paint as *well* as Bill if both were unaberrated in the field of art, but we can say that the *inability* of Joe to paint compared with the *ability* of Joe to do the motions of painting is dependent exclusively and only upon definitions—exclusively and only upon definitions.

There is some word in the field of art that the person who is inept didn't define or understand and that is followed by an inability to act in the field of the arts.

That's very important because it tells you what happens to doingness and that the restoration of doingness depends only upon the restoration of understanding on the misunderstood word—misunderstood definition.

This is very fast processing. There is a very swift, wide, big result obtainable in this.

It has a technology which is a very simple technology.

It enters in at the lower levels because it has to. This doesn't mean it is unimportant; it means it has to be at the entrance gates of Scientology.

It is a sweepingly fantastic discovery in the field of education and don't neglect it.

You can trace back the subject a person is dumb in or any allied subject that got mixed up with it. The psychologist doesn't understand Scientology. He never understood a word in psychology, so he doesn't understand Scientology.

Well, that opens the gate to education. Although I've given this one of the misunderstood definition last, it is the most important one.

L. RON HUBBARD
Founder

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Remimeo

C/S Series 37R, Addition 3

(The rundown described in this bulletin may only be delivered at the Flag
Service Organization by auditors and C/Ses specially trained and qualified
to audit and C/S it.)

37R is a *very* beefy process.

It has been combined into L9S, HCOB 17 June 71, and is best done as part
of this full rundown.

37R works on anyone, regardless of TA or state of case. Neither it nor L9S
are used only on bad-off cases. They work on both the worst and the best.

In doing 37R the items are sometimes very heavy and it takes the pc a bit to
accept them. Therefore, when one gets a BD F/N item, one asks, "Is _____
your item?" If he says "Yes," indicate it to him by saying, "_____ is your
item." The meter should give a fall and the F/N will widen.

If the pc says it is NOT his item, ask the question again and continue to list.
The pc will put the item back on the list usually for it was his item. But he has to
list further to realize it. He can also fail to put it back on the list and if so and he
is getting restless in listing, give him the BD F/N item again and he'll buy it.

A very big item that alters the pc's whole concept of things with big cogs
and 2WC is a good place to stop a session. 37R doesn't all have to be done in
one session. When you begin a new list before the last item is discharged the pc
can get a bit overwhelmed. This is a "nice" point, not a vital one.

Also the big item will often cause the next assessment to be a bit hard as the
pc's attention remains tied up in it for a while.

If after 37R the pc's TA later goes up or down again out of normal 2.0 to
3.0 range the action to do is an L4B in general on 37R. It usually picks up the
cognitions and confirms rather than corrects. L4B reads on wrong item. Auditor
says which one. Pc gives it. Quite usually it's a right item pc hasn't cogged on.

After the L4B, one can again run 37R. However, a better action is to:

Fly all ruds

Continue with L9S.

RUDS

When ruds are out during 37R a pc can feel strange. Of course with a high or low TA you can't get the ruds *in*.

So you can do a list of 37R and as this will F/N the meter, you can get in all ruds.

FLOWS

The pc may have NO idea of flows. So before assessing the first time one must clear "flows." The pc must understand that these words self to another mean a *flow* from himself to any another, etc.

If while clearing the word "flow" and "flows" you watch your meter also you will get your first blow-up of the TA.

ASSESS SLOWLY

By reading a flow and waiting a moment, you give the TA time to rise.

You can assess too rapidly and find that the TA has gone up, but which of the last items did it go up on? By proceeding a little more slowly you will be sure.

ADDITIONAL FLOW

There is another flow.

H. ANOTHER TO ANOTHER.

This should be added to your assessment sheet.

ASSESSMENT FORM

An assessment form can be printed. The flows A to H (adding the new one above) are put in on the left-hand edge of the paper held the long way. They can be repeated A–H and A–H. Lines and boxes lead out for repeated assessments.

This makes it easier for the auditor.

STEPS 37R

1. Clear the word "flow."

2. Clear the idea of flow (watch meter) for each flow A to H so you have no misunderstoods.

3. Assess the listing sheet. Take the biggest blow-up or speeded rise (if no big blow-up).

4. Mark it on the assessment form and W/S.

5. Fit it into the Q on a separate listing sheet, "What could _____ continue to do to _____?"

6. Ask the question of the pc.

7. Get the pc to give you items.

8. Write the items down while watching the meter. Mark needle reads or BDs. Put down TA reads regularly on the list.

9. Get the first item that blows down (or up) and F/Ns.

10. Ask pc if _____ is his item.

11. If pc says "Yes," say, "_____ is your item." Circle it on listing sheet and mark the F/N and *"Ind"* for indicated to pc. If pc says "No," continue to list. Pc will put item back on the list, at which time do (10) and (11) above. Pc will accept it. If he goes on and begins to protest, give him the first BD F/N item and do (11) and (12). He will accept it.

12. Mark item and TA and any 2WC on the item or cogs on the W/S.

DON'TS

Don't do this process without:

a. Checking out on C/S Series 37R, with Additions 1, 2 and this one, 3.

b. Do 1 hour confront and 1 hour Reach and Withdraw on your meter.

c. Dummy-running the 12 steps above with no pc but all the paper and tools until it is a faultless action.

d. Don't call pc's attention to the meter with comments or stares or looks of horror or edginess or fumbles.

e. Have smooth, perfect TRs.

f. Follow the Auditor's Code.

USING L9S

If used in conjunction with L9S, then L9S should also be drilled on Dating and Locating and dummy run.

SESSION FORM

These processes and rundowns are done in a streamlined session form.

SPECIAL 37R

The various flows of auditor to pc can be run and indeed an assessment of many subjects or dynamics can be assessed by rise and then flow-patterned as in auditor-pc as below.

This special 37R is mentioned here but will be laid out in full for other subjects in another issue.

Pcs who have protest on auditing can be done in this way.

The flows are:

Auditor to pc   _____

Pc to auditor   _____

Auditors to pc   _____

Pc to auditors   _____

Pc to self   _____

Auditor to self   _____

Aside from list change, auditor-pc is done like general 37R.

L. RON HUBBARD
Founder

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Word Clearers

Word Clearing Series 4RA

SUPERVISOR TWO–WAY COMM
AND THE MISUNDERSTOOD WORD

(From an LRH taped briefing of 14 June 1971 to a Sea Org missionaire concerning the handling of a particular TRs course that was bugged at the time.)

Two-way comm, where it has been described, has been described for the use of an auditor, not a Supervisor of a course.

Supervisors, not knowing this, then run around itsaing students.

They let the student itsa and they think they are going to get someplace.

It's the most incredible scene you have ever heard of and a boom could go bust on only this one point. I've got it narrowed down to this.

Apparently, no matter how many times the Study Tapes have been played, nobody has ever heard them.

I watched a recent TRs course run to find out how deep they would let the students struggle—how long it would stay bogged—and I found it would have stayed bogged from here on out!

And do you know what's out?

It's the Study Tapes. That is all that's out on a course.

So when someone says, "Two-way comm the students," you'll find the Supervisors instantly start to itsa them using auditor two-way comm. *Auditor* two-way comm doesn't belong on courses.

I will give you the total dialogue of a Supervisor that will be effective:

The Supervisor shows interest. There can be a little bit of chatter, like: "I see you've just completed. Great!" Or, "How are you doing?"

Student: "Ah, well, I'm doing all right."

Supervisor: "Okay. Are there any words there that you have misunderstood?"

Student: (hesitant) "No . . . no. . . ."

Supervisor: "All right. What is the word that you didn't quite understand?"

Student: "Ah well . . . ah . . . this one."

Supervisor: "Good. Look that word up. . . . Now, what's the word in the paragraph above that, what's that word? . . . All right, let's look that up. Use it in a sentence a couple of times and I'll be back in a minute."

The Supervisor comes back, the student gives him the sentences for it and he sees that the student has got it.

That is the two-way comm of a Supervisor.

If a Supervisor does *anything else,* you've got a wrecked course. I've got the proof of it.

The way you teach a TRs course is you give the student the bulletin and you have him read it. You don't check him out on the bulletin, he just reads it.

When you come back you say, "All right, have you read it?"

"Yeah."

"All right. What word don't you understand on it?"

You will find words or abbreviations like "HCOB" and "TR," and you get those cleared up.

I am having some roaring success stories from students who went through this.

One student had gone through the TRs bulletin 10 times and had found words he didn't know all 10 times and he was all of a sudden finding new things on the bulletin that he'd never heard of before.

Another student had gone through the bulletin 20 times with the same result and these students were doing fine and getting down to TRs and passing them.

So on a TRs course, you give them the bulletin and let them read it and you find what word they didn't understand. That's the routine.

It sounds so impossible—it's been on the Study Tapes for so long—you wouldn't believe that this *is* the key.

There were students on course for 15 or 20 days until we started doing this and then, all of a sudden, there was a breakthrough and their enthusiasm started coming up.

They had been just going lose, lose, lose, out the bottom because Supervisors were letting them itsa.

Maybe Supervisors thought they were auditors.

They aren't.

Supervisors are not supposed to give advice or tell students how to do a TR or ask them if they blinked or anything else.

The other thing they were doing was only emphasizing all the "can'ts."

The students just went into despair.

This was because the Supervisors were inviting all kinds of itsa and criticizing and so forth.

You may say, "Gee! Everybody knows it's a misunderstood word."

Yes, but they don't use it.

I'll give you another one:

I set up a test so that each student was brought up to the D of T, who had a meter on his desk. He'd ask them if there was anything they misunderstood, and see if they got a read on the meter.

If it didn't clear up at once he would send them back to get them to look up the word and use it in a couple of sentences. Then if *that* didn't clear it up he'd send them to the Word Clearer and really let them get worked over, because it goes way back.

They even found a student who had a misunderstood word clear back into his last life.

There was no other two-way comm and no other interest and they just about blew the roof off with student points.

This is the action of a Supervisor and that's ALL the action a Supervisor does. He doesn't offer them data, he doesn't offer them suggestions, he doesn't offer them anything else.

The main point is, it *is* the misunderstood word. This has been proven again.

On a TRs course it's the misunderstood word and the misunderstood action.

On other courses it's just misunderstood words and misunderstood words and misunderstood words, one right after the other.

As fast as they clear this up, up the student's production goes.

It's painfully slow on some of them at first. I suppose the Supervisors have so many misunderstood words of their own that they just won't key into doing this action and that can wreck courses.

It's elementary! It's the wildest discovery of all time.

If it is used, your courses start running fast, your students start learning quickly and all starts going well.

Other course outnesses, like Supervisors not giving the student a pack or not having anyone to give checkouts, are all administrative outnesses.

As far as actual supervision is concerned, the key is this other line of handling misunderstood words.

The second that line is in there are wins all over the place.

The second that line is out there is no delivery.

If auditors are goofing, then in their training they have not been made to look up the misunderstood word and a lot of itsa has gone on and people have evaluated for them. Then these auditors, having made mistakes which they never corrected with this tech, think they need something new. Yes, we can always get bright shiny new tech, but *it* can be wrecked. And the way it can be wrecked is it's out of sight of the C/S.

We are shooting for a target, using just this misunderstood word tech, of a reduction of time by about one-third on all major courses.

Just using this misunderstood word tech. That's all.

If some student is very slow you can get him back to the first bulletin or book he ever read and make him clear every word in it he didn't understand and it will go up in a chain.

People on courses were just being itsa'd to death. The *correct* tool to use is Supervisor two-way comm as described above.

L. RON HUBBARD
Founder

Revisions assisted by
LRH Technical Research
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HCO BULLETIN OF 27 JUNE 1971RA
REVISED 20 DECEMBER 1988

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Word Clearers

Word Clearing Series 5RA

SUPERVISOR TWO–WAY COMM EXPLAINED

(From LRH taped briefing of 16 June 1971)

Ref:
HCOB 26 June 71RA II   Word Clearing Series 4RA
    Rev. 20.12.88   SUPERVISOR TWO–WAY COMM AND
                   THE MISUNDERSTOOD WORD

I don't think that from the day they were spoken until now, anybody has understood or used the Study Tapes.

This is the *only* piece of technology that you *use* on a course.

There is *no* other teaching technology used on a course of any kind whatsoever.

The two-way comm HCOBs are for *auditor* two-way comm.

The Supervisor has to know Supervisor two-way comm simply so that he can ask these burning questions:

"How are you doing?" (Not with a lot of student itsa.)

"Is there any word you haven't understood?"

"Look it up."

"Use it in a sentence a couple of times."

That is the TOTALITY. That is *all* there is to teaching a course.

The administrative functions, of course, have to be in. This includes the Supervisor being there and running the course on schedule, paying attention to his students and having the course materials and checksheets. But the *technology* of teaching a course is *totally* contained in the few words which I have just given you. There is *no* other technology.

The reason that this is all there is to teaching a course is because the misunderstood word is all that is wrong with students.

You can monitor this with students. You can watch a student's stats day to day. Let's say his stats are down today compared with yesterday's. The Supervisor goes over and talks to him. The student says, "Yes. I had a hard night last night, up all night arguing with my wife." The Supervisor could let him go on like this for hours and nothing would happen.

Instead, the Supervisor puts the student on the meter and says, "All right. Now, yesterday or today, was there a word you ran across that you didn't understand?" (Long Fall.)

The student says, "Ah, yes. Well, I didn't understand the word 'epizootics'."

The Supervisor says, "All right. Well, let's look it up" or "Let's get it defined."

The student says, "Well, it actually wasn't *that* word, it was the word before that."

The Supervisor says, "Good. Let's get this looked up and used a couple of times in a sentence."

The student does and he gets an F/N and it's all fine.

His study stats go back up.

That's *all* there is to it!

Auditing technology can fail when the communication of that technology is not delivered. There are many ways not to deliver it. One is to not read the HCOBs and another is to not use the misunderstood word technology. (Of course you could also have no course and nobody there even trying.)

But as long as the administration of the course is in, the sole course technology is misunderstood word tech.

L. RON HUBBARD
Founder

Revisions assisted by
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and Compilations

HCO BULLETIN OF 29 JUNE 1971RB
REVISED 20 DECEMBER 1988

IMPORTANT

Word Clearing Series 7RB

STEPS TO SPEED STUDENT PRODUCT FLOW

(The following was taken from an LRH despatch
to the Flag Director of Training in June 1971,
concerning the FEBC course room.)

If you consider each student who is tearing along successfully as an F/Ning student, you would check anything that slowed the F/N.

Using dope-off as the detection of misunderstoods is running at a below-F/N level.

So if you consider that each student who is not 5.0 during study *has* a misunderstood WORD (not phrase or idea or concept), you could drive up velocity. Like auditing by slowed F/N instead of TA rise.

An estimation of tone level of the current students shows them at about plus or minus 2.5.

A very tight meter.

This could be remedied.

If I had this problem and a group of students at 2.5, I might approach it this way:

Put a meter on my desk. Use "I am not auditing you" so not to in-session them and start with my *faster* students. I would check "In your study have you encountered any word you did not fully understand?" If I got a read, I'd send them to make up a list from the first PL or tape and LOOK THEM UP and USE THEM IN SENTENCES and take the next one. Any real BIs, I'd send directly to a Word Clearing session.

I'd work on them until all their language was ironed out. Then I'd push this back to a first-few-days action on the new ones—when I had the old ones handled.

Now, possibly this is in to some degree.

5,235 student points per week is of course high. There are, however, lows that take it down. By eliminating these as slows, the average would rise.

The above are organization steps to speed product flow—which can be done without shattering stops such as "all students to TRs."

Quality would rise as well as speed.

L. RON HUBBARD
Founder

Revisions assisted by
LRH Technical Research
and Compilations

Remimeo
Class V Grad
  Auditor Checksheets
SHSBC Level F
  Checksheets
Class V Grad
  and above
  Auditors
C/Ses

EXPANDED GREEN FORM 40RF
GF 40XRF

Refs:

HCOB	30 June	70RA	C/S Series 13RA
	Rev. 9.4.77		VIII ACTIONS
HCOB	25 Nov.	71 II	RESISTIVE CASES, FORMER THERAPY
HCO PL	7 Apr.	70RE	GREEN FORM
	Rev. 27.4.89		
HCOB	2 Nov.	68R	CASE SUPERVISOR
	Rev. 31.1.75		CLASS VIII, THE BASIC PROCESSES
HCOB	8 Dec.	78R II	GREEN FORM AND
	Rev. 27.6.88		EXPANDED GREEN FORM 40RF, USE OF

The Expanded Green Form 40RF is used with the Resistive Cases Preassessment on a resistive case to precisely locate and solve its resistiveness.

The preassessment of the Resistive Cases will direct the auditor to the type of the pc's resistiveness. Further assessment is then done in the section of the Expanded Green Form 40RF appropriate to what has read on the Resistive Cases Preassessment and handlings are given for what has been found.

This list provides a fast and direct method for solving resistive cases.

AUDITOR REQUIREMENT

Before using this list on any pc, the auditor must be a Class V Graduate Auditor, must be able to make a prepared list read and must have checked out on HCOB 8 Dec. 78R II, GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF, and this HCOB. In order to handle the reading items which call for New Era Dianetics (R3RA) on pcs who are not yet Clear, the auditor must also be a Hubbard New Era Dianetics Auditor.

RESISTIVE CASES PREASSESSMENT

(If this preassessment has just been done on the Green Form #40 question, it is not repeated. Go right into the Expanded Green Form 40RF assessments.)

Preassess Method 5 the Resistive Cases (A-1 through O). If any item reads, go to its corresponding section on the Expanded Green Form 40RF and assess Method 5 all the items in that section. Assess the section on the Expanded Green Form 40RF that corresponds to *each* reading preassessment item.

Under many of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The handling in the second set of parentheses shows the further actions to be done, as programed and ordered by the C/S after all reading items have been F/Ned.

When all sections corresponding to the reading Resistive Cases Preassessment items are assessed, you will have a full picture of the pc's resistiveness.

Then, if you have C/S okay, take up each reading section on the GF 40RF *in the order in which they are listed* below and handle reads per the instructions given.

Otherwise, return to the C/S for programing.

F/Ning THE LIST

In some cases, the C/S will order the Expanded GF 40 taken to F/Ning list. (Ref: HCOB 8 Dec. 78R II, GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF)

To take the Expanded GF 40 to an F/Ning list:

1. First, every item reading on the original assessment of the Expanded GF 40 list must be handled per the instructions given under each question.

2. The auditor must then reassess Method 5 the Resistive Cases Preassessment. Any preassessment item that is now reading must be fully handled by assessing its corresponding section of the list Method 5 and handling per the list instructions.

3. Step 2 is repeated as necessary until the entire preassessment list F/Ns.

IMPORTANT NOTE ON HANDLING READS ON THIS LIST:

Recalls and R3RA engram running are included in the handlings on some sections of the list. Both the Recalls and R3RA are run except in the case of Clears and OTs (on whom no R3RA may be done) and on preclears who are not yet up to running engrams. Such cases are run on the Recalls only.

On a lower-level case who is run on Recalls only, the engrams should be run later, as part of the pc's NED auditing program. (Ref: HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON)

RESISTIVE CASES PREASSESSMENT

A-1. **WENT DIANETIC CLEAR AND NEVER ATTESTED?** _____

A-2. **HAVE YOU HAD ENGRAMS RUN AFTER BEING DIANETIC CLEAR?** _____

B. **DON'T WANT AUDITING?** _____

C-1.   **AUDITED WITH RUDIMENTS OUT?**   _____

C-2.   **SECRETS?**   _____

D.   **OVERWHELMED?**   _____

E-1.   **CONTINUOUSLY COMMITTING OVERTS?**   _____

E-2.   **EVIL PURPOSE?**   _____

F-1.   **SUPPRESSED?**   _____

F-2.   **CONNECTED TO AN ANTAGONISTIC PERSON?**   _____

G.   **SERIOUSLY PHYSICALLY ILL?**   _____

H.   **HAVE YOU NOT HAD AUDITING?**   _____

I-1.   **SEEKING THE SAME THRILL ATTAINED FROM DRUGS?**   _____

I-2.   **HAVE YOU TAKEN DRUGS?**   _____

J.   **FORMER THERAPY BEFORE SCIENTOLOGY?**   _____

K.   **HAVE YOU TAKEN PART IN EARLIER PRACTICES?**   _____

L-1.   **OUT OF VALENCE?**   _____

L-2.   **ARE YOU BEING SOMEONE ELSE?**   _____

M.   **PRETENDING TRAINING OR GRADES NOT ATTAINED?**   _____

N.   **AUDITED WITH PRIOR GRADES OUT?**   _____

O.   **MISUNDERSTOODS IN AUDITING?**   _____

SECTION A—WENT DIANETIC CLEAR AND NEVER ATTESTED

If items A-1 or A-2 read, 2WC to F/N and return folder to the C/S who would program the person for the Clear Certainty Rundown.

SECTION B—DOESN'T WANT AUDITING

B-1.   **DO YOU NOT WANT AUDITING?**   _____

   (2WC to find out why not. It will be an out-list or an out-rud.
   Handle appropriately.)

B-2.   **ARE YOU REFUSING AUDITING?**   _____

   (2WC to find out why. It will be an out-list or an out-rud.
   Handle appropriately.)

B-3.   **ARE YOU PROTESTING AUDITING?**   _____

   (Itsa E/S itsa to F/N.)

B-4. **DO YOU DISLIKE TALKING TO AN AUDITOR?** _____

(If so, run "Look at me. Who am I?" to F/N. Then "What could you say?" to F/N.)

B-5. **HAS NO ONE ASKED WHAT YOU REALLY WANT?** _____

(Itsa E/S itsa to F/N.)

B-6. **HAS THERE BEEN ANYTHING WRONG WITH F/Ns?** _____

(2WC E/S to F/N. Rehab any overruns due to false TA.)

(Program for handling per HCOB 10 Dec. 76RB, C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION, if needed.)

B-7. **HAS THERE BEEN ANYTHING WRONG WITH YOUR TONE ARM OR METER?** _____

(Itsa E/S itsa to F/N. Then handle any false TA with the False TA Checklist.)

(Program for handling per HCOB 10 Dec. 76RB, C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION, if needed.)

SECTION C—AUDITED WITH RUDIMENTS OUT
SECRETS

C-1. **HAVE YOU BEEN AUDITED WITH RUDIMENTS OUT?** _____
(Find out which and handle to F/N.)

C-2. **HAVE YOU BEEN AUDITED OVER AN ARC BREAK?** _____
(ARCU CDEINR E/S to F/N.)

C-3. **HAVE YOU BEEN AUDITED OVER A PROBLEM?** _____
(Itsa E/S itsa to F/N.)

C-4. **HAVE YOU BEEN AUDITED OVER A WITHHOLD?** _____
(Pull the withhold E/S to F/N.)

C-5. **HAVE YOU BEEN AUDITED OVER AN OVERT?** _____
(Pull the overt E/S to F/N.)

C-6. **ARE YOU LYING TO PEOPLE?** _____
(Handle as a withhold E/S to F/N.)

C-7. **DO YOU HAVE SECRETS?** _____
(Handle each as a withhold E/S to F/N.)

C-8. **ARE YOU HERE FOR REASONS NOT DISCLOSED?** _____

(If so, L&N "What was your original reason for coming here?" If the person's reason for being here is suspect, such as to harm or to get data for another agency, etc., HCO must be notified after the session. The person may not admit to having a discreditable reason for being in the org and so might need a special HCO Confessional to find out all the data. If it is found that the person is a plant, full details must be reported directly to the Department of Special Affairs and the Inspector General Network.)

C-9. **HAVE YOU BEEN SENT HERE BY OTHERS?** _____

(Pull the withhold fully, getting ALL details of who sent him, how much he was paid, who he works for, etc. Take it to an F/N with full Confessional procedure. Be alert for any PDH incident. Also pull any O/Ws of having sent data to news media, etc. When full details are obtained, if the person is a plant, end off the session and ensure the person is turned directly over to HCO. In addition to writing up standard session reports and knowledge reports, report the fact of a plant directly to the Department of Special Affairs and the Inspector General Network.)

SECTION D—OVERWHELMED

D-1. **HAVE YOU BEEN OVERWHELMED BY AUDITING?** _____

(Run out the incident of overwhelm with Triple or Quad Recall, then R3RA Narrative Triple or Quad. Run each reading flow using the commands given below. Note that there is already a read for Flow 1, from assessing question D-1.

Recall [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME WHEN YOU WERE OVERWHELMED BY AUDITING.**

F2: **RECALL A TIME YOU CAUSED ANOTHER TO BE OVERWHELMED BY AUDITING.**

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO BE OVERWHELMED BY AUDITING.**

F0: **RECALL A TIME WHEN YOU CAUSED YOURSELF TO BE OVERWHELMED BY AUDITING.**

Narrative R3RA

F1: **RETURN TO THE TIME WHEN YOU WERE OVERWHELMED BY AUDITING AND TELL ME WHEN YOU ARE THERE.**

F2: **RETURN TO THE TIME YOU CAUSED ANOTHER TO BE OVERWHELMED BY AUDITING AND TELL ME WHEN YOU ARE THERE.**

F3: **RETURN TO THE TIME OTHERS CAUSED OTHERS TO BE OVERWHELMED BY AUDITING AND TELL ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU CAUSED YOURSELF TO BE OVERWHELMED BY AUDITING AND TELL ME WHEN YOU ARE THERE.**

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

D-2. **HAVE YOU BEEN OVERWHELMED BY LIFE?** _____

(Handle as in D-1 with Recalls and Narrative R3RA Triple or Quad, substituting "by life" for "by auditing."

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

D-3. **HAVE YOU BEEN OVERWHELMED BY FAMILY CONNECTIONS?** _____

(Handle as in D-1 with Recalls and Narrative R3RA Triple or Quad, substituting "by family connections" for "by auditing."

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

D-4. **HAVE YOU BEEN OVERWHELMED ON YOUR POST OR JOB?** _____

(Handle as in D-1 with Recalls and Narrative R3RA Triple or Quad, substituting "on your post or job" for "by auditing."

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

D-5. **ARE YOU RESTIMULATED IN YOUR CURRENT ENVIRONMENT?** _____

(Run out the time he felt restimulated in his environment with Recall, then R3RA Narrative Triple or Quad. Run each reading flow using the commands given below. Note that there is already a read for Flow 1, from assessing question D-5.

Recall [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME WHEN YOU WERE RESTIMULATED IN YOUR ENVIRONMENT.**

F2: **RECALL A TIME YOU CAUSED ANOTHER TO BE RESTIMULATED IN HIS OR HER ENVIRONMENT.**

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO BE RESTIMULATED IN THEIR ENVIRONMENT.**

F0: **RECALL A TIME WHEN YOU CAUSED YOURSELF TO BE RESTIMULATED IN YOUR ENVIRONMENT.**

Narrative R3RA

F1: **RETURN TO THE TIME YOU WERE RESTIMULATED IN YOUR ENVIRONMENT AND TELL ME WHEN YOU ARE THERE.**

F2: **RETURN TO THE TIME YOU CAUSED ANOTHER TO BE RESTIMULATED IN HIS OR HER ENVIRONMENT AND TELL ME WHEN YOU ARE THERE.**

F3: **RETURN TO THE TIME OTHERS CAUSED OTHERS TO BE RESTIMULATED IN THEIR ENVIRONMENT AND TELL ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU CAUSED YOURSELF TO BE RESTIMULATED IN YOUR ENVIRONMENT AND TELL ME WHEN YOU ARE THERE.**

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

SECTION E—CONTINUOUSLY COMMITTING OVERTS
EVIL PURPOSE

E-1. **ARE YOU CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY?** _____

(L&N "What are you trying to prevent?"

Recall [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME YOU PREVENTED __(item)__ .**

F2: **RECALL A TIME YOU CAUSED ANOTHER TO PREVENT __(item)__ .**

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO PREVENT __(item)__ .**

F0: **RECALL A TIME YOU CAUSED YOURSELF TO PREVENT __(item)__ .**

R3RA

F1: **LOCATE A TIME WHEN YOU WERE PREVENTING __(item)__ .**

F2: **LOCATE AN INCIDENT OF YOUR CAUSING ANOTHER TO PREVENT __(item)__ .**

F3: **LOCATE AN INCIDENT OF OTHERS CAUSING OTHERS TO PREVENT __(item)__ .**

F0: **LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO PREVENT __(item)__ .**

2WC "committing continuous overts on Scientology" and pull them, E/S to F/N.

On Clears, OTs and cases not up to running engrams, run the Recalls Triple or Quad and the 2WC, but no R3RA.)

(Program for FPRD.)

E-2. **DO YOU KEEP ON GOOFING?** _____

(L&N "What are you trying to prevent?"

Run Recalls Triple or Quad, then R3RA Triple or Quad "preventing ___(item)___ " as in E-1. 2WC "keeping on goofing" and pull any overts or withholds connected with this, E/S to F/N.

On Clears, OTs and cases not up to running engrams, run the Recalls Triple or Quad and the 2WC, but no R3RA.)

(Program for FPRD.)

E-3. **ARE YOU COMMITTING CONTINUOUS OVERTS IN LIFE?** _____

(L&N "What are you trying to prevent?"

Run Recalls Triple or Quad, then R3RA Triple or Quad "preventing ___(item)___ " as in E-1. 2WC "committing continuous overts in life" and pull them, E/S to F/N.

On Clears, OTs and cases not up to running engrams, run the Recalls Triple or Quad and the 2WC, but no R3RA.)

(Program for FPRD.)

E-4. **DO YOU HAVE AN EVIL PURPOSE?** _____

(L&N "What evil purpose do you have?"

Recall [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME YOU HAD THE PURPOSE** ___(ev purp)___ .

F2: **RECALL A TIME YOU CAUSED ANOTHER TO HAVE THE PURPOSE** ___(ev purp)___ .

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO HAVE THE PURPOSE** ___(ev purp)___ .

F0: **RECALL A TIME YOU CAUSED YOURSELF TO HAVE THE PURPOSE** ___(ev purp)___ .

R3RA

F1: **LOCATE A TIME WHEN YOU HAD THE PURPOSE** ___(ev purp)___ .

F2: **LOCATE AN INCIDENT OF YOUR CAUSING ANOTHER TO HAVE THE PURPOSE** ___(ev purp)___ .

F3: **LOCATE AN INCIDENT OF OTHERS CAUSING OTHERS TO HAVE THE PURPOSE** ___(ev purp)___ .

F0: **LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO HAVE THE PURPOSE** ___(ev purp)___ .

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

(Program for FPRD.)

E-5. **DO YOU HAVE A HIDDEN IMPULSE?** _____

(L&N "What hidden impulse do you have?"

If the impulse is harmful, run Recalls Triple or Quad, then R3RA Triple or Quad on "___(impulse)___" as in E-4.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

(Program for FPRD.)

E-6. **DO YOU HAVE AN UNREVEALED CRIME?** _____

(L&N "What unrevealed crime do you have?")

(Program for FPRD.)

E-7. **DO YOU HAVE AN UNANNOUNCED INTENTION?** _____

(L&N "What unannounced intention do you have?"

If the intention is harmful, run Recalls Triple or Quad, then R3RA Triple or Quad on "___(intention)___" as in E-4.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

(Program for FPRD.)

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SECTION F—SUPPRESSED

CONNECTED TO AN ANTAGONISTIC PERSON

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F-1. **ARE YOU CONNECTED TO SOMEONE HOSTILE OR ANTAGONISTIC TO SCIENTOLOGY?** _____

(2WC to F/N.)

(C/S to program for needed PTS handling including a PTS C/S–1 per HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S–1.)

F-2. **ARE OTHERS ANTAGONISTIC TO WHAT YOU ARE DOING?** _____

(2WC to F/N.)

(C/S to program for needed PTS handling including a PTS C/S–1 per HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S–1.)

F-3. **HAVE YOU BEEN SUPPRESSED BY ANOTHER?** _____

(2WC to F/N.)

(C/S to program for needed PTS handling including a PTS C/S–1 per HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S–1.)

F-4. **DO YOU MAKE GAINS AND THEN LOSE THEM?** _____

(2WC to F/N.)

(C/S to program for needed PTS handling including a PTS C/S–1 per HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S–1.)

F-5. **DO YOU RECEIVE GAINS OR BENEFITS FROM BEING ILL OR DISABLED?** _____

(2WC E/S to F/N. Return to C/S for programing.)

F-6. **HAS A PTS CONDITION BEEN FALSELY INDICATED?** _____

(Get the data regarding the false indication, and do an L4BRB if needed.)

(Return the folder to the C/S to program for handling of wrong PTS items per HCOB 20 Apr. 72 II, C/S Series 78, PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION.)

SECTION G—SERIOUSLY PHYSICALLY ILL

G-1. **ARE YOU SERIOUSLY PHYSICALLY ILL?** _____

(2WC to find out what the illness or symptoms are. Return the folder to the C/S.)

(Program per HCOB 24 July 69R, SERIOUSLY ILL PCs and HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-2. **IS YOUR BODY ILL?** _____

(2WC to find out what the illness or symptoms are. Return the folder to the C/S.)

(Program per HCOB 24 July 69R, SERIOUSLY ILL PCs and HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-3. **ARE YOU MENTALLY ILL?** _____

(Handle as a withhold. E/S "Is there an earlier time you were mentally ill?" to F/N.

Recall [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME YOU WERE MENTALLY ILL.**

F2: **RECALL A TIME YOU CAUSED ANOTHER TO BE MENTALLY ILL.**

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO BE MENTALLY ILL.**

F0: **RECALL A TIME YOU CAUSED YOURSELF TO BE MENTALLY ILL.**

    F1: **RETURN TO THE TIME YOU WERE MENTALLY ILL AND TELL ME WHEN YOU ARE THERE.**

    F2: **RETURN TO THE TIME YOU CAUSED ANOTHER TO BE MENTALLY ILL AND TELL ME WHEN YOU ARE THERE.**

    F3: **RETURN TO THE TIME OTHERS CAUSED OTHERS TO BE MENTALLY ILL AND TELL ME WHEN YOU ARE THERE.**

    F0: **RETURN TO THE TIME YOU CAUSED YOURSELF TO BE MENTALLY ILL AND TELL ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA Triple or Quad.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

G-4. **DO YOU HAVE ANY BROKEN BONES?**   _____

    (2WC to F/N.)

    (Medical treatment followed by a program per HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-5. **DO YOU HAVE ANY INFECTIOUS DISEASE?**   _____

    (2WC to get the data on what it is, to F/N.)

    (Medical treatment followed by a program per HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-6. **DO YOU HAVE ANY HIDDEN ILLNESSES?**   _____

    (2WC to get the data on what it is, to F/N.)

    (Program per HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-7. **DO YOU HAVE ANY TOOTH DECAY?**   _____

    (2WC to F/N.)

    (Dental treatment followed by a program per HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-8. **DO YOU HAVE ANY PHYSICALLY DAMAGED BODY PARTS?**   _____

    (2WC to find out what, to F/N.)

    (Program per HCOB 29 July 81, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-9. **DO YOU HAVE ANY BODY PARTS MISSING?** _____

(2WC to find out what, to F/N.)

(Program per HCOB 29 July 81, FULL ASSIST
CHECKLISTS FOR INJURIES AND ILLNESSES.)

G-10. **HAVE YOU HAD ANY BODY PARTS REMOVED?** _____

(2WC to find out what, to F/N.)

(Program per HCOB 29 July 81, FULL ASSIST
CHECKLISTS FOR INJURIES AND ILLNESSES.)

SECTION H—HAS NOT HAD AUDITING

H-1. **HAVE YOU NOT HAD AUDITING?** _____

(L&N "Who or what would prevent auditing?" Triple or
Quad ruds and overts on the item.)

H-2. **HAVE YOU BEEN SELF-AUDITING?** _____

(2WC to find out when the pc first started self-auditing. Do
an L1C on the prior upset. If the prior upset was in auditing,
use the appropriate correction list.)

H-3. **HAVE YOU BEEN AUDITED IN AN EARLIER LIFE?** _____

(2WC to F/N.)

(C/S to program to handle any overrun or other difficulties
with past auditing per HCOB 5 Dec. 85R, C/S Series 123R,
HANDLING OF PAST LIFE AUDITING, if needed.)

SECTION I—SEEKING THE SAME THRILL ATTAINED FROM DRUGS
HAS TAKEN DRUGS

I-1. **ARE YOU SEEKING THE SAME THRILL ATTAINED
FROM DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you
were seeking the same thrill attained from drugs?")

(If the pc has had the Purification Rundown, Objectives or a
Drug Rundown, FES the actions and fully repair any errors
found including use of the appropriate repair list [Purification
RD Correction List for Purification RD errors, L3RH for
Dianetic errors, End of Endless Drug Rundowns Repair List,
etc.] If needed, complete the rundown[s].

If the pc has not had these rundowns, Advance Program for the
Purification Rundown, Objectives, Scn DRD and the NED DRD.
Clears would not get the NED DRD as it involves engram
running. OT IIIs or above would do the OT Drug Rundown or
NOTs drug handling as applicable per pre-OT case level.)

I-2. **HAVE YOU TAKEN DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you had
taken drugs?" Handle as in I-1.)

I-3. **DO YOU WANT TO CONTINUE TO TAKE DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you wanted to continue to take drugs?")

(Handle as in I-1.)

I-4. **HAVE YOU NEVER TAKEN DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you never took drugs?")

I-5. **ARE YOU CURIOUS ABOUT DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you were curious about drugs?")

I-6. **HAS MEDICINE ACTED AS DRUGS?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time medicine acted as drugs?")

(Handle as in I-1.)

I-7. **HAVE YOU DRUNK ALCOHOL?** _____

(2WC to F/N. E/S if needed, "Is there an earlier time you had drunk alcohol?")

(Handle as in I-1.)

SECTION J—FORMER THERAPY BEFORE SCIENTOLOGY

J-1. **HAVE YOU HAD A FORMER THERAPY BEFORE SCIENTOLOGY?** _____

(_Recall_ [Each reading flow is run repetitively to F/N, Cog, VGIs.]

    F1: **RECALL A TIME YOU HAD A FORMER THERAPY BEFORE SCIENTOLOGY.**

    F2: **RECALL A TIME YOU GAVE A FORMER THERAPY TO ANOTHER.**

    F3: **RECALL A TIME OTHERS GAVE A FORMER THERAPY TO OTHERS.**

    F0: **RECALL A TIME YOU GAVE YOURSELF A FORMER THERAPY.**

Narrative R3RA

    F1: **RETURN TO THE TIME YOU HAD A FORMER THERAPY AND TELL ME WHEN YOU ARE THERE.**

    F2: **RETURN TO THE TIME YOU GAVE A FORMER THERAPY TO ANOTHER AND TELL ME WHEN YOU ARE THERE.**

    F3: **RETURN TO THE TIME OTHERS GAVE A FORMER THERAPY TO OTHERS AND TELL ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU GAVE A FORMER THERAPY TO YOURSELF AND TELL ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA, Triple or Quad.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

J-2. **HAVE YOU HAD MEDICAL THERAPY?** _____

(Handle as in J-1, substituting "medical therapy.")

J-3. **HAVE YOU HAD PSYCHIATRIC THERAPY?** _____

(2WC to F/N. Find out the nature of the therapy.

Note: Report it to HCO after session. [Ref: HCO PL/HCOB 6 Dec. 76RB, ILLEGAL PCs, ACCEPTANCE OF] HCO must handle in liaison with the C/S before any more auditing is delivered unless clearance for auditing has already been obtained with evidence in the folder.

If pc has okay to be processed, C/S programs for handling per C/S Series 3, other applicable C/S Series and *The Book of Case Remedies*. Program would include handling as in J-1 of GF 40XRF substituting "psychiatric therapy.")

J-4. **HAVE YOU HAD PSYCHOLOGY THERAPY?** _____

(Handle as in J-1, substituting "psychology therapy.")

J-5. **HAVE YOU HAD DENTAL THERAPY?** _____

(Handle as in J-1, substituting "dental therapy.")

J-6. **HAVE YOU HAD ELECTRIC SHOCK?** _____

(2WC to F/N. Find out the nature/extent of the electric shock.

A. If pc has been electric shocked at the hands of psychiatrists, report it after session to HCO which must handle per HCO PL/HCOB 6 Dec. 76RB, ILLEGAL PCs, ACCEPTANCE OF.

B. If pc received electric shock accidentally or some such, and it is more than a minor shock, the C/S programs the case for handling per *The Book of Case Remedies,* applicable C/S Series including C/S Series 3, and all Tech Volume references on shock.

C. If pc has received only very minor shock, do nothing more than the 2WC to F/N.)

J-7. **IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN–DRUG–HYPNOSIS?** _____

(Applying the tools of Confessional tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to the pc and to what degree the pc has carried out or executed these commands and suggestions. Handle to F/N. Note for C/S for further PDH follow-up actions to be programed.)

K-1. **ARE YOU CURRENTLY DOING ANY BODY
PRACTICES?**　　　　　　　　　　　　　　　　　　　　_____

(*Recall* [Each reading flow is run repetitively to F/N, Cog,
VGIs.]

F1: **RECALL A TIME YOU TOOK PART IN BODY
PRACTICES.**

F2: **RECALL A TIME YOU CAUSED ANOTHER TO TAKE
PART IN BODY PRACTICES.**

F3: **RECALL A TIME OTHERS CAUSED OTHERS TO
TAKE PART IN BODY PRACTICES.**

F0: **RECALL A TIME YOU CAUSED YOURSELF TO
TAKE PART IN BODY PRACTICES.**

Narrative R3RA

F1: **RETURN TO THE TIME YOU TOOK PART IN BODY
PRACTICES AND TELL ME WHEN YOU ARE
THERE.**

F2: **RETURN TO THE TIME YOU CAUSED ANOTHER TO
TAKE PART IN BODY PRACTICES AND TELL ME
WHEN YOU ARE THERE.**

F3: **RETURN TO THE TIME OTHERS CAUSED OTHERS
TO TAKE PART IN BODY PRACTICES AND TELL
ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU CAUSED YOURSELF
TO TAKE PART IN BODY PRACTICES AND TELL
ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA, Triple or
Quad.

On Clears, OTs and cases not up to running engrams, run
Recalls Triple or Quad, but no R3RA.)

K-2. **ARE YOU CURRENTLY DOING ANY EXERCISES?**　　_____

(Handle as in K-1, substituting "exercises.")

K-3. **ARE YOU CURRENTLY PRACTICING ANY RITES?**　　_____

(Handle as in K-1, substituting "rites.")

K-4. **ARE YOU CURRENTLY PRACTICING YOGA?**　　　　_____

(Handle as in K-1, substituting "yoga.")

K-5. **DO YOU HOLD ANY EASTERN BELIEFS?**　　　　　_____

(Handle as in K-1, substituting "Eastern beliefs.")

K-6. **ARE YOU DOING ANY MENTAL EXERCISES?**　　　_____

(Handle as in K-1, substituting "mental exercises.")

K-7. **DO YOU CURRENTLY PRACTICE MEDITATION?** _____

(Handle as in K-1, substituting "meditation.")

K-8. **HAVE YOU TAKEN PART IN EARLIER PRACTICES BEFORE SCIENTOLOGY?** _____

(Handle as in K-1, substituting "earlier practices before Scientology.")

K-9. **HAVE YOU TAKEN PART IN EARLIER RELIGIONS?** _____

(Handle as in K-1, substituting "earlier religions.")

K-10. **HAVE YOU TAKEN PART IN EARLIER RITES?** _____

(Handle as in K-1, substituting "earlier rites.")

K-11. **HAVE YOU TAKEN PART IN EARLIER EXERCISES?** _____

(Handle as in K-1, substituting "earlier exercises.")

K-12. **HAVE YOU TAKEN PART IN HYPNOTISM?** _____

(Handle as in K-1, substituting "hypnotism.")

K-13. **HAVE YOU HELD EASTERN BELIEFS?** _____

(Handle as in K-1, substituting "Eastern beliefs.")

K-14. **HAVE YOU TAKEN PART IN EARLIER INDOCTRINATIONS?** _____

(Handle as in K-1, substituting "earlier indoctrinations.")

K-15. **HAVE YOU TAKEN PART IN EARLIER SCIENTIFIC PRACTICES?** _____

(Handle as in K-1, substituting "earlier scientific practices.")

K-16. **HAVE YOU TAKEN PART IN EARLIER ELECTRONIC PRACTICES?** _____

(Handle as in K-1, substituting "earlier electronic practices.")

K-17. **HAVE YOU TAKEN PART IN EARLIER THOUGHT PRACTICES?** _____

(Handle as in K-1, substituting "earlier thought practices.")

K-18. **HAVE YOU TAKEN PART IN EARLIER SPIRITUAL PRACTICES?** _____

(Handle as in K-1, substituting "earlier spiritual practices.")

K-19. **HAVE YOU TAKEN PART IN EARLIER EASTERN RITES?** _____

(Handle as in K-1, substituting "earlier Eastern rites.")

K-20. **HAVE YOU TAKEN PART IN EARLIER EASTERN PRACTICES?** _____

(Handle as in K-1, substituting "earlier Eastern practices.")

K-21. **HAVE YOU TAKEN PART IN EARLIER IMPLANTING TECHNIQUES?**   _____

(Handle as in K-1, substituting "earlier implanting techniques.")

K-22. **HAVE YOU PRACTICED WITCHCRAFT?**   _____

(*Recall* [Each reading flow is run repetitively to F/N, Cog, VGIs.]

   F1: **RECALL A TIME YOU HAD WITCHCRAFT PRACTICED ON YOU.**

   F2: **RECALL A TIME YOU PRACTICED WITCHCRAFT ON ANOTHER.**

   F3: **RECALL A TIME OTHERS PRACTICED WITCHCRAFT ON OTHERS.**

   F0: **RECALL A TIME YOU PRACTICED WITCHCRAFT ON YOURSELF.**

Narrative R3RA

   F1: **RETURN TO THE TIME YOU HAD WITCHCRAFT PRACTICED ON YOU AND TELL ME WHEN YOU ARE THERE.**

   F2: **RETURN TO THE TIME YOU PRACTICED WITCHCRAFT ON ANOTHER AND TELL ME WHEN YOU ARE THERE.**

   F3: **RETURN TO THE TIME OTHERS PRACTICED WITCHCRAFT ON OTHERS AND TELL ME WHEN YOU ARE THERE.**

   F0: **RETURN TO THE TIME YOU PRACTICED WITCHCRAFT ON YOURSELF AND TELL ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA, Triple or Quad.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

K-23. **HAVE YOU CAST SPELLS?**   _____

(*Recall* [Each reading flow is run repetitively to F/N, Cog, VGIs.]

   F1: **RECALL A TIME A SPELL WAS CAST ON YOU.**

   F2: **RECALL A TIME YOU CAST A SPELL ON ANOTHER.**

   F3: **RECALL A TIME OTHERS CAST A SPELL ON OTHERS.**

F0: **RECALL A TIME YOU CAST A SPELL ON
YOURSELF.**

Narrative R3RA

F1: **RETURN TO THE TIME A SPELL WAS CAST ON
YOU AND TELL ME WHEN YOU ARE THERE.**

F2: **RETURN TO THE TIME YOU CAST A SPELL ON
ANOTHER AND TELL ME WHEN YOU ARE THERE.**

F3: **RETURN TO THE TIME OTHERS CAST SPELLS ON
OTHERS AND TELL ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU CAST A SPELL ON
YOURSELF AND TELL ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA, Triple or
Quad.

On Clears, OTs and cases not up to running engrams, run
Recalls Triple or Quad, but no R3RA.)

K-24. **ARE YOU DOING SOME EXERCISE BETWEEN
SESSIONS?**   _____

(Handle as in K-1, substituting "exercises.")

SECTION L—OUT OF VALENCE
ARE YOU BEING SOMEONE ELSE

(If items L-1 or L-2 read, the handling is LX3, LX2, LX1 and, if necessary,
220H per HCOB 20 Sept. 78 II, LX LIST HANDLING.

Refs:

HCOB 2 Aug. 69R Rev. 4.9.78	"LX" LISTS	
HCOB 5 Nov. 69R V Rev. 4.9.78	LX3 (ATTITUDES)	
HCOB 3 Aug. 69R Rev. 22.8.78	LX2, EMOTIONAL ASSESSMENT LIST	
HCOB 9 Aug. 69R Rev. 21.8.78	LX1 (CONDITIONS)	
HCOB 20 Sept. 78 II	LX LIST HANDLING	

In running the LX Lists on a Clear, OT or case not up to engram running,
use the Recalls on the LX Lists and 220H only.)

SECTION M—PRETENDING TRAINING OR GRADES NOT ATTAINED

NOTE: If more than one item below reads (e.g., if M-1 and M-4 both read),
handling one item with the Recalls or R3RA actions also serves to handle the
other reading item(s) because that part of the handling is the same for all items in
this section. Items M-3, M-4 and M-5 have additional handlings which are done
if any of them reads.

M-1. ARE YOU PRETENDING?

(*Recall* [Each reading flow is run repetitively to F/N, Cog, VGIs.]

F1: **RECALL A TIME ANOTHER PRETENDED TO YOU.**

F2: **RECALL A TIME YOU PRETENDED TO ANOTHER.**

F3: **RECALL A TIME OTHERS PRETENDED TO OTHERS.**

F0: **RECALL A TIME YOU PRETENDED TO YOURSELF.**

Narrative R3RA

F1: **RETURN TO THE TIME ANOTHER PRETENDED TO YOU AND TELL ME WHEN YOU ARE THERE.**

F2: **RETURN TO THE TIME YOU PRETENDED TO ANOTHER AND TELL ME WHEN YOU ARE THERE.**

F3: **RETURN TO THE TIME OTHERS PRETENDED TO OTHERS AND TELL ME WHEN YOU ARE THERE.**

F0: **RETURN TO THE TIME YOU PRETENDED TO YOURSELF AND TELL ME WHEN YOU ARE THERE.**

Then do a full preassessment on it and run R3RA, Triple or Quad.

On Clears, OTs and cases not up to running engrams, run Recalls Triple or Quad, but no R3RA.)

M-2. ARE YOU PRETENDING ATTAINMENTS IN LIFE NOT REALLY ATTAINED?

(Handle as in M-1.)

M-3. ARE YOU PRETENDING TO BE A SCIENTOLOGIST?

(Get all the specifics with Confessional procedure. If a security situation, route to HCO. If not, handle as in M-1.)

M-4. ARE YOU PRETENDING TRAINING NOT ATTAINED?

(2WC to find out the training levels the person is pretending to have attained and F/N the 2WC. Then handle as in M-1.)

(C/S is to program as needed for further handling, including Confessionals and/or retread or retrain of courses.)

M-5. ARE YOU PRETENDING GRADES NOT ATTAINED?

(2WC to find out the grades the person is pretending to have attained and F/N the 2WC. Then handle as in M-1.)

(C/S is to program as needed for handling. [Ref: C/S Series 3, SESSION PRIORITIES, and C/S Series 4, THE RETURN PROGRAM])

N-1. **HAVE YOU BEEN AUDITED WITH PRIOR GRADES OUT?** _____

(2WC to find out what grades the pc feels are out. Indicate it. If no F/N, ask, "Is there an earlier time you were audited over that/those out-grade[s]?")

(Program to handle the out-grade[s].)

N-2. **IS YOUR COMMUNICATION GRADE OUT?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 0 and any other unflat grade[s].)

N-3. **IS YOUR PROBLEMS GRADE OUT?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 1 and any other unflat grade[s].)

N-4. **IS YOUR OVERT–WITHHOLD GRADE OUT?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 2 and any other unflat grade[s].)

N-5. **DO YOU HAVE PERSISTING ARC BREAKS?** _____

(2WC to F/N. Use L1C to find and handle the bypassed charge.)

(If indicated, program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 3 and any other unflat grade[s].)

N-6. **ARE YOU ANXIOUS ABOUT CHANGE?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 3 and any other unflat grade[s].)

N-7. **DO YOU HAVE SERVICE FACSIMILES?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 4 and any other unflat grade[s].)

N-8. **DO YOU HAVE FIXED IDEAS?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 4 and any other unflat grade[s].)

N-9. **ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?** _____

(2WC to F/N.)

(Program to handle per C/S Series 4, THE RETURN PROGRAM, including Expanded Grade 4 and any other unflat grade[s].)

N-10. **IS YOUR DIANETICS INCOMPLETE?** _____

(2WC to F/N.)

(Program to handle. *NOTE:* No Dianetics would be run on a Clear or OT.)

N-11. **DO ENGRAMS FAIL TO ERASE?** _____

(2WC to F/N.)

(Program to handle with L3RH Rundown per instructions in HCOB 10 June 72RA, NED Series 31, THE L3RH RUNDOWN. On a Clear or OT, program as appropriate to the person's case level.)

NOTE: Questions N-12 through N-17 are CONDITIONAL, depending upon pc/pre-OT case level. Assess only those questions which apply to the auditing the person has received.

N-12. **IS YOUR POWER GRADE OUT?** _____

(2WC to F/N.)

(Program to correct the out Power Grade.)

N-13. **IS YOUR R6EW GRADE OUT?** _____

(2WC to F/N.)

(Program to handle the out R6EW Grade.)

N-14. **ARE YOU NOT REALLY CLEAR?** _____

(2WC to F/N.)

(Program to handle, including Clear Certainty Rundown if needed.)

N-15. **OT LEVELS UNFLAT?** _____

(2WC to F/N.)

(Program to handle the unflat OT levels.)

N-16. **OT LEVELS NEVER AUDITED?** _____

(2WC to F/N.)

(Program to handle according to what is found.)

N-17. **OT LEVELS FALSELY ATTESTED TO?** _____

(Handle as a withhold E/S to F/N.)

(Program to handle the falsely attested OT levels.)

N-18. **HAVE YOU FAILED TO ATTAIN OTHER GRADES?** _____

(2WC to F/N.)

(Program to handle the grades he failed to attain.)

N-19. **HAVE WINS ON GRADES BEEN BYPASSED?** _____

(Rehab each to F/N.)

N-20. **DO YOU HAVE MANY DOUBTS?** _____

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

(Program for handling according to what comes up.)

SECTION O—MISUNDERSTOODS IN AUDITING

O-1. **HAVE YOU HAD MISUNDERSTOODS IN AUDITING?** _____

(Find and clear the misunderstoods or do a WCCL prefaced with "In auditing, _____.")

(Program for Dianetic C/S-1 and/or Scientology C/S-1 if needed.)

O-2. **HAVE YOU HAD TROUBLE UNDERSTANDING WHAT WAS GOING ON IN A SESSION?** _____

(Clear this up with Word Clearing on the action that wasn't understood.)

(Program for Dianetic C/S-1 and/or Scientology C/S-1 if needed.)

O-3. **HAVE YOU HAD TROUBLE UNDERSTANDING AN AUDITOR?** _____

(2WC to F/N. Handle any MUs with Word Clearing on the area the pc didn't understand.)

(Program for Dianetic C/S-1 and/or Scientology C/S-1 if needed.)

O-4. **HAVE YOU HAD TROUBLE IN AUDITING BECAUSE OF MISUNDERSTOODS?** _____

(Find the misunderstoods and clear them up. Note what actions were done over misunderstood words and handle with the proper repair list if needed.)

(Program for Dianetic C/S-1 and/or Scientology C/S-1 if needed.)

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Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Tech/Qual Secs
C/Ses
Auditors
Word Clearers
Method One
  Co-audit Course

Word Clearing Series 8RC

STANDARD C/S FOR WORD CLEARING IN SESSION
METHOD ONE

The primary means of relay of ideas from one person to another in any developed culture is *words*. When words a person reads, hears or sees are misunderstood, his understanding or comprehension can be thoroughly blocked. Serious consequences can result from these misunderstoods, not the least of which are ignorance and illiteracy.

Method One Word Clearing is the audited action of locating and clearing out of the way the basic word and meaning errors of the past. The value of doing this can be appreciated when one realizes that with Method One Word Clearing whole subjects and even entire educations that were not understood at the time can be recovered. It is a vital action for any student or preclear.

HOW METHOD ONE WORKS

Simply stated, Method One Word Clearing picks up the places where a person is stuck on his time track due to misunderstoods.

When the procedure is run on a person, it pulls him up from other times and places and brings him forward.

Method One requires an Academy Class III Auditor to deliver the rundown professionally in HGCs, but it can be learned and done on a co-audit course which teaches unclassed students how to audit the procedure on each other.

Any preclear or pre-OT may receive Method One Word Clearing. The only exceptions are pre-OTs in the No-Interference Area or pcs or pre-OTs in the middle of another incomplete auditing action.

METHOD ONE WORD CLEARING PROCEDURE

The following steps constitute the procedure for doing Method One. The procedure is the same for all preclears and pre-OTs.

0. From study of the pc's folder and any other familiarity with the pc, add to the list of subjects below items which deal with this specific pc's life. For instance, if you know that the pc studied architecture in college add this to the list. Write any such additional subjects on the lines provided under step 3.

00. Set up the auditing session, following HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E–METER. Ensure proper dictionaries are on hand.

1. Start the session and fly the rudiments if no F/N. If TA high or low do not try to fly ruds. Do a C/S 53RM instead or get another auditor to do one if you are not qualified. (See HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, if any trouble with this pc. If there are errors from previous Word Clearing sessions, use HCOB 27 Nov. 78RB, Word Clearing Series 35RI, WORD CLEARING CORRECTION LIST, to handle Word Clearing corrections needed.)

2. Clear the words in the Word Clearing Correction List so as to have it ready for use in case of bog if these have not been cleared on the pc before.

3. R-factor the pc: **"WE ARE GOING TO GO OVER A LIST OF SUBJECTS TO SEE IF THERE IS ANY WORD YOU DIDN'T UNDERSTAND WHILE STUDYING THESE SUBJECTS."**

Do not clear these words before assessment.

Assess the whole list (including items added at step 0) rapidly and clearly, with good TR 1, and note every instant read from the meter.

RELIGION	_____	**THE MIND**	_____
MINISTERS	_____	**THE SPIRIT**	_____
CHURCH	_____	**BODIES**	_____
COLLEGE	_____	**SEX**	_____
SCHOOLS	_____	**THE INSANE**	_____
SACRIFICES	_____	**PSYCHIATRY**	_____
SURGERY	_____	**PSYCHOANALYSIS**	_____
MEDICINE	_____	**PSYCHOLOGY**	_____
ELECTRONICS	_____	**RITUALS**	_____
PHYSICS	_____	**RITES**	_____
TECHNICAL SUBJECTS	_____	**SHIPS**	_____
DIANETICS	_____	**THE SEA**	_____
SCIENTOLOGY	_____	**MILITARY**	_____
THEOLOGY	_____	**ARMIES**	_____
THEOSOPHY	_____	**NAVIES**	_____
PHILOSOPHY	_____	**STARS**	_____
LAW	_____	**HEAVENLY BODIES**	_____
ORGANIZATION	_____	**THE UNIVERSE**	_____
GOVERNMENT	_____	**PLANES**	_____
WRITTEN MATERIALS	_____	**VEHICLES**	_____
TEXTBOOKS	_____	**MACHINERY**	_____
PRACTICE	_____	**MOTORS**	_____
SCIENCE	_____	**ADMINISTRATION**	_____
MUSIC	_____	**HEALING**	_____
ARITHMETIC	_____	**ILLNESSES**	_____
GRAMMAR	_____	**SPOKEN WORDS**	_____
THE HUMANITIES	_____	**TAPES**	_____

Add items from step 0 here:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

4. Then ask the pc, **"IN THIS LIFETIME ARE THERE ANY OTHER COURSES OR SUBJECTS YOU HAVE STUDIED OR BEEN INVOLVED WITH?"** Write down the pc's answers, noting any instant reads as the pc says them.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

5. Ask the question, **"IS THERE ANY WORD ON THE LIST OF SUBJECTS YOU DIDN'T UNDERSTAND?"** If so, clear it to F/N. Then, using that word as the subject, do step 6 on it. This is done regardless of whether it read on assessment or not. (Do not reassess this list because there was a list word not understood.) If no misunderstood on the list, take the largest reading item and go right on to step 6.

(NOTE: All words are cleared following HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. Any misunderstood words in the definition should be cleared as well, taking each to F/N, and then going back to the initial word. Words may be used in sentences to ensure they are conceptually understood and to take them to F/N.

If the above has been correctly done, yet the word does not F/N, the word has to be earlier-similared. Find and clear the earlier-similar word and, if still no F/N, again ask for an earlier-similar word. When you get an earlier-similar word to F/N, check the words touched while going earlier-similar and F/N each,

including the initial word that would not F/N. Then continue on with the Method One procedure. This applies to any step of Method One Word Clearing where a word is being cleared.)

6. Ask the pc, **"IN THE SUBJECT OF _____ WHAT WORD HAS BEEN MISUNDERSTOOD?"**

The preclear MUST look it up, so have a good dictionary handy. Do not accept "I know the meaning" if the subject or word reads. Clear the word to F/N. If clearing the word does not result in a win on the subject, do step 7.

(NOTE: If the pc has a win on the subject at any time while doing steps 6, 7, 8 or 9, go right on to step 10.)

7. Ask, **"IS THERE AN EARLIER WORD IN (subject being handled) YOU DID NOT UNDERSTAND?"** If so, clear it to F/N. Repeat step 7 until pc runs out of answers. If still no win on the subject, do step 8.

8. Ask, **"IS THERE AN EARLIER–SIMILAR SUBJECT TO (subject being handled)?"** When pc gives it, do step 9.

9. Ask, **"IS THERE A MISUNDERSTOOD WORD IN THAT SUBJECT?"** If so, clear it to F/N. Then do step 7 repeatedly and, if necessary, do steps 8 and 9 again until pc has a win on the subject.

10. If there was any word on the list of subjects the pc did not understand from step 5, find out now if there is any other. If so, clear it to F/N. Then do steps 6, 7, 8 and 9 to take the subject to a win. If no other misunderstood from the list, go right on to step 12.

11. Repeat step 10 until there are no more words on the list of subjects the pc did not understand.

12. Take the reading subjects from the best read on down and pull each one to F/N and a win on the subject using steps 6, 7, 8 and 9 as needed. Get each word you find to F/N. There can be many F/Ns per subject. End off with a win on the subject.

13. When all reads on the assessment have been handled to a win on the subject, ask the pc if there are any other subjects that should be added to the list. Add any he gives on the lines provided at step 4, noting the read as each is given.

14. Reassess the whole list. Do not take off the list items already handled. Steps 5 and 10 (asking for words on the list of subjects that were misunderstood) are not repeated after this reassessment or any subsequent reassessment of the list.

15. Repeat steps 6, 7, 8 and 9 as needed on each reading item from the assessment starting with the largest reading item, being sure to F/N each word and taking each subject to a win.

16. Repeat steps 13, 14 and 15 until the entire list of subjects F/Ns on assessment. This is the EP of Method One Word Clearing.

ADDITIONAL POINTS

In clearing misunderstoods using Method One, it isn't an earlier time he misunderstood a particular word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

Overts, W/Hs, etc., are *neglected*. They are not done on the subject of the word. They are done in the session ruds.

Just do the process and each chain will eventually go to a win on the subject.

Clear "grammar" or grammatical words out of a simple book of grammar, not a dictionary.

If you run into a backtrack word which you cannot find in any dictionary or glossary, you must get the earlier misunderstood word until you get the basic word that was misunderstood and clear that.

The auditor must ensure that he too understands any word looked up.

F/Ning EACH WORD

Always F/N each word taken up in Method One. Standard Word Clearing tech of having the pc use the word in sentences, clearing other misunderstoods in the definition, etc., should be used to get the word to F/N. (Ref: HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS)

It may happen that the word has to be taken earlier-similar before you can get it to F/N. But even then, when the earlier-similar word is F/Ned, any words looked up that didn't F/N must be F/Ned.

IN CASE OF ANY BOG OR SOMATIC USE THE WORD CLEARING CORRECTION LIST TO CORRECT THE BOG.

END PHENOMENA

The EP of clearing any particular *word* on Method One is an F/N on that word.

The EP of a *subject* which may run back to earlier words in earlier-similar subjects is a WIN on the subject or earlier-similar subject. Many F/Ns can be obtained in the process of running back a chain of words on a subject.

The EP of Method One Word Clearing itself is an F/Ning assessment on the whole list of subjects. There can be many wins on many different subjects before an F/Ning assessment occurs.

EXAMPLE OF HANDLING A SUBJECT

The handling of a subject on Method One can go something like this:

Auditor (taking the next reading subject off the list): "In the subject of 'planes' what word has been misunderstood?"

Pc: "Fuselage."

(Auditor and pc clear the word "fuselage" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'planes' you did not understand?"

Pc: "Propeller."

(Auditor and pc clear the word "propeller" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'planes' you did not understand?"

Pc: "No, not that I can think of."

Auditor: "All right. Is there an earlier-similar subject to 'planes'?"

Pc: "Yes, 'kiteflying.'"

Auditor: "Very good. Is there a misunderstood word in that subject?"

Pc: "Box kite."

(Auditor and pc clear the word "box kite" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'kiteflying' you did not understand?"

Pc: "Yes! 'Wind.'"

(Auditor and pc clear the word "wind" in the dictionary to F/N.)

Pc: "No wonder I could never understand how things can fly! Now I see how something can be supported by air!" (F/N, VGIs.)

(Auditor indicates the F/N, ends off on that subject and continues Method One procedure with the next largest reading subject from the list.)

REDOING AN M1

If Method One Word Clearing has been quickied and actions or steps of the rundown have been omitted resulting in something less than could be achieved from the action, it must be redone. One way Method One could be quickied would be to clear each single word on the list of subjects before assessing it. This way one could get an F/Ning list at once without finding earlier words, thereby defeating the purpose of Method One. The list is not an auditing list. It is a word-finding list.

When an M1 is redone, the entire list is assessed and each reading subject handled per standard Method One procedure with all steps of the procedure as listed above fully done until the EP of Method One is validly attained.

This is not the same thing as handling a Method One Word Clearing session which has bogged. The correct action in that instance is a Word Clearing Correction List assessed and handled according to the instructions on the list.

A good job on Method One can give back a person's education and send his intelligence quotient up.

When completed on Method One, a person will be able to grasp and apply what he is studying much easier.

And that is something well worth attaining!

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Tech/Qual
Supervisors
Supervisor Courses
Cramming Officers
Word Clearers

Word Clearing Series 9R

THE DIFFERENT TYPES OF WORD CLEARING

Refs:
The HCOBs of the Word Clearing Series

There are 9 distinct methods of Word Clearing.

METHOD 1
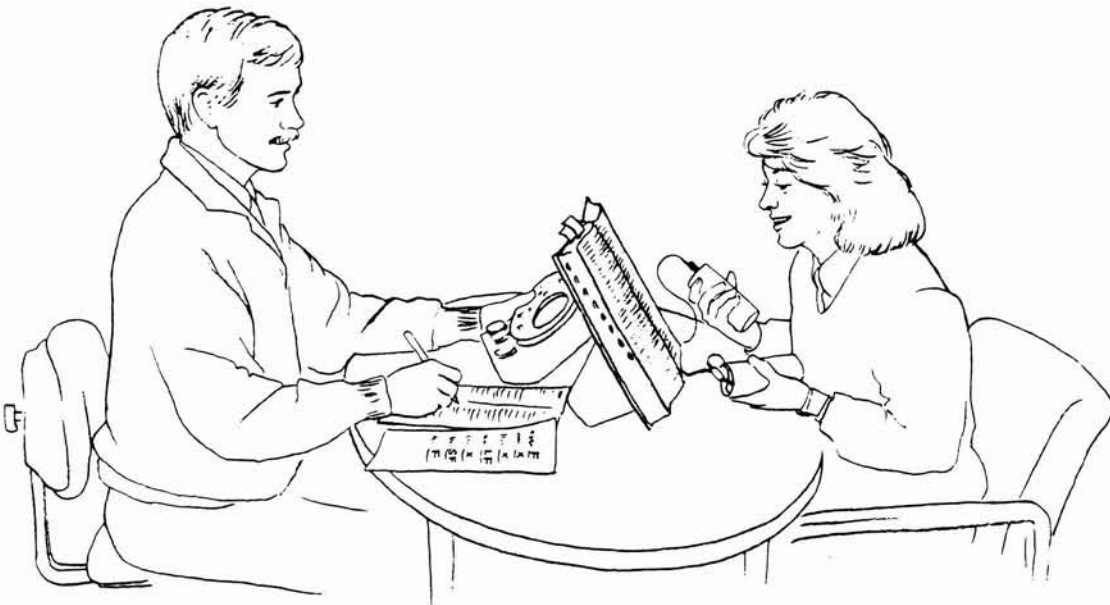
This is done by meter in session. A full assessment of many, many subjects is done. The auditor then takes each reading subject and clears a chain back to earlier words and/or words in earlier subjects until he gets an F/N, VGIs. The list of subjects is reassessed and handled until the entire list F/Ns on assessment.

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This is a metered action of clearing up words in specific materials. The materials are read by the student while on a meter and the misunderstood word is found by meter read. Then it is fully defined by dictionary. The word is then used several times in sentences of the student's own verbal composing. The misunderstood area is then reread until understood. When the person is constantly F/Ning on the materials being word cleared, the end phenomena has been reached.

METHOD 3

Method 3 Word Clearing is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand. When the student is not flying along or is not as "bright" as he was, he must look earlier in the text for a misunderstood word.

The word is found and then looked up and used verbally several times in sentences of his own composition until he has obviously demonstrated he understands the word. When any misunderstood words are cleared and the student is bright, uptone, etc., he is told to come forward, studying the text from where the misunderstood was to the area of the subject he did not understand.

METHOD 4

Tech and Admin Cramming Officers, Word Clearers and Course Supervisors use Method 4 Word Clearing when fishing for a misunderstood word. Method 4 fishes for the misunderstood word, finds it, clears it to F/N, looks for another in the area until there are no more with an F/N, VGIs. The person doing the Word Clearing then moves to another area, handles that—eventually all misunderstoods that resulted in the cramming order or non-F/N student are handled.

METHOD 5
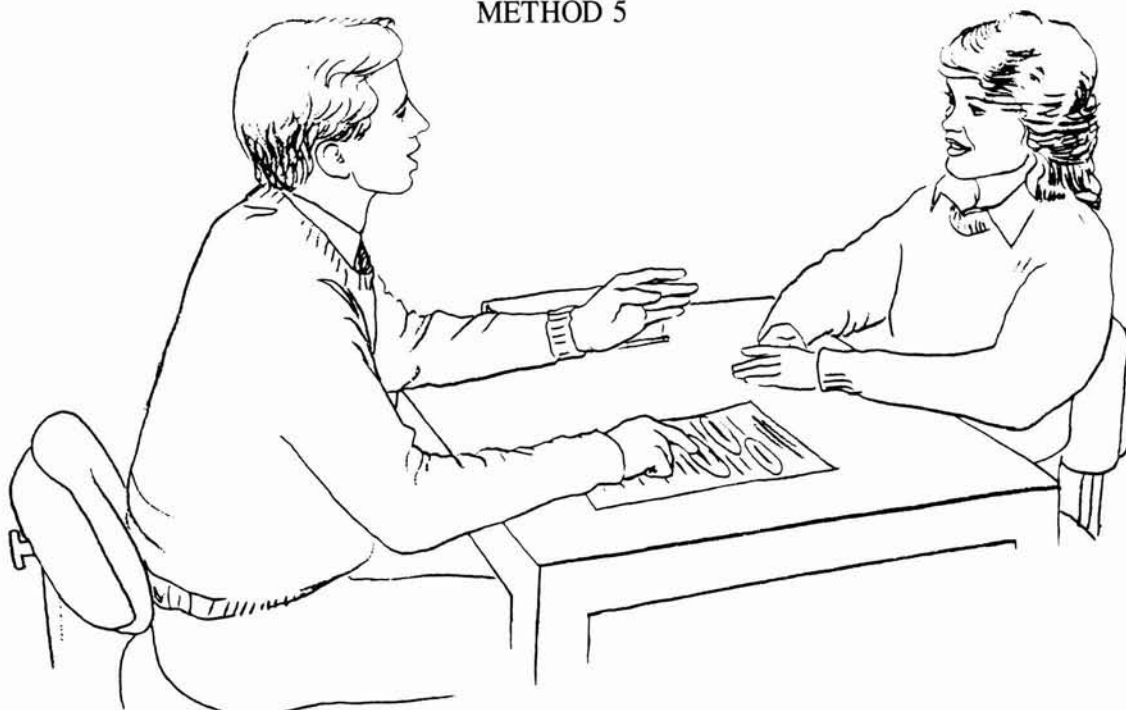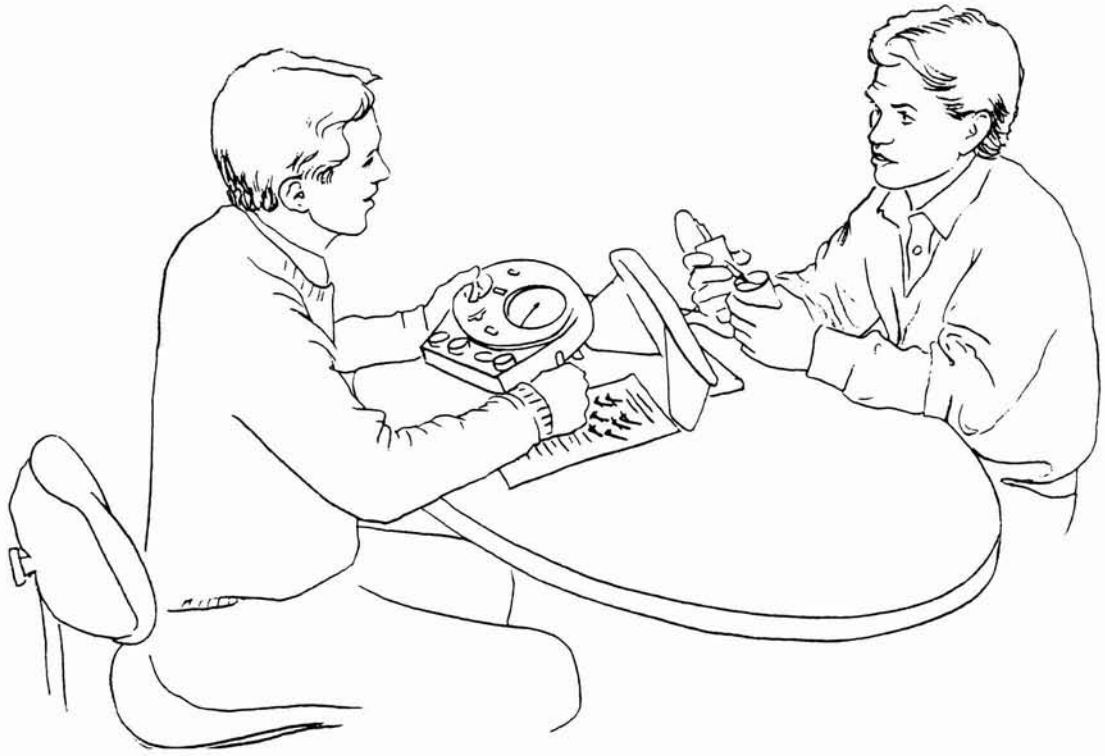
This is a system wherein the Word Clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up. This method may be done without a meter. It can also be done with a meter. The Word Clearer asks, "What is the definition of _____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary. This method is the method used to clear words or auditing commands or auditing lists.

METHOD 6
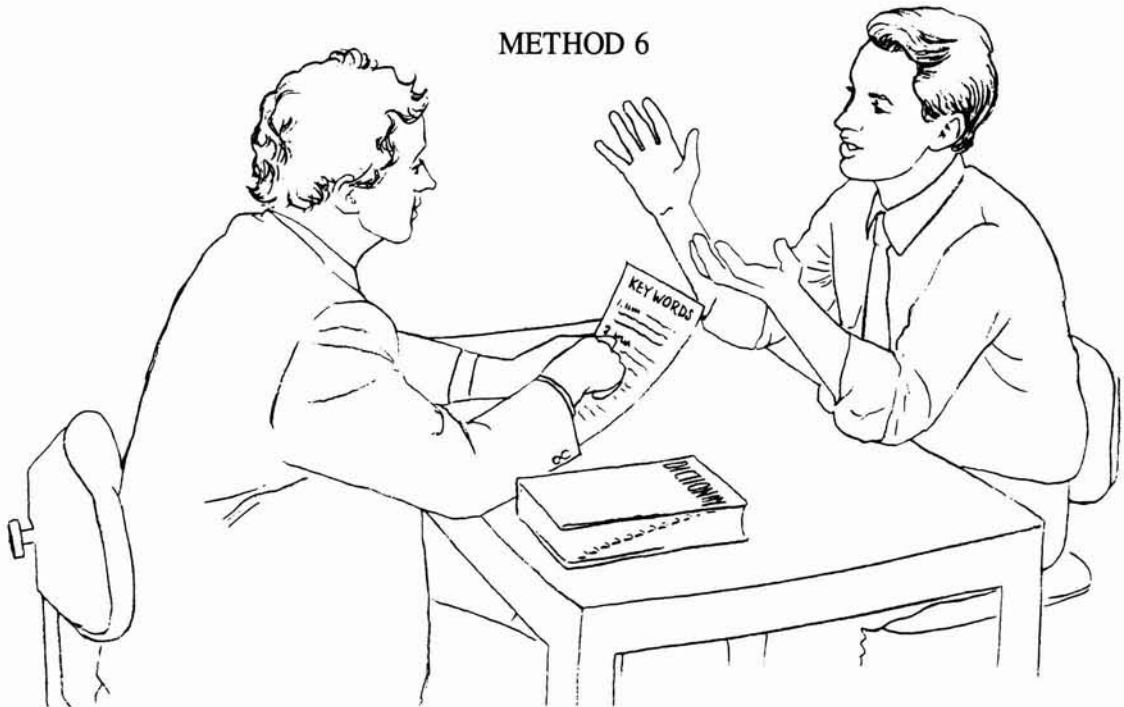
This is called Key Word Clearing. It is used on posts and specific subjects. The Word Clearer makes a list of the key (or most important) words relating to the person's duties or post or the new subject. He looks up each word in the dictionary and writes down the definitions. The Word Clearer, without showing the person the definitions, asks him to define each word. The Word Clearer

checks the definition on his list for *general* correctness—not word-for-word but meaning. Any slow or hesitancy or misdefinition is met with having the person look the word up and look up any word in the definition the person does not have a grasp of.

METHOD 7

Whenever one is working with children or foreign-language persons or semi-literates, Method 7 Reading Aloud is used. In this method the person is made to read *aloud* to find out what he is doing. The procedure is: have him read aloud. Note each omission or word change or hesitation or frown as he reads and take it up at once. Correct it by looking it up for him or explaining it to him. By doing this a person can be brought up to literacy.

METHOD 8

This is an action used in the Primary Rundown where one is studying study tech or where one is seeking a full grasp of a subject. Its end product is

superliteracy. On courses such as the Primary Rundown, where Word Clearing is the essence of the course, Method 8 is always done with a twin. Usually an alphabetical list of every word or term in the text of a paper, a chapter or a recorded tape is available or provided. The person and his twin alternate looking up each word on the alphabetical list and using each in sentences until they have the meaning conceptually. They then read or listen to the paper, chapter or tape for its sense or general meaning. Method 4 Word Clearing is then done to find any misunderstoods. These are cleared up and the material is read or listened to again. When *all* the material has been done in this way, the students will be fully able to apply all the material.

METHOD 9

Method 9 Word Clearing is an unmetered way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the Word Clearer who follows along in his own copy of the materials. Any time the person makes an error in his reading or reacts in some nonoptimum way (such as by changing a word, adding a word, leaving out a word, leaving off part of a word, stumbling on a word, hesitating or pausing or reading more slowly, frowning or looking stiff or uncertain, becoming tense, yawning or reading with effort), a misunderstood will ALWAYS be found *before* that point or sometimes *at* that point itself. When this happens, the Word Clearer stops the student and asks for the misunderstood. When the word that was misunderstood is located, it is cleared in a dictionary. The student will brighten up and will begin reading clearly and correctly once again. The end result of a well done Method 9 is a student who is certain he has no misunderstoods on the material so that he can easily study the material and apply it.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 JULY 1971RB
Issue II
REVISED 28 DECEMBER 1988

Word Clearing Series 10RB

SPEEDING UP A SLOW COURSE

Ref:

HCOB 29 June 71RB	Word Clearing Series 7RB
Rev. 20.12.88	STEPS TO SPEED STUDENT
	PRODUCT FLOW

There is a sure-fire way to speed up any course that is slow and downtone and where students are not winning enough and are not F/Ning students.

Here is how it is done:

The Supervisor (or Word Clearer) puts a meter on his desk and calls the students up (starting with the faster students). He gives an R-factor "I am not auditing you" and meter checks "In your recent study have you encountered any word you did not fully understand?"

(students)

(student—returns to study)
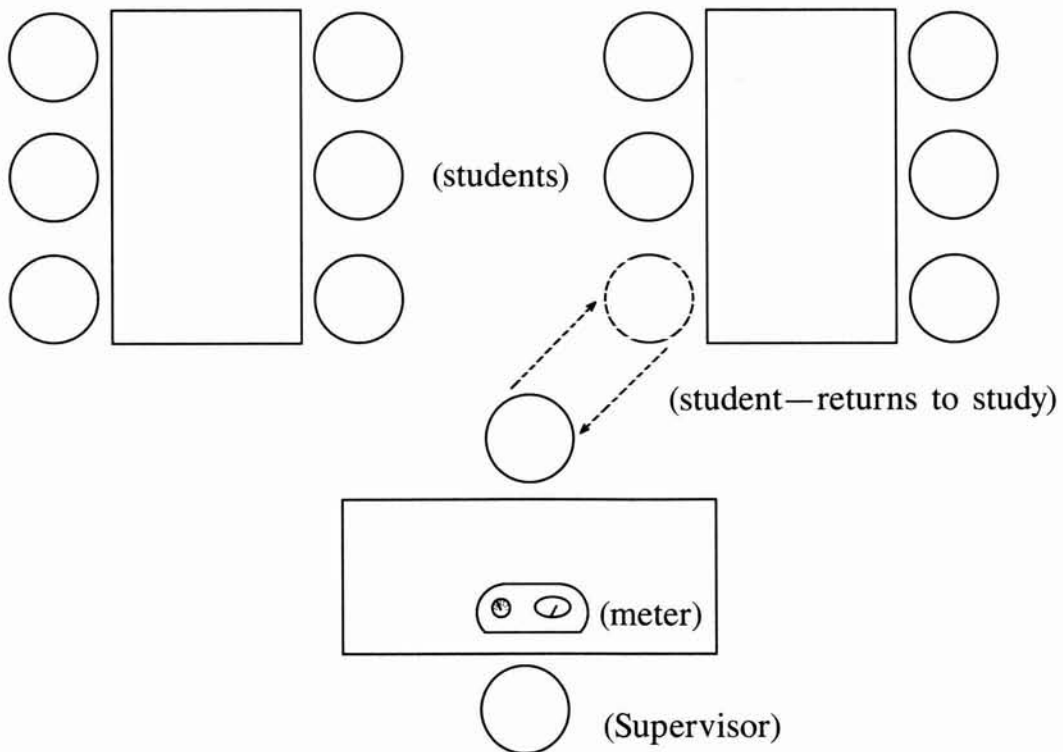
(meter)

(Supervisor)

1. If there is no meter read, the Supervisor sends the student directly back to study.
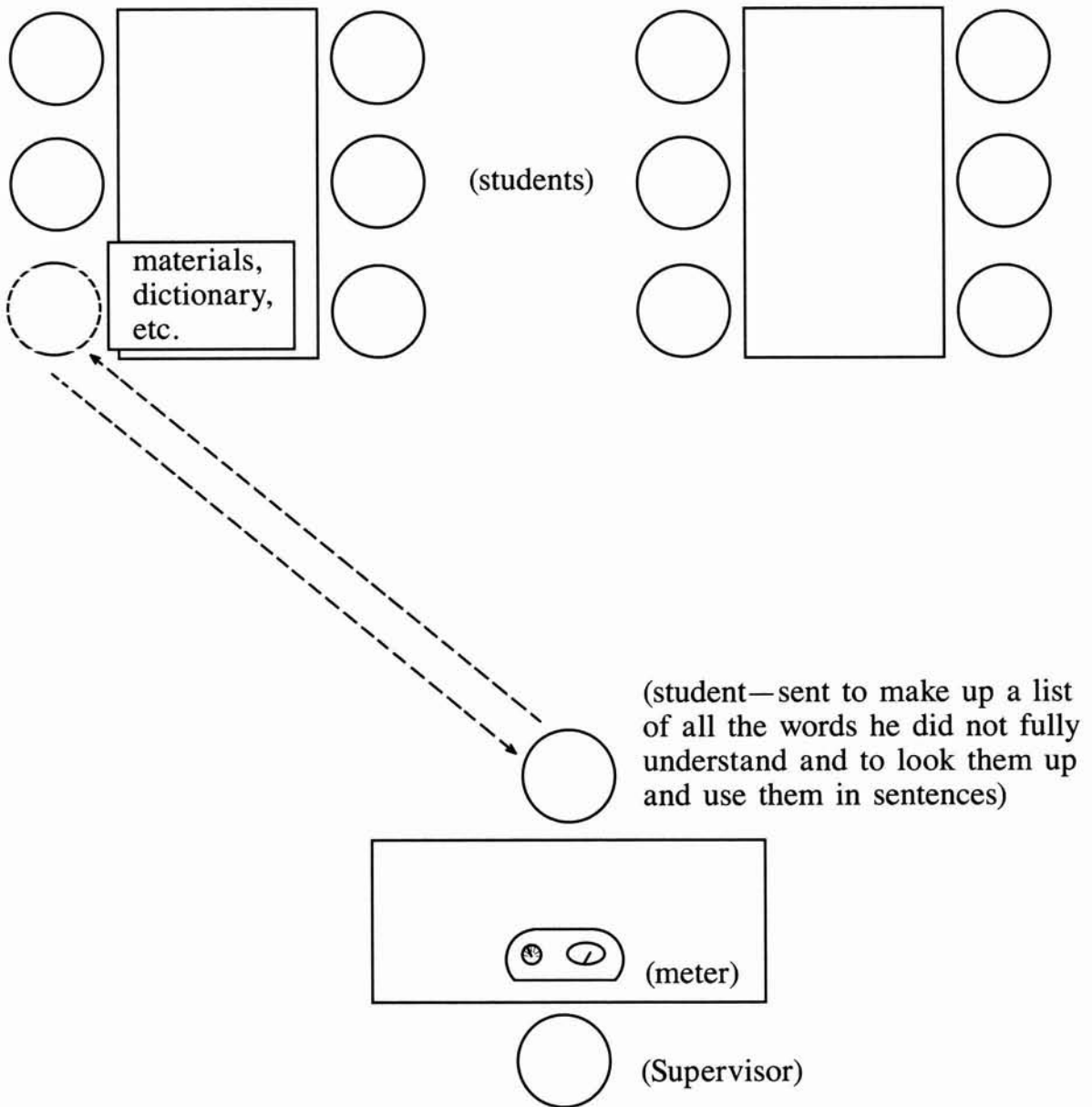
2. If the meter reads, the Supervisor sends the student to make up a list of all the words he did not fully understand, starting from the first PL, HCOB or tape onwards and tells the student to:

A. Look them up, and

B. Use them in sentences.

Student after that returns to study.

(students)

(Supervisor)

(student—
BIs, sent
directly
to Word
Clearer)

(meter)

(meter)
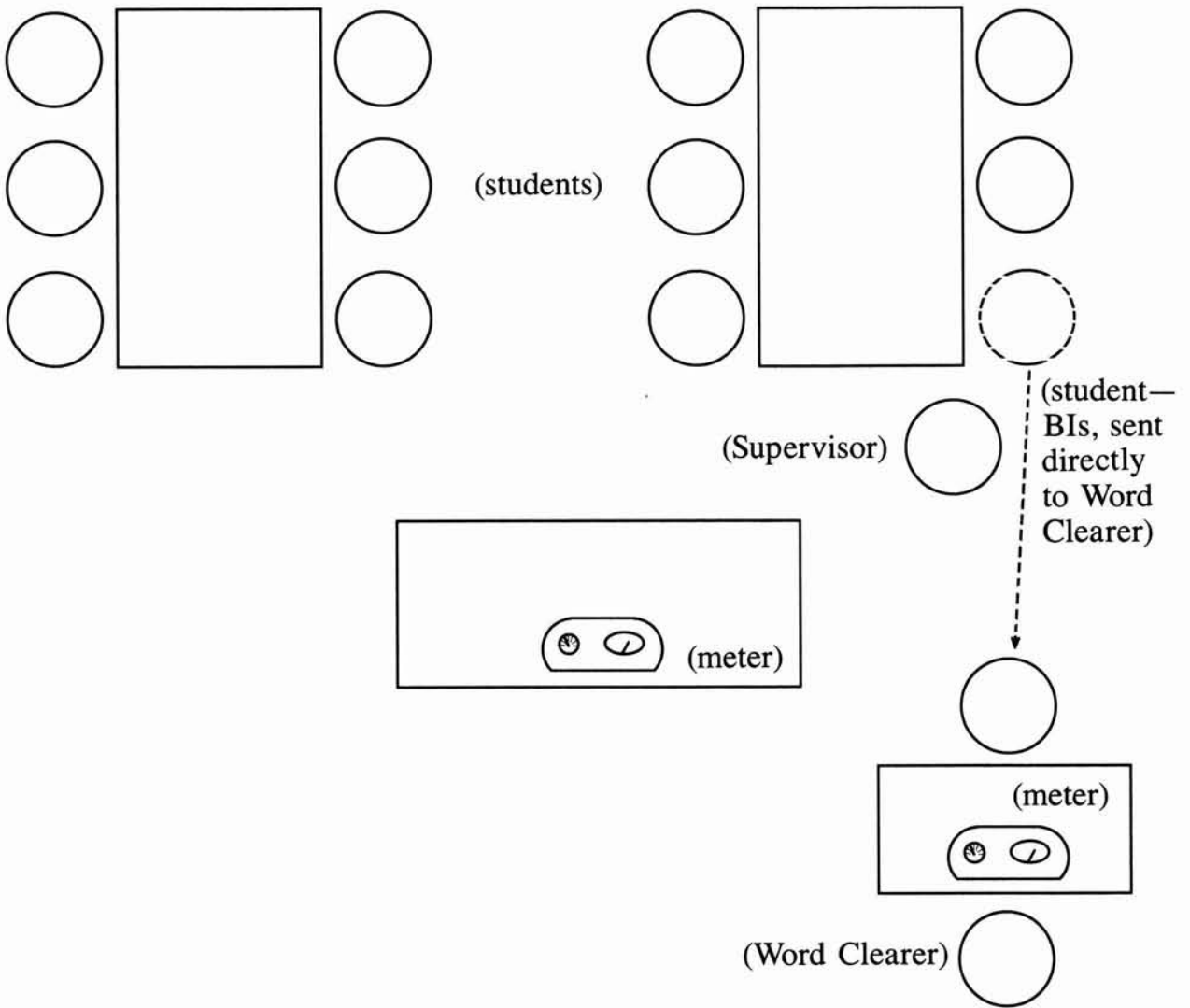
(Word Clearer)

3. If the student has real bad indicators, the Supervisor sends him directly to the Word Clearer. (If the Word Clearer is doing the check, he handles the student then and there.)

The result of these combined actions is a rise in average student points and all students flying along. Quality will rise as well as speed.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 13

WORD CLEARING CLARIFICATION

Ref:
HCOB 24 June 71   WORD CLEARING

Method No. 1 Word Clearing has yet to foul up any other auditing. When Method No. 2 is done, it is far more likely to foul up auditing.

Persons just reporting to courses are the first candidates for Word Clearing.

Qual usually gets itself across numerous lines when it begins to Word Clear. I don't know why it should. The most fantastic figure-figure occurs around this action.

It is wholly unlimited. If No. 1 Method is done on Monday, it can be done again, same actions, same list assessed, same items left on the list, on Tuesday—and Wednesday and Thursday!

It can even be done with no folder to hand.

The only change would be to *add* some subjects if one wishes. But even that isn't vital.

A pc has spoken millions of languages.

The EP is not "He was word cleared once." It would be a persistent F/N on the whole list.

Who knows what the Word Clearing will lay bare in other languages or when one will attain the EP forever.

But there are too many strings being put into it like needing a folder, using Tech Pages, etc., etc. The action is in 5. Well, why is Div 4 getting in on it unless Div 5 is pulling it in?

You frankly have no idea what it takes to get tech really applied. The simplicity of hats, lines and tech actions gets overlaid with complexities.

Probably misunderstoods attract complexities.

L. RON HUBBARD
Founder

Remimeo
Missions
All Auditors
Level III
  Checksheets
Tech/Qual
C/Ses

SCIENTOLOGY III

AUDITING BY LISTS

(*Note:* We now F/N everything. We do NOT tell the pc what the meter is doing. This changes "Auditing by Lists" in both respects. We do not say to the pc "That's clean" or "That reads.")

Refs:

HCOB 14 Mar. 71R	F/N EVERYTHING	
Rev. 25.7.73		
HCOB 4 Dec. 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E–METER	
HCOB 24 Jan. 77	TECH CORRECTION ROUND-UP	
HCOB 7 Feb. 79R	E–METER DRILL 5RA—CAN SQUEEZE	
Rev. 15.2.79		
HCOB 8 Dec. 78 II	GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF	

Use any authorized, published LIST. (Green Form for general review, L1C for ARC breaks, L4BRA for list errors.)

METHOD 3

Set the sensitivity for one-third-of-a-dial drop on a correct can squeeze per E-Meter Drill 5RA (Ref: HCOB 7 Feb. 79R, E–METER DRILL 5RA—CAN SQUEEZE).

Have your meter in a position (line of sight) so you can see the list and the needle or you can see the needle and the pc. The meter position is important.

Hold the mimeoed list close beside the meter. Have your worksheet more to the right. Keep record on your worksheet. Mark the pc's name and date on it. Mark what list it is on the worksheet with time. It remains in the folder stapled to the worksheet.

Read the question on the list, note if it reads. Do NOT read it while looking at the pc, do NOT read it to yourself and then say it while looking at the pc. These are the L10 actions and are called Method 6, not Method 3. It is more important to see the pc's cans than his face as can fiddle can fake or upset reads.

TR 1 must be good so the pc clearly hears it.

You are looking for an INSTANT READ that occurs at the end of the exact last syllable of the question.

If it does not read, mark the list X. If the list is being done through an F/N and the F/N just continues, mark the question F/N.

If the question reads, do *not* say, "That reads." Mark the read at once (tick, sF, F, LF, LFBD, R/S), transfer the number of the question to the worksheet and look expectantly at the pc. You can repeat the question by just saying it again if pc doesn't begin to talk. He has probably already begun to answer as the question was live in his bank, as noted by the meter.

Take down the pc's remarks in shortened form on the worksheet. Note any TA changes on the worksheet.

If the pc's answer results in an F/N (cog, VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the worksheet and say, "Thank you. I would like to indicate your needle is floating."

Do NOT wait endlessly for the pc to say more. If you do he will go into doubt and find more; also, do NOT chop what he is saying. Both are TR errors that are very bad.

If there is no F/N, at the first pause that looks like the pc thinks he has said it, ask for an earlier-similar _____, whatever the question concerned. Do NOT change the question. Do NOT fail to repeat what the question is. "Was there an earlier-similar restimulation of rejected affinity?" This is the "E/S" part of it. You do NOT leave such a question merely "clean."

It does not matter now if you look at the pc when you say it or not. But you can look at the pc when you say it.

The pc will answer. If he comes to a "looks like he thinks he said it" and no F/N, you ask the same question as above.

You ask this question—"Was there an earlier-similar _____"—until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark "F/N" on the list and call the next question on the list. You call this and other questions without looking at the pc.

Those that do not read, you X as out.

The next question that reads, you mark it on the list, transfer the question number to the worksheet.

Take the pc's answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question. Ack. Indicate and return to the mimeoed list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list question but the pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your mimeoed list.

BELIEVE YOUR METER. Do not take up things that don't read. Don't get "hunches." Don't let the pc run his own case by answering nonreading items and then the auditor taking them up. Also don't let a pc "fiddle the cans" to get a false read or to obscure a real one. (Very rare but these two actions have happened.)

BIG WIN

If halfway down a prepared list (the last part not yet done) the pc on some question gets a wide F/N, big cog, VGIs, the auditor is justified in calling the list complete and going to the next C/S action or ending the session, except in the case where an F/Ning list is C/Sed for, e.g., C/S 53RL. The auditor does not violate C/S Series 20, PERSISTENT F/N. If he is intending to F/N the list and the pc is on a big win, the auditor would end off, let the pc have his win, and then in another, later session, continue with the list.

There are two reasons for this—one, the F/N will usually just persist and can't be read through, and further action will tend to invalidate the win.

The auditor can also carry on to the end of the prepared list if he thinks there may be something else on it, if it does not violate C/S Series 20, PERSIST-ENT F/N.

GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time), one ends it at the first F/N (Ref: HCOB 8 Dec. 78 II, GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF). If the auditor were to continue, it can occur that the TA will go suddenly high. The pc feels he is being repaired, that the clearing up of the first item on the GF handled it and protests. It is the protest that sends the TA up.

Thus, a GF is best done by Method 5 (once through for reads, then the reads handled).

L1C, L3RF, L7 and other such lists are best done Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is cancelled. Only two points change—we F/N everything that reads by E/S or a process to handle (L3RF requires processes, not E/S to get an F/N) or else check for false read if the pc shows manifestations of this, and we never tell the pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the pc as a form of completion.

L1C and Method 3 are NOT used on high or very low TAs to get them down or up.

The purpose of these lists is to clean up bypassed charge.

An auditor also indicates when he has finished with the list.

An auditor should dummy drill this action both on a doll and bullbait.

———————

The action is very successful when precisely done.

<div align="right">
L. RON HUBBARD
Founder
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HCO BULLETIN OF 5 JULY 1971RB
REVISED 20 SEPTEMBER 1978

Remimeo

C/S Series 49RB

ASSISTS

There are three types of assists.

They are:

1.   Contact Assist

2.   Touch Assist

3.   Dianetic Assist.

They are quite different from each other.

They are VERY effective when properly done.

Clears, OTs and Dianetic Clears may be run on NED for OTs, Contact Assists and Touch Assists. It is forbidden, however, to run Dianetics on anyone who is Clear or above. (Ref: HCOB 12 Sept. 78R, DIANETICS FORBIDDEN ON CLEARS AND OTs)

A *pre*clear with a severe injury or illness can be run on all three and SHOULD BE.

If the handling is very soon after injury, burns do not blister, breaks heal in days, bruises vanish.

But to obtain such results it is necessary that the C/S and auditor or auditor alone know and RESPECT the assist tech. It is too often a toss-off, only one kind being done and then not to EP.

Every assist must end with an F/N (at Examiner or checked on a meter).

CONTACT ASSIST

Done off meter at the physical MEST universe location of the injury. EP—pain gone. Cog. F/N.

See HCOB 9 Oct. 67RA, CONTACT ASSIST.

DIANETIC ASSIST

Done in session on the meter. EP—pain gone. Cog. F/N.

See HCOBs:

12 Mar.	69 II	PHYSICALLY ILL PCs AND PRE–OTs
24 Apr.	69RA	DIANETIC USE
14 May	69	SICKNESS
23 May	69R	AUDITING OUT SESSIONS, NARRATIVE VERSUS SOMATIC CHAINS
24 July	69R	SERIOUSLY ILL PCs
27 July	69	ANTIBIOTICS
15 Jan.	70	THE USES OF AUDITING
21 June	70	C/S Series 9 KSW Series 10 SUPERFICIAL ACTIONS
8 Mar.	71R	C/S Series 29R CASE ACTIONS, OFF–LINE
23 July	71R	ASSISTS
2 Apr.	69RA	DIANETIC ASSISTS
11 July	73RB	ASSIST SUMMARY
4 Apr.	71-1RC	USE OF QUAD DIANETICS

New Era Dianetics Series bulletins

TOUCH ASSIST

Done off the meter by an auditor on the pc's body. EP—pain gone. Cog. F/N.

See HCOBs:

2 Apr.	69RA	DIANETIC ASSISTS
23 July	71R	ASSISTS
7 Apr.	72RA	TOUCH ASSISTS, CORRECT ONES
25 Aug.	87 II	TOUCH ASSISTS, MORE ABOUT
9 Oct.	67RA	CONTACT ASSIST

UNCONSCIOUS PC

An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc., or body without hurting an injured part.

A person in a coma for months can be brought around by doing this daily.

One tells them a hand signal like "Press my hand twice for 'Yes,' once for 'No,'" and can get through to them, asking questions and getting "Yes" and "No" hand responses. They usually respond with this, if faintly, even while unconscious.

When one has the person conscious again, one can do the assists.

See HCOB 15 Aug. 87, UNCONSCIOUS PERSON ASSIST.

_____

FIRST AID RULES APPLY TO INJURED PERSONS.

IN MAKING THEM TOUCH SOMETHING THAT *WAS* MOVING, STOP IT FIRST.

IN MAKING THEM TOUCH THINGS THAT WERE HOT, COOL THEM FIRST.

WHEN POSSIBLE, MAKE THEM HOLD THE THINGS THEY WERE HOLDING, IF ANY, WHILE DOING A CONTACT ASSIST.

IF AFTER A TOUCH OR CONTACT ASSIST THEY DON'T F/N WHEN TAKEN TO OR GIVEN AN EXAM, CHECK FOR O/R AND IF NO F/N TAKE THEM AWAY AND COMPLETE THE ASSIST.

DIANETIC ASSISTS CAN BE RUN QUAD.

This is important tech. It saves pain and lives. Know it and use it.

L. RON HUBBARD
Founder

Remimeo

C/S Series 50

C/S CASE GAIN

Some C/Ses get audited over the present time problem "How to get case gain."

Working with pcs who sometimes don't can become a minor PTP.

This is also true of some auditors.

The way to C/S this is to run it Triple PTP, but in this sequence:

THE C/S

1. 2WC "Have you ever had a problem in getting case gain for another?" E/S to F/N.

2. 2WC "What solutions have you had in getting case gain for another?" E/S to F/N.

3. 2WC "Have others ever had a problem getting case gain for others?" E/S to F/N.

4. 2WC "What solutions have others had getting case gain for others?" E/S to F/N.

5. 2WC "Have you ever had a problem getting case gain for yourself?" E/S to F/N.

6. 2WC "What solutions have you had getting case gain for yourself?" E/S to F/N.

Once handled, it ceases to be a problem when one does it in the future.

L. RON HUBBARD
Founder

Remimeo
NED Checksheets
All NED Auditors
All C/Ses

IMPORTANT

URGENT

C/S Series 48RE

New Era Dianetics Series 9RC

DRUG HANDLING

Refs:

HCOB	28 Aug.	68 II	DRUGS
HCOB	29 Aug.	68	DRUG DATA
HCOB	23 Sept.	68	DRUGS AND TRIPPERS
HCOB	19 May	69RB	DRUG AND ALCOHOL CASES
	Rev. 14.11.78		PRIOR ASSESSING
HCOB	8 Sept.	71R	CASE SUPERVISOR ACTIONS
	Rev. 20.5.75		(Resistive Case 220D)
HCOB	2 Nov.	57RA	AN OBJECTIVE RUNDOWN
	Rev. 22.2.75		
HCOB	3 July	59	GENERAL INFORMATION
HCOB	11 June	57	TRAINING AND CCH PROCESSES
HCOB	19 Sept.	78R I	THE END OF ENDLESS DRUG
	Rev. 31.1.79		RUNDOWNS
HCOB	12 Nov.	81RC	GRADE CHART STREAMLINED
	Rev. 1.7.85		FOR LOWER GRADES

A person who has been on drugs is one of the "seven types of resistive cases." (These types are found on the Scientology Green Form No. 40.)

A person who has been on drugs, alcohol or medicines seldom runs on any other type of engram, seldom goes backtrack well and is subject to somatic, emotional and perceptic shut-offs making any other type of Dianetic running a vain activity.

Drugs since 1962 have been in very widespread use. Before then they were rare. A worldwide spread of drugs occurred. A large percentage of people became and are drug takers.

By drugs (to mention a few) are meant—tranquilizers, opium, cocaine, marijuana, peyote, amphetamine and the psychiatrist's gifts to man, LSD and angel dust, which are the worst. Any medical drugs are included. Drugs are drugs. There are thousands of trade names and slang terms for these drugs.

ALCOHOL is included as a drug and receives the same treatment in auditing.

By alcohol (to mention a few) is meant whiskey, beer, wine, vodka, rum, gin, etc.—in other words, any fermented or distilled liquor or drink of any kind or fumes of such with some percentage of alcohol content.

Drugs are supposed to do wonderful things but all they really do is ruin the person.

Even someone off drugs for years still has "blank periods." The abilities to concentrate or to balance are injured.

The moral part of it has nothing to do with auditing. The facts are that:

a. People who have been on drugs can be a liability until the condition is handled in auditing.

b. A former drug user is a resistive case that does not make stable gains until the condition is handled.

c. Auditing is the only successful means ever developed for handling drug damage.

DRUG ENGRAMS

People who have been on drugs are sometimes afraid of running engrams.

In fact, it is almost a way to detect a "druggie."

The drugs, particularly LSD and even sometimes antibiotics or other medicines to which the person has an allergy, can turn on whole track pictures violently.

These tend to overwhelm the person and make him feel crazy. Some of these people are afraid to confront the bank again.

If a person "doesn't like Dianetics" and doesn't want to be run on engrams, it is necessary to put him through the Purification Rundown, TRs 0–9, Objectives and the Scientology Drug Rundown or get these FESed and repaired if done earlier. If Dianetics *has* been run but poorly, it should of course be repaired fully with an L3RH (list used to correct Dianetic errors). But if the person still flinches, the Purification Rundown, TRs 0–9, Objectives and the Scientology Drug Rundown successfully completed will handle.

THOSE ON DRUGS

Objective Processes are numerous. It may be necessary to run these on a person still on drugs and even put the person through TRs 0–9 to get the person off drugs. Doing this usually avoids the painful "withdrawal symptoms" particularly present in coming off heroin or psychiatric "treatment" drugs. (Note: Some persons have been put on some therapeutic drug by an MD—such as

insulin—and possibly should remain on it until well advanced into auditing. But these are not the usual drug. It is up to the pc, the auditor and the doctor what should be done in such cases. Tranquilizers are not acceptable, however.)

DONE FIRST

Drugs are done *first*.

Why? Because drugs make a resistive case! Other Dianetic actions and Scientology as well will get loses if drugs are not handled first.

Any current Dianetic case failures are from flubby Dianetic auditing or the person has been on drugs or alcohol which were not handled by Dianetics.

It hasn't harmed anyone to omit drug handling. But it made it hard or impossible to get stable case gain.

THUS ANY DIANETIC PC WHO HAS HAD DRUG HANDLING OMIT-TED MUST BE RUN ON DRUGS AS SOON AS POSSIBLE BEFORE MORE AUDITING IS GIVEN.

I repeat, drugs or alcohol in most instances make a resistive case so the point must be handled before the case will attain and hold case gain.

NED DRUG RUNDOWN AND EXPANDED GRADES

It may happen that a person with a heavy drug history will not be successful at running Expanded Grades before his drugs have been run out with NED.

If a person runs into trouble due to unhandled drugs while running Expanded ARC Straightwire and Expanded Grades 0–IV, despite having had the Purification RD, TRs 0–9, Objectives and the Scientology Drug RD, he should be switched to the NED Drug RD. In such cases one would handle the drugs with a NED Drug RD, then resume Expanded Grades and fully complete them to EP, and then go on to the rest of the NED program.

ANY PC WHO IS NOT MAKING IT IN AUDITING SHOULD BE CHECKED FOR A DRUG OR ALCOHOL HISTORY.

DISCOVERY

In investigating a series of cases who were not making it, I found in each one that the person had been on drugs or alcohol and that the drugs or the alcohol had not been run out.

Drug data was not covered fully enough in the Dianetics pack. Only prior assessment to drugs was given.

Thus I have found several Dianetic pcs were only run on the prior assess-ment to drugs. This is not good enough as it is only a partial handling.

FULL NED DRUG RUNDOWN

Here is the full New Era Dianetics Drug Rundown.

0. *The Original Assessment Sheet.* Ask the pc each question on the Original

Assessment Sheet. Mark all reads. Make sure you get specific and complete answers to your questions.

NOTE: On Item E, do not ask the pc for whole track drugs. You want only drugs, medicine or alcohol he has taken this lifetime.

1. *Objective ARC.* (Ref: HCOB 19 June 78, NED Series 3, OBJECTIVE ARC) (Note: This process is now part of the full battery of Objectives which follow the Purification Rundown and is part of Expanded Grade I. The C/S should verify whether or not it has been run on the pc to EP; if it has not been, it is run at this point in the NED Drug Rundown.)

2. *Purification Rundown.* The only cases that would not require the Purification Rundown are those with no heavy drug history and whose OCA scores are all in the upper half of the graph. (Ref: HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES) (Note: This rundown is most often done early in a pc's progress up the Grade Chart. The C/S should verify whether or not the pc has done the rundown to EP; if the pc has not, it is run at this point in the NED Drug Rundown steps.)

   Refs:
   HCOB   6 Feb.   78RC   Purif RD Series 1
       Rev. 31.7.85   PURIFICATION RUNDOWN REPLACES
                               THE SWEAT PROGRAM
   HCOB 12 Nov. 81RC   GRADE CHART STREAMLINED FOR
       Rev. 1.7.85   LOWER GRADES

3. *A battery of Objective Processes.* This includes CCHs 1–10, SCS on an Object and SCS. (Note: Many pcs will have had a full battery of Objectives earlier in their auditing, following the Purification Rundown or as part of Expanded Grade I. The C/S should verify whether Objectives have already been run to EP; if they have not been, they are run at this point in the NED Drug Rundown.)

   (SOP 8-C and Op Pro by Dup are included in later steps of the NED Drug Rundown.)

4. *TRs 0–9.* (Note: Some pcs may have done TRs 0–9 earlier in their progress up the Grade Chart. The C/S should verify whether or not the pc has done TRs 0–9; if the pc has not, they are done at this point in the NED Drug Rundown.)

   Refs:
   HCOB 16 Aug. 71R II   TRAINING DRILLS REMODERNIZED
       Rev. 5.7.78
   HCOB   7 May 68   UPPER INDOC TRs

5. *Full Dianetic C/S-1* to educate the pc so he fully understands Dianetic procedure and is able and willing to be audited successfully.

   Ref:
   HCOB   9 July 78RA   NED Series 21
       Rev. 8.4.88   DIANETIC C/S-1

6. *Narrative handling on drugs—first.* All drugs, medicine and alcohol which the pc has taken in this lifetime have been listed on the Original Assessment Sheet.

At this point, choose the best reading drug, alcohol or medicine from the Original Assessment Sheet and run it out Narrative R3RA Quad. (For example: "Return to the time you took whiskey and tell me when you are there.")

YOU DO NOT CHECK INTEREST ON DRUG ITEMS.

RUN OUT EACH READING DRUG, ALCOHOL OR MEDICINE ON THE DRUG LIST (IN ORDER OF READ) BY NARRATIVE R3RA QUAD *FIRST.* Otherwise, you can end up spinning the pc way down the track.

In running Narrative on this lifetime drug, medicine or alcohol individual items, you will find that it is easier to do if you run earlier beginning and earlier incident rather than attempt to limit him to the first this-lifetime incident he comes up with, as there will usually be more than one incident when he took whiskey, for example. So you always ask earlier beginning but if it is necessary you ask earlier incident with the question, "Is there an earlier incident when you took whiskey?" Pcs commonly tend to wind up way back down the whole track at this stage of their auditing and that is not what you're aiming for here either. What you're interested in is this lifetime, this body. But this doesn't mean you don't run track on the NED Drug Rundown; just don't push it. And never insist the pc run any type of chain when he says there's nothing there. When all reading drugs, medicines and alcohols on the list have been run to EP by Narrative R3RA Quad, go on to the next step.

7. *Preassessment on each reading drug, medicine or alcohol taken in this lifetime.*

   A. Choose the best reading drug, alcohol or medicine from the Original Assessment Sheet and do a *preassessment* on it.

      "ARE (preassessment item) CONNECTED WITH TAKING (the drug, medicine or alcohol)?"

      is the preassessment question.

   B. Take the best reading preassessment item off the preassessment and ask the pc:

      "WHAT (best reading preassessment item) ARE CONNECTED WITH TAKING (the drug, medicine or alcohol)?"

      This is the running item list question for that particular drug. You write this question at the top of the page and write down exactly what the pc said, noting any read that occurred when he said it.

C. Take up the best reading running item (make sure you noted reads as the pc gave you the items) and run it R3RA Quad.

DO NOT CHECK INTEREST ON DRUG ITEMS.

D. Handle all reading running items found in step B in order of read with R3RA Quad.

E. Using that same original drug item, repeat step A.

F. Repeat steps B to E.

Fa. Using the first original item continue steps A, B, C, D, E, until the Preassessment List simply F/Ns.

Fb. Take the next individual drug, medicine or alcohol item that read on the original list and repeat steps A to Fa on it until you have handled every item that read on the Original Assessment Sheet.

G. When there are no more items unhandled on the original list that read and no further items reading, but there are some unrun original items on the list, null with Suppress and Invalidate buttons.

H. Run any now-reading items with steps A to Fb.

I. Use up the whole list of drugs in this way, doing the preassessment and steps B to H on all reading drugs. Reassess the drug list. Handle per above instructions any drug which now reads. This is done until the entire drug list F/Ns when called. (Note: If, during the rundown, the pc thinks of other drugs he has taken in this lifetime, add them to the original list with their reads noted and handle them in turn according to size of read, ensuring you run them Narrative R3RA Quad *first*.)

8. *The Prior Assessment.*

A. Using the drug list obtained on the Original Assessment, take up the largest reading drug, medicine or alcohol and ask the pc the following preassessment question:

"PRIOR TO TAKING (the best reading drug, medicine or alcohol) WERE THERE (preassessment item)?"

B. Take the best reading preassessment item and ask:

"WHAT (preassessment item) DID YOU HAVE PRIOR TO TAKING (the drug, medicine or alcohol)?"

C. Use full preassessment steps and run out all reading running items R3RA Quad.

D. Reassess any remaining unrun items found in step B to see if they now read. If they do, run them. Also check for any more items the pc has to add to the list, and mark down their reads as the pc gives them.

E. Repeat above steps on any items that now read.

F.   When there are no more items to add and no more items reading, but there are some unrun items on the list, null with Suppress and Invalidate buttons.

G.   Run any now-reading items R3RA Quad.

H.   Reassess the Preassessment List, using the drug, medicine or alcohol in step A. Follow remaining steps until all reading items are taken to EP and there are no further reads on reassessment of the Preassessment List.

I.   Take up the next best-reading drug, medicine or alcohol from step A. Repeat steps B to I.

The above Prior Assessment steps are done on each drug, medicine or alcohol that has read. They are handled in order of largest read.

9.   *More Objectives.* The final step of the NED Drug Rundown, when all above steps are fully complete, is to run another set of Objectives on the pc.

These are:

A.   SOP 8-C

B.   OP PRO BY DUP

run in that order, each to its complete EP.

If the pc has already had these processes run to EP earlier, he is run on the process Spotting Objects. This process is run in a place with ample space and objects, using the command "Spot an object." The EP of the process is F/N, cog and VGIs. (Ref: Operational Bulletin No. 4, 11 Nov. 55, SIX LEVELS OF PROCESSING—ISSUE 5)

This Objective Processing is done to bring the pc fully into present time, and it will be a present time which he is now far better able to confront.

This completes the New Era Dianetics Drug Rundown.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 17 JULY 1971R
REVISED 6 JULY 1978

C/S Series 51R

OUT OF VALENCE

(OCA Graphs)

On OCA graphs (the plotted test score of a pc) you find sometimes a case that read high on the graph will drop and read lower after auditing.

This is caused by the fact that the person was OUT OF VALENCE in the first place.

Social machinery was what the first registered.

Now after auditing, the graph expresses something closer to the actual being even though it dropped.

We have known about this since '57 or '58 but I do not think it was fully written up. Further, we now know MORE about it.

If you look into suppressive person tech, you will find an SP *has* to be out of valence to be SP. He does not know that he is because he is himself in a nonself valence. He is "somebody else" and is denying that he himself exists, which is to say denying himself as a self.

Now, this doesn't mean all persons whose graphs dropped were active SPs. But it *does* mean they weren't being themselves.

After some auditing, they became themselves somewhat and this self isn't the social cheery self the first graph said.

But the dropped graph is nearer truth.

Now, how to get the graph UP again?

The person with the dropped graph is closer to being himself but is not yet fully restored, not yet fully into his "own valence."

While Class XI would handle this a bit differently, Class VIII Rundown already has an answer.

The Class VIII out-of-valence lists LX1, LX2 and LX3 and the recall, secondary and engram Quad for each assessed item from these lists is a way to handle.

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Additionally, we now have a New Era Dianetics process specifically designed to getting a pc into valence. (Ref: HCOB 20 June 78, NED Series 15, IDENTITY RUNDOWN) It is not done out of sequence in the Dianetic Rundown as a hit-and-miss patch-up.

Completing any cycle the pc is on is of course fundamental.

The fact is that the pc is emerging more and more and becoming himself and then he himself begins to gain.

The graph that dives will come back up if general processing is done.

The pc will keep saying he is "more there." And it is true.

L. RON HUBBARD
Founder

Remimeo

C/S Series 52

INTERNS

The word INTERN or INTERNE means "An advanced graduate or a recent graduate in a professional field who is getting practical experience under the supervision of an experienced worker."

An internship, then, is serving a period as an intern, or an activity offered by an org by which EXPERIENCE can be gained.

Internships have been arranged this long while for every auditing class.

The apprenticeship of an auditor is done as an org intern.

C/Ses very often have interns on their lines and sometimes have trouble with getting them to audit.

The Why of this is that the intern seldom knows the definition of the word "intern" (which is as above). They sometimes think they are still students. They do not know this fact:

A COURSE GRADUATE BECOMES AN AUDITOR BY AUDITING.

That means LOTS of auditing.

The failure of "auditors" is that they go from one level to the next, HDC to IV to VIII, without ever becoming an auditor for that class.

Thus you can get a silly situation where a Class IX can't audit or C/S well. Thus you get tech going out.

An HDC graduate who doesn't then audit under an experienced Case Supervisor who knows and demands the standard actions rarely gets to *be* an HDC *AUDITOR*. It takes tons of hours to make a real Dianetic Auditor who can toss off standard sessions and get his routine miracles.

So if an HDC doesn't INTERN, but simply goes on to the Academy courses or SHSBC, he has skipped his apprenticeship as a Dianetic Auditor.

If he gets his Class VI and never interns but goes on to VIII—well, we now have somebody who has long since lost touch with the reality of why he is studying.

Therefore, you CAN'T take a Class VI graduate who was never a Dianetic *Auditor* and intern him as a VI. He'll goof-goof-goof. So you have to intern him as an HDC.

WHEN he can turn out flawless Dianetic sessions on all kinds of pcs, you can intern him as a IV, etc.

In other words, you have to catch up all neglected apprenticeships.

I don't care if the guy is an VIII; if he wasn't ever a Dianetic *Auditor* and a Class VI *Auditor* and isn't interning as an VIII, then he is only a provisional.

Flubby auditors are the biggest time wasters a C/S has. If auditors on his lines aren't good, he'll take forever to get his C/S work done. And he won't get results.

The answer is, regardless of class as a course graduate, a C/S MUST INTERN HIS AUDITORS FOR EACH INTERNSHIP MISSED ON THE WAY UP.

The "okay to audit" system is used.

One takes any graduate and interns him on the lowest internship he has missed. He reviews his material, gets his drills checked, gets his misunderstood words cleared and gets an "okay to audit" for *that* level. If he goofs he is crammed. And sometimes wholly retreaded. The "okay to audit Dianetics" would be his first okay. This suspends if he has to retread.

When he then has turned out pcs, pcs, pcs, pcs, 5, 6, 8, 10 hours a day for weeks and weeks and is a total success as a Dianetic Auditor, he can go on up.

At first as a Dianetic intern he is part time studying Dianetics. Then as he gets flawless and while he is getting experience and practice on Dianetics, he can gradually phase over into restudying his next internship, usually IV or VI.

Then one day he is word cleared, checked out on his drills, and he qualifies for "okay to audit" for IV or VI.

Now it begins all over again. Flubs—Cramming, midnight oil, audit audit cramming audit audit new word clear new drill work audit audit audit audit 5, 6, 8, 10 hours a day.

Now he *is* a IV or VI Auditor.

His next real step is a VI or VII intern at an SH. If he has been a good IV intern *auditor* his VI internship after his SHSBC will be a VII internship. VII *is* an intern activity.

When he's an *auditor* that can do VI and Power, he is ready for VIII and IX.

If he is going to be a good VIII–IX Auditor, he will intern in an AO or SH under an experienced C/S.

Now when he goes to his own org, you have a real honest-to-goodness C/S. And as a C/S he must know how you use internships to make auditors.

Wherever this function is neglected, you don't get auditors. You get doubtful students and out-tech.

On Flag C/Ses have to catch up every missed internship to make a high-volume, high-quality auditor.

The world-renowned superiority of Flag auditors is built just like I am telling you here.

There is no reason just that same quality can't be built in any org.

One does it by the intern method.

By using this method, you get IN-tech and high volume.

Any auditor in any org that is limping and fumbling simply has never been properly interned.

The way to remedy it is to set up a good Cramming that uses only HCOBs and has them available (and no verbal tradition), a good Word Clearer and a Qual "okay to audit" intern system. The interns are a section in Qual. They have a Course Supervisor. They study and audit cram audit cram study audit, audit audit audit.

And one day you have IN-tech and high-volume, high-class auditing all over the place.

Otherwise you just have a bunch of students, in doubt, chewing on their misunderstood words and failed tech.

There IS a right way to go about it.

It is by internship.

L. RON HUBBARD
Founder

Remimeo

Study Series 3

CONFRONTING, ADDITION

Ref:
HCOB   2   June   71 I   Study Series 2
                                 CONFRONTING

In reference to the gradient of study objects to confront, under the item "paper" the following procedure applies:

The student would confront an HCO PL or an HCOB. It is tacked to the wall upside down so it can't be read. The student sits in a chair and confronts it. It is not the significance of the bulletin that the student is confronting, it is the bulletin itself, the physical object. This is continued until the student is able to be there and comfortably perceive the upside down bulletin. It is usually done for 2 hours, no blink, no swallow, no twitch. Once this is accomplished, the student moves to the next gradient per the list in HCOB 2 June 71 I, Study Series 2, CONFRONTING.

L. RON HUBBARD
Founder

Assisted by
Distribution Aide

ASSISTS

For a pc being run on a Touch Assist for handling something around the head (for example: teeth), go further even to the toes as the area extends through the nerve channel to the whole body. Right–left and also whole body. A head somatic also sticks in the spine.

ASSIST EP

All assists are run to cognition and should F/N VGI at the Examiner.

INJURY RUNDOWN

On an injury, after the *Contact Assist,* a *Touch Assist* and then an *L1C on the injured member* could be done. Dianetic actions would follow as necessary. This would include handling the injury fully as a narrative item and then fully handling all somatics connected with it, per NED Series tech. (Refs: HCOB 28 July 71R, Rev. 25.6.78, NED Series 8, DIANETICS, BEGINNING A PC ON; HCOB 18 June 78, NED Series 4, ASSESSMENT AND HOW TO GET THE ITEM; and HCOB 11 July 73RA, Rev. 15.7.78, ASSIST SUMMARY)

PC RUNNING A TEMPERATURE
COMMANDS CORRECTED FROM EARLIER ISSUE

A persistent temperature can be brought down by running the pc on Objective "Hold it still."

This *can* be run on a two-command basis.

VERSION A

For a pc running a temperature too ill for regular auditing, he should be given antibiotics and an assist-type boost, not a major action like Dianetics.

This version would be run if the pc is *far* too ill to get up. The pc is run on a meter to cog F/N VGIs.

1. Two-command Repetitive Process alternate commands:

   a. **LOOK AROUND HERE AND FIND SOMETHING.**

   b. **HOLD IT STILL (until pc can or feels he can).**

Then (a) again.

Then (b) again, etc.

This will drop a fever.

2.   2WC **"HOW DO YOU FEEL? HAVE YOU FELT LIKE THIS BE-FORE?"** earlier similar to F/N VGIs.

VERSION A is NOT very lasting. It is for very ill pcs and very high temperatures.

VERSION B

This is true Objective "Hold it still" and is very lasting.

It is done on a pc who can, even with effort, walk around a room.

It is done OFF the meter to cog, GIs. The pc then should at once be put on the meter and will be found to have an F/N. If no F/N on the meter the process is either (a) unflat or (b) overrun. If unflat it is continued, flattened off the meter and the same meter test follows. If overrun the release point is rehabbed.

VERSION B commands are:

a.   **LOOK AROUND HERE AND FIND SOMETHING.**

b.   **WALK OVER TO IT.**

c.   **WITH YOUR HANDS, HOLD IT STILL.**

The three commands are given in (a) (b) (c) sequence one after the other, the pc executing each command and being acknowledged until the pc has a cognition and GIs. He is then checked on the meter.

A thermometer can be used to check temperature after the meter check for F/N. The temperature will be found to have subsided.

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Both A and B versions can be used on the same pc.

Let us say on Monday, A Version is used. Then on Tuesday if temperature has gone back up but pc is better B Version is then used.

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The temperature process is most effective on a low-order persistent fever that goes on and on for days and even weeks. In such cases Version B would be used and the temperature would come down and stay down very nicely.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 28 JULY 1971RB
REVISED 8 APRIL 1988

Remimeo
NED Auditors
C/Ses

C/S Series 54RB

New Era Dianetics Series 8RA

DIANETICS, BEGINNING A PC ON

Make Dianetics work fully in our modern culture.

DO NOT BEGIN DIANETICS WITH A HEALTH FORM ANY LONGER.

BEGIN DIANETICS WITH THE ORIGINAL ASSESSMENT SHEET, HCOB 24 JUNE 1978RA. THIS IS VITAL.

DRUGS OR ALCOHOL

IF YOU GET ANY TA ACTION OR READS ON DRUGS OR ALCOHOL EVEN IF THE PC SAYS "NO," IT IS THE FIRST DIANETIC ACTION TO HANDLE THESE AS COVERED ON HCOB 15 JULY 71RD III, C/S SERIES 48RE, NED SERIES 9RC, DRUG HANDLING.

If the pc is currently on drugs, it may be necessary to put him through Objective Processes and TRs 0–9 to get him off drugs. Doing this will avoid the painful withdrawal symptoms particularly present in coming off heroin or psychiatric drugs. The usual sequence of Drug Rundown steps is given in HCOB 22 June 78RA, NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE, and HCOB 15 July 71RD III, C/S Series 48RE, NED Series 9RC, DRUG HANDLING.

The pc in many cases won't be able to run any engrams at all unless you run out drugs, alcohol or medicines first. They will run these and these alone until the engrams are gone.

People who "can't run engrams" are usually drug cases.

MEDICINE

If Medicine, part E of the Original Assessment Sheet, reads, then handle it per C/S Series 48RE, as it reacts like any other drug, but pcs sometimes don't think of medicines as drugs. They are.

LOSSES AND DEATHS

If Losses (of position, possessions, pets, etc.) reads or if Deaths of relatives, etc., read on parts F and G, check for interest and run them out Narrative Secondaries R3RA Quad.

UPSETS

If Upsets reads and the pc is interested in running it out, handle it with Narrative R3RA Quad. They can also be handled with regular preassessment, etc., as in New Era Dianetics Series 4R.

DANGERS

If part I reads and the pc is interested, run the danger out Narrative R3RA Quad. They can also be handled with regular preassessment, etc., as in New Era Dianetics Series 4R.

ILLNESSES, ACCIDENTS, OPERATIONS

Parts J, K, L, M and N are handled, if reading, by checking interest with the pc and running out the illness, operation, accident or undesired physical condition Narrative Quad R3RA.

Preassess these items if needed to take to a full and complete handling with R3RA Quad.

FAMILY INSANITY

If section P reads, run the loss out R3RA Secondaries Quad. This can be preassessed if needed.

PERCEPTION DIFFICULTIES

Lack of perception (sight, hearing, etc.) comes from overts and improves when Flow 2 is done on any R3RA chain.

Having found the complaint regarding perception (which can include lack of feeling, lack of emotion), you would treat it as an original item and would preassess the condition and then handle it with R3RA Quad, like any other original item. See New Era Dianetics Series 4R on handling original items.

COMPULSIONS, REPRESSIONS, FEARS

If any compulsions, repressions or fears read in part AA, treat them as original items just as given in New Era Dianetics Series 4R.

PREVIOUS DIANETIC OR SCIENTOLOGY PROCESSING

If the pc has charge on his previous processing, the auditing can be run out Narrative R3RA Quad, first checking interest with the pc. Earlier beginning and earlier-similar are used.

LOOK ON YOURSELF AS SOMEONE ELSE

If section FF reads, the pc should be given the Identity Rundown when he reaches the correct step on his New Era Dianetics program.

FORMER PRACTICE

If section GG reads, Former Practices, treat any former practice as an original item and handle per New Era Dianetics Series 4R.

PROBLEMS YOU'RE TRYING TO SOLVE WITH PROCESSING

If this section reads and the pc is interested, treat the problem as an original item per New Era Dianetics Series 4R.

DONE SOMETHING HARMFUL TO DIANETICS, DIANETICISTS, SCIENTOLOGY, SCIENTOLOGISTS, ORGANIZATIONS

If this reads, check interest and treat it as an original item per New Era Dianetics Series 4R.

ELECTRIC SHOCK/PLANT

If the pc says that he has been given electric shock or that he was instructed to come into the organization, the C/S must have the pc sent to Ethics for handling per policy on sources of trouble and illegal pcs. (Refs: HCO PL 6 Dec. 76RB, ILLEGAL PCs, ACCEPTANCE OF, HIGH CRIME PL; and HCO PL 27 Oct. 64R, POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE)

Handling of a person instructed to come in to the org includes getting a full documented confession including (as found) who so instructed the person and where.

REPAIR

REPAIR BY L3RH ANY FLUBBED DIANETIC SESSION OR CHAIN WITHIN 24 HOURS. Do not let it go unrepaired.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Dept 13
Qual Div
Qual Bureau

POST PURPOSE CLEARING

(This HCOB is the basic action of the
Post Purpose Clearing Unit of Div V, Qual
Div or by auditors as a technology.)

An essential part of HATTING as done in HCO is to get the person's POST PURPOSE CLEARED by an auditor.

INSTANT PURPOSE CLEARING

HCO usually tells the person what the purpose of the post is and certainly the staff member's seniors would.

This action is not metered and goes along with instant hatting. It is not done by an auditor.

"George, the purpose of your post is to_____. Any questions?" Questions are answered and clarified.

Giving the person on the post the purpose is a basic hatting step.

FULL POST PURPOSE CLEARING

This requires an auditor, an E-Meter, and is done in session.

Usually this is done after mini-hatting and after some experience with the post. It is NOT done in this full fashion before the person has any knowledge of the post. It can also be done during or at the end of full hatting.

But the sooner it is done after mini-hatting and some weeks' experience on the post the more successful it will be.

AUDITOR QUALIFICATIONS

The auditor doing Post Purpose Clearing must be expert with:

1. TRs,

2. Metering,

3. Code,

4. Two-way comm,

5. Flying rudiments,

6. L&N.

ADMIN

A Post Purpose Clearing is given full worksheet and report handling and the person goes to Examiner.

A record of the session is kept with others done in the PPC RECORD BOOK with especially noted *any rock slam.*

PC

The pc must not be in an ethics cycle, must be rested, not hungry and not ill or on drugs or medication.

ANY RINGS ON THE PC'S HANDS MUST BE REMOVED, AS THEY CAUSE A FALSE ROCK SLAM.

HAT FOLDER

Staff member must bring hat folder to the PPC session so if there is any confusion on purposes in it they can be cleared from the hat folder.

CASE FOLDER

Case folder of the pc must also be collected and examined before session. This is repeated in the rundown so it won't be missed.

POST PURPOSE CLEARING STEPS

PPC 1—Get the staff member's folder. Verify that he is not in the middle of some process, repair or major grade. If so, don't touch. Get C/S okay.

PPC 2—Fly a rud or do a C/S 53RI if TA high or low. Note that it WAS high on the session worksheet. If the TA does not come down, refer the case to Staff C/S and do not proceed. Case would need Folder Error Summary and a Hi-Lo TA List IX.

PPC 3—2WC about person's post. Be alert to problems or W/Hs and if these seem to be there, do E/S to F/N on problems and/or E/S to F/N on W/Hs.

PPC 4—2WC "What do you think is your post?" to F/N. If pc can't tell you, resort to his hat and clear up confusions to F/N.

PPC 5—2WC "Tell me about opportunities you would have on your post." This is carried to F/N. If no F/N, treat it as a W/H and ask if there's anything pc isn't telling you. Carry any W/H to F/N. Then check the question again and get the F/N back by 2WC or E/S to F/N. (If you start to clear W/Hs in the middle of the question then the W/Hs will F/N but the question hasn't yet so must be F/Ned also. Overts may come up as well as W/Hs and if so F/N them by E/S.) Pc should finish this step with F/N, cog and GIs.

PPC 6—2WC "How does your job align (compare) with what you incline (would like) to do?" Get any conflicts into view if not clean. Go E/S to F/N if there is conflict. If no F/N despite itsa on conflict, ask for overts or withholds and carry this to F/N. Check question again to be sure it F/Ns.

PPC 7—Go over hat materials covering pc's post purpose. Ask him how does it seem. Get an F/N or clear any confusions up to F/N.

PPC 8—L&N "What do you think is the purpose of your post?" to BD F/N item.

PPC 9—2WC "How does this purpose tie in with the purpose of your division?" Clean this up if there's doubt. Use folders or OEC books. Be sure it's cleaned up to F/N.

PPC 10—2WC "How does this purpose tie in with the purpose of the org?" Clean this up to F/N.

PPC 11—(Using PPC 8 purpose) "Then *is* (quote it) the purpose of your post?" Get a revision so it's really it or accept it. Say, when it's decided, "Then (quote) is the purpose of your post."

PPC 12—2WC "If your post was not done what would happen to the org?" Clean this up to F/N.

PPC 13—2WC "How do you feel about accomplishing your post purpose?" Clean this up to F/N.

PPC 14—Thank pc and send to Examiner.

Complete worksheet.

Enter results in log.

Put the session report in pc's folder.

Send a report to the E/O AND TO FLAG if the person rock slams and note it in the folder for programing to include ExDn.

If you can get no satisfactory F/Ns and cogs and VGIs or if Exam Report is bad, DIRECT THE FACT TO THE ATTENTION OF THE HAS AND THE CO AND THE CASE SUPERVISOR FOR IMMEDIATE CORRECTION. The remedy is L4B on the whole RD, L1C, C/S 53RI and do the clearing again.

Post Purpose Clearing counts as a completion for the Dept on an F/N at Examiner's.

L. RON HUBBARD
Founder

C/S Series 55

THE IVORY TOWER

It has been stated before that the Case Supervisor is most successful when he supervises in seclusion.

This is called the IVORY TOWER rule.

It comes from the practical experience that in C/Sing thousands of cases the only few mistakes I made (and repaired) were when I listened to the opinion of the auditor or saw the pc.

This can be quite fatal to a case's progress.

The fantastic results I achieve as a C/S mainly stem from not permitting what I know of tech and cases to be clouded by "Human Emotion and Reaction" (a Scientology public relations term) by others.

Part of a C/S's duty is to get the case through it despite auditor opinions and flubs or the opinions of others.

A C/S has no political or personnel opinions. He can of course have his own opinions of the pc's case. But he is the FRIEND of the pc even when being harsh.

Often the C/S, unseen by the pc, is sometimes never suspected but quite often adored by those for whom he C/Ses. One often sees this in success stories, "Thank you, thank you to my great auditor (name) and the C/S (name) and Ron." Sometimes it's only the auditor. But most pcs know the C/S is there.

This awareness is also a great trust and it is a trust that is earned by great results and is never betrayed.

To the majority of pcs, then, it is a trio—always in the same order—his auditor, his C/S and myself.

He trusts us. And we do our best for him.

We don't change our actions, then, if he is a dope addict, a wife beater, a criminal, a degraded being or an upstat (one who has high statistics) and a sterling person.

When we are researching, C/Sing or auditing, we do our best for him.

We have nothing to do with whether his seniors like him or for that matter whether *we* like him.

It is our job. We hold it in trust.

In our hands is his future, his sanity, his immortality.

It depends on us whether he survives and lives a full life or whether he goes into limbo.

If we do our duty, when we know and do our jobs, he achieves everything. When we don't, he is gone.

No priest or fancied idol has ever been endowed with more cause over the beingness of another than a C/S and his auditor. This isn't my opinion or my feeling about it. It's the way pcs look at it.

Actually, one can't really state the full actuality of it.

The pc is justified in trusting us when we keep up-to-date on our tech, know our job, take every care that a good job is done and do our duty.

AUDITOR OPINION

Some auditors develop overts and withholds on pc and color their auditing reports with critical remarks about a pc = more withholds.

A C/S who pays much attention to these *opinions* is foolish. When they get too bad on too many pcs, get the auditor's overts and withholds pulled, as he'll begin to flub.

The worksheet and what the pc said or did is important. The opinions aren't.

An auditor has a right to refuse to audit certain pcs as long as he audits others. That's as it should be.

But a lot of "dog cases" are just unsolved cases that can be solved. Some are very difficult, true, but the difficulty is finding the bug. Some pcs are rather wild in conduct. But they solve too.

So an auditor's *opinion* is not a study of the case. Talking to an auditor about a case he is auditing is *not* of any technical value to a C/S.

Again, a case does not know what is wrong with it or it would as-is and wouldn't be wrong. So talking to a case about his case is a waste of time for a C/S. Some write huge notes to a C/S. The only value in all this is to analyze whether it's a hidden standard or an ARC break or a W/H or a PTS matter. TECHNICAL considerations are all that enter in, looking over such.

EXECUTIVE opinion is the world's worst source of data on a pc. No C/S should ever take what seniors say about a junior. It's all human emotion and reaction. It's not tech.

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FAMILY, husbands, wives, fathers, mothers, brothers and sisters, aunts and uncles are of little value to listen to about a case. The most they could give you would be a list of accidents or illness or time in a home. But beware, they may be worse off than the pc.

No. The C/S is the pc's safest friend.

The pc trusts the C/S and the auditor. Or he wouldn't sit still at all.

Sometimes he only trusts me. And that's the time I have to trust you.

And I do.

L. RON HUBBARD
Founder

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Remimeo
Courses
Checksheets

TRAINING DRILLS REMODERNIZED

Revises 17 April 1961.
This HCOB cancels the following:

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

This HCOB is to replace all other issues of
TRs 0–4 in all packs and checksheets.

Due to the following factors, I have modernized TRs 0–4.

1. The auditing skill of any student remains only as good as he can do his TRs.

2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.

3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.

4. Almost all confusions on meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.

5. A student who has not mastered his TRs will not master anything further.

6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

Academies were tough on TRs up to 1958 and have since tended to soften. Comm Courses are not a tea party.

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

Public courses on TRs are NOT "softened" because they are for the public. Absolutely no standards are lowered. THE PUBLIC ARE GIVEN REAL TRs— ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

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

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

NUMBER: OT TR 0 (REVISED 1971)

NAME: Operating Thetan Confronting.

COMMANDS: None.

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

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

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

When a student can BE there comfortably and confront and has reached a *major stable win,* the drill is passed.

HISTORY: Developed by L. Ron Hubbard in June 1971 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 CONFRONTING (REVISED 1971)

NAME: Confronting Preclear.

COMMANDS: None.

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

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

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, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if confronting means to DO something to the pc. The whole action is to accustom an auditor to

BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a *major stable win.*

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting." Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 BULLBAIT (REVISED 1971)

NAME: Confronting Bullbaited.

COMMANDS: Coach: "Start" "That's it" "Flunk."

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

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, "bullbaiting" can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach: "Flunk! you coughed. Start." This is the whole of the coach's patter as a coach.

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a *major stable win.*

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting." Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 1 (REVISED 1961)

NAME: Dear Alice.

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.

COMMANDS: A phrase (with the "he said's" 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.

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

The coach must have received the command (or question) clearly and have understood it before he says "Good."

PATTER: The coach says "Start," says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability.

NUMBER: TR 2 (REVISED 1978)

NAME: Acknowledgments.

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

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

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

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what *was* said. Curb over- and underacknowledgment. Let student do anything at first to get acknowledgment 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 and that an acknowledgment must be appropriate for the pc's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgment ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 and again in 1978 by L. Ron Hubbard.

NUMBER: TR 2½ (REVISED 1978)

NAME: Half-Acks.

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

COMMANDS: The coach reads lines from *Alice in Wonderland,* omitting "He said's," and the student half-acks the coach. The coach repeats any line he feels was not half-acked.

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

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

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

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA.

NUMBER: TR 3 (REVISED 1961)

NAME: Duplicative Question.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"

POSITION: Student and coach seated a comfortable distance apart.

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

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

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

PATTER: The coach uses "Start" and "That's it," as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting-type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

> Student: "Do fish swim?"
> Coach: "Yes."
> Student: "Good."
> Student: "Do fish swim?"
> Coach: "Aren't you hungry?"
> Student: "Yes."
> Coach: "Flunk."

When the question is not answered, the student must say, gently, "I'll repeat the auditing question" and do so until he gets an answer. Anything except command, acknowledgment and, as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgment is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start," "Flunk," "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant "I'll repeat the auditing command."

"Start," "Flunk," "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements, such as "I just had a cognition." "Coach divertive"

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statements should all concern the student and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgment. The student may use his or her hands to prevent a "blow" (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard. The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty.

NUMBER: TR 4 (REVISED 1961)

NAME: Preclear Originations.

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

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 Supervisor. Student must handle originations to satisfaction of coach.

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

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

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student's patter is governed by: (1) Clarifying and understanding the origin, (2) Acknowledging the origin, (3) Giving the repeat statement "I'll repeat the auditing command" and then giving it. Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised) Flunks are given if the student does more than (1) Understand; (2) Acknowledge; (3) Return pc to session.

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks.

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

TRAINING NOTE

It is better to go through these TRs several times getting tougher each time than to hang on one TR forever or to be so tough at start student goes into a decline.

L. RON HUBBARD
Founder

HCO BULLETIN OF 19 AUGUST 1971RC
Issue II
REVISED 10 APRIL 1991

QUAD RUDS
LONG DURATION

Ref:
HCOB   15 Aug. 69   FLYING RUDS

As the wording for Quad Ruds LD seems to be unavailable, the process is upgraded and rereleased.

Note: Do not run Quad commands on Triple pcs, run Triples.

ARC BREAKS LD

DO NOT TRY TO DO THIS ACTION IF PC'S TA IS HI OR LOW. USE C/S SERIES 53 INSTEAD. Use only when TA is near normal range.

Clear ARC break with the pc, whether a new or old pc, and clear each question before running.

Flow 1:   "Is there an ARC break you have had for a very long time?"

The E/S command is: "Is there an earlier-similar ARC break?"

Flow 2:   "Is there an ARC break another has had with you for a very long time?"

The E/S command is: "Is there an earlier-similar ARC break another has had with you?"

Flow 3:   "Is there an ARC break another has had with others for a very long time?"

The E/S command is: "Is there an earlier-similar ARC break another has had with others?"

Flow 0:   "Is there an ARC break you have had with yourself for a very long time?"

The E/S command is: "Is there an earlier-similar ARC break you have had with yourself?"

PROBLEMS LD

Clear "problems" with the pc whether an old or new pc, and clear each question before running.

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Flow 1: "Is there a problem you have had for a very long time?"

The E/S command is: "Is there an earlier-similar problem?"

Flow 2: "Is there a problem another has had with you for a very long time?"

The E/S command is: "Is there an earlier-similar problem another has had with you?"

Flow 3: "Is there a problem another has had with others for a very long time?"

The E/S command is: "Is there an earlier-similar problem another has had with others?"

Flow 0: "Is there a problem you have had with yourself for a very long time?"

The E/S command is: "Is there an earlier-similar problem you have had with yourself?"

WITHHOLDS LD

Clear withholds with the pc whether new or old, and clear each question before running.

Flow 1: "Is there a withhold you have had for a very long time?"

(Note 1: Be sure that if pc flounders you use False, as many pcs have "gotten off a withhold" that has been invalidated and it then keeps reading. If false read is the case or if he says he has gotten it off before, ask, "Did anyone say you had a withhold when you didn't?" and let pc itsa it out and indicate it has been reading falsely. A lot of pcs' cases get hung on just this.)

(Note 2: An inadvertent withhold can be found to read. Something that had to be withheld but not because of the pc. This is handled just like any other W/H.)

The E/S command is: "Is there an earlier-similar withhold?"

Flow 2: "Is there a withhold another has had from you for a very long time?"

The E/S command is: "Is there an earlier-similar withhold?"

Flow 3: "Is there a withhold another has had from others for a very long time?"

The E/S command is: "Is there an earlier-similar withhold?"

Flow 0: "Is there a withhold you have had from yourself for a very long time?"

The E/S command is: "Is there an earlier-similar withhold?"

An auditor to run this should have his TRs in, must know his metering and Auditor's Code.

Each flow of each rud must be carried to F/N. An F/N must occur even if there's nothing on it.

An auditor must have drilled this as an exercise before using it on a pc.

C/S ANALYSIS

ARC BREAK LONG DURATION is spotted by a person who has led a sad or subdued or rather suppressed sort of life and is probably around .8 on down on the Tone Scale.

PROBLEMS LONG DURATION are spotted by no real change in characteristics or OCA or general case.

WITHHOLDS LONG DURATION are spotted by a nattery, critical or hostile sort of life. The case would be anywhere from 2.2 on down to 1.0 on the Tone Scale.

Overts are not handled LD because they are too likely to restimulate earlier charge and upset the pc.

QUAD RUDS LD are not a substitute for Grades. They are usually used as above. Even when used, Grades still should be run.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 23 AUGUST 1971

Remimeo
All Auditors
C/Ses
SHSBC
Academy Level IV
Class VIIIs
HGCs
Class VIII
  Checksheet
Class VI
  Checksheet
Class III
  Checksheet
C/S Course
  Checksheet
HSST
Interns

C/S Series 1

AUDITOR'S RIGHTS

AUDITOR RESPONSIBILITY FOR C/Ses

An auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is NOT discharged of his responsibility as an auditor.

THE AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.

ACCEPTING THE PC

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc, the auditor has a right to refuse to audit that pc.

The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review or any of their seniors may not discipline the auditor for refusing to audit a particular pc.

An auditor who refuses to audit his quota of hours or sessions is of course subject to action.

Thus, refusing to audit a particular pc, so long as one is not refusing to audit other pcs, is not actionable.

"I do not wish to audit this pc because _____. I am willing to audit other pcs," is the legal auditor statement in the matter.

Some pcs get a bad name with some auditors, some don't appreciate the auditing, some conflict with a particular auditor's own personality. There are such instances. It does not mean certain pcs cannot be helped by others.

It is also true that an auditor who dislikes a pc may not do a good job, so the rule also has a practical side to it.

One auditor disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One pc had messed up several Scientologists and couldn't find anyone to audit him at all.

We are not auditing people to make amends to the world.

Thus, an auditor has a right to reject or accept the pcs he is given.

ACCEPTING A C/S

When the auditor gets a C/S to do on a case and if he thinks it is not the correct thing to do, he has the right to reject the C/S for that pc and require another one he can agree to.

The auditor does *not* have the right to start doing a C/S and change it during the session except as noted below.

The auditor may NOT C/S in the auditing chair while auditing the pc. If he has NO Case Supervisor at all, the auditor still audits from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.

STALEDATED C/S

A C/S that is a week or two old or a Repair (Progress) Program that is a month or two old is dynamite.

This is called a "Staledated Program" or a "Staledated C/S," meaning it is too old to be valid.

It should have been done sooner. The pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and a reprimand from the boss.

It is dangerous to accept a Repair (Progress) Program if it is old.

The auditor who sees his C/S is old and sees the pc has bad indicators is justified in demanding a fresh C/S giving his reasons why.

A program written in January may be completely out-of-date in June. Who knows what may have happened in between.

Use fresh C/Ses and fresh programs.

Staledates only occur in poorly run backlogged divisions anyway. The real remedy is reorganize and hire more and better auditors.

ENDING THE SESSION

When the C/S he has is proving unworkable *during* the session, the auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the auditor.

If the auditor just doesn't complete an action that was producing TA and could be completed, it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an auditor error.

The judgment here is whether or not the auditor's action is justified in ending the session.

Even though he may have made an error, the auditor cannot be blamed for the *ending* off of the session as that is totally up to him. He can be given a flunk for the error.

AUDITING OVER OUT–RUDS

Auditing a pc on something else whose ruds are out is a MAJOR AUDITING ERROR.

Even if the C/S omits "Fly a rud" or "Fly ruds," this does not justify the auditor from auditing the pc over out-ruds.

The auditor can do one of two things: He can fly all ruds or he can return the folder and request ruds be flown.

The DIANETIC AUDITOR is not excused from auditing over out-ruds and in an HGC must be specially cautioned not to do so but return the folder for a new C/S. Better still he should learn to fly ruds.

INABILITY TO FLY RUDS

If an auditor cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a Green Form.

The auditor solution to no F/N on ruds is to do a GF whether the C/S said to or not.

This is an expected action.

It is understood the auditor would use Suppress and False in trying to fly ruds.

SESSIONS FAR APART

When a pc has not had a session for some time, or when a pc gets sessions days apart, RUDS MUST BE FLOWN. Otherwise, the pc will get audited over out-ruds. This can develop mental mass.

Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the pc's ruds out between sessions.

Giving sessions far apart barely keeps up with life. The auditing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the pc there.

UNREADING ITEMS

When an item the auditor has been told to run doesn't read on the meter, even when the auditor puts in Suppress and Invalidate on it, the auditor MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read, he will be expected NOT to run it.

LISTS

When an auditor whose C/S told him to list "Who or what _____" or any list question finds that the list question does not read, the auditor MUST NOT list it.

When doing a list ordered by the C/S, it is assumed that the auditor will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

LIST TROUBLE

When an auditor has trouble doing a list and getting an item, it is expected he will use a prepared list like L4B to locate the trouble and handle it.

As it is very hard on a pc to mess up a list, it is expected the auditor will handle the situation then and there with no further C/S directions.

HIGH TA

When the auditor sees the TA is high at session start yet the C/S says to "Fly a rud" or run a chain, the AUDITOR MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a TA down with ARC breaks or ruds is very hard on a pc as ARC breaks aren't the reason TAs go up.

Seeing a high TA at start, the Dianetic auditor or Scientology auditor up to Class II does *not* start the session but sends the folder back to the C/S and for a higher class auditor to do.

Seeing a high TA at start, the Scientology auditor (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an "Interiorization Rundown"; (b) if the pc has had an Interiorization Rundown, the auditor asks the C/S for permission to do a "C/S Series 53" or a Hi-Lo TA assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it—it is included in a "C/S 53" and a Hi-Lo TA.

These actions are expected of the auditor even when not stated in the C/S.

GOING ON HOPING

When a case is running badly session to session, the LAST thing you do is go on hoping, either in auditing or C/Sing.

"Let's try _____," "Then this," "Then this," is not going to solve the case.

YOU GET DATA. You can get data by a White Form (Pc Assessment Form). You can get data from a GF fully assessed (Method 5). You can get data by 2-way comm on various subjects. You can have the D of P interview and get answers. You can even ask his mother.

You look for case errors. You study the folder back to where the pc ran well and then come forward and you'll find the error every time.

DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That's pure idiocy.

You get data! from prepared lists, from life, from the pc, from the folder.

FIND THE BUG!

Ah, good Lord, he is a Pinkerton agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.

Various auditors ran the same engram chain four times.

An auditor ran Int RD twice.

After Power, she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero"!

A dozen dozen reasons can exist.

An auditor does NOT let a C/S C/S hopefully. He refuses the C/Ses until a Folder Error Summary is done and the bug found.

THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is being audited. But just because it's covered, never neglect entering a session and what was run on the Folder Summary (FS).

If Hold It Still is ordered, see if it was run before.

Don't let major rundowns be done twice.

DIANETIC ITEMS must NEVER be run twice. Dianetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

COPY

Don't copy Dianetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session, the auditor recognizes the following:

Pc Critical = W/H from auditor

Pc Antagonistic = BPC in session

No TA = Problem

Tired = Failed purpose or no sleep

Sad = ARC break

Soaring TA = Overrun or Protest

Dope-Off = Bypassed F/N or not enough sleep

No Interest = Out-ruds or no interest in the first place.

An auditor who isn't sure what it is but runs into trouble with the pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical = W/H = Pull the W/H.

Pc Antagonistic = BPC = Assess proper list (such as L1C) and handle.

No TA (or case gain) = Problem = Locate the problem.

Tired = No sleep or failed purpose = Check which it is and handle.

Sad = ARC break = Locate and handle, itsa earlier itsa.

Soaring TA = Overrun or Protest = Find which and handle. Such an O/R is usually by rehab.

Dope Off = Lack of sleep or bypassed F/N = Check on sleep, or rehab F/N.

No Interest = No interest in first place or out-ruds = Check for interest or put in ruds.

List goes wrong = BPC = Handle or do L4B or any L4 at once.

Ruds won't fly = Some other error = Assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2-way comm for data."

CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "2-way comm on what hasn't been handled."

The auditor should not at once take this up as part of any other C/S.

In other words, an auditor doesn't change the C/S to a 2-way comm on something not called for by C/S.

MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session, it is vital to understand the rule and follow it. Otherwise, a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up," we get *two* things to repair where we only had one, as the major action won't work either.

Repair = patching up past auditing or recent life errors. This is done by prepared lists or completing the chain or correcting lists or even 2-way comm or Prepchecks on auditors, sessions, etc.

Rudiments = setting the case up for the session action. This includes ARC breaks, PTPs, W/Hs, GF or Overrun listing or any prepared list (such as L1C, etc.).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that—an F/N and VGIs before starting *any* major action. Such may require a repair action and rudiments as well.

Major Action = any—but any—action designed to change a case or general considerations or handle continual illness or improve ability. This means a *process* or even a series of processes like three flows. It doesn't mean a grade. It is any process the case hasn't had.

Grade = a series of processes culminating in an exact ability attained, examined and attested to by the pc.

Program = any series of actions designed by a C/S to bring about definite results in a pc. A program usually includes several sessions.

The vast bulk of auditing errors come about because C/Ses and auditors seek to use a major action to repair a case.

It is a responsibility of an auditor to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The auditor must understand this completely. He can be made to accept a wrong C/S for the pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real TA or had a grumpy Exam Report). Auditor sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The auditor must reject the C/S as he will be made to fail in session by it.

Example: Auditor gets a C/S, "(1) Fly a rud; (2) Assess LX3; (3) Run 3-way recall, 3-way secondaries, 3-way engrams on all / / X items." The auditor can't get a rud to fly. Does the LX3. In other words, he flunks by failing to SET UP the case. It could also go this way. Auditor can't get a rud to fly, does a GF, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a Touch Assist or Life Ruds or the Dianetic assist all on a temporarily sick pc. But that's repair, isn't it?

PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc's program, he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S&Ds." The auditor should recognize in 3 S&Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

GRADE VIOLATIONS

A pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and, with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while—weeks—to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand, this should never be taken as an excuse. "I think he cogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a *big* F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception Doing Great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became okay. Three times the auditor should have said NO.

FALSE REPORTS

The vilest trick that can be played on a pc is for an auditor to falsify an auditing report.

It may be thought to be "good public relations" (good PR) for the auditor with the C/S.

Actually, it buries an error and puts the pc at risk.

INTEGRITY is a hallmark of Dianetics and Scientology.

Just because psychiatrists were dishonest is no reason for auditors to be.

The results are there to be gotten.

False reports like false attests recoil and badly on both the auditor and pc.

OVERTS ON PCs

When an auditor finds himself being nattery or critical of his pcs, he should get his withholds on pcs pulled and overts on them off.

An auditor who goes sad is auditing pcs over his own ARC break.

An auditor worried about his pc is working over a problem.

Getting one's ruds in on pcs or C/Ses or the org can bring new zest to life.

AUDITORS DON'T HAVE CASES

In the chair no auditor has a case.

If breath shows on a mirror held to his face, he can audit.

Faint afterwards if you must but see that the pc gets to the Examiner with his F/N.

Then get yourself handled.

"WHAT HE DID WRONG"

An auditor has a right to know what he did wrong, in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCOB have been violated.

But an auditor's TRs can go out or his listing and nulling is in error.

After a session that went wrong, somebody else (not the auditor) should ask the pc what the auditor did. This sometimes spots a false auditing report. But it also sometimes is a false report by the pc.

In any event, the auditor has a right to know. Then he can either correct his auditing or his know-how or he can advise the C/S the pc's report is untrue and better repair can be done on the pc.

Savage action against an auditor is almost never called for. He was trying to help. Some people are hard to help.

Not only does an auditor have the right to be told what was wrong but he must be given the exact HCOB, date and title, that he violated.

Never take a verbal or written correction that is not in an HCOB or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the pc!" is not a valid statement. "You violated HCOB _____ page _____" is the charge.

No auditor may be disciplined for asking, "May I please have the tape or HCOB that was violated so I can read it or go to Cramming."

If it isn't on a tape, a book or an HCOB, IT IS NOT TRUE and no auditor has to accept any criticism that is not based on the actual source data.

"If it isn't written, it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the auditor with relation to a C/S. They are all technical rights based on sound principles.

An auditor should know them and use them.

If an auditor stands on these rights and gets beaten down, he should put all the facts before his nearest OTL or SO ship, as something would be very wrong somewhere.

Auditing is a happy business—when it is done right.

L. RON HUBBARD
Founder

Remimeo

ASSISTS ADDITION

(Refers to HCOB 23 July 71
which revised HCOB 15 Mar. 71)

In running Version A and Version B of a Hold It Still Temperature Assist, DO NOT RUN IT OVER OUT–RUDS.

Often a pc is ill because his ruds in life are out.

The Temperature Assist will only fail if the pc had an in-life ARC break, present time problem or withhold.

Sometimes these alone will change the temperature for the better.

Each rud of course must be taken earlier-similar to F/N if no F/N on the first answer given to a rud.

So add to Version A C/S at the start:

0. Fly all ruds.

And to Version B C/S at the start:

0. Fly all ruds.

These are done with the pc holding the cans.

The walk-about version is done off the cans but checked.

Overrun is rehabbed.

If no rehab, then flatten by further running.

When the pc off the cans in Version B has a cognition, he should be put back on the cans and checked. Usually an F/N will be found.

———————

It has not been fully determined how many times a pc can be run on "Hold It Still."

But if the pc has been run before on the process and does not run, it should be checked for overrun and rehabbed.

L. RON HUBBARD
Founder

Remimeo

Auditor Admin Series 2

C/S Series 56

HOW TO GET RESULTS IN AN HGC

Obtaining excellent case results is an ADMINISTRATIVE, not a wholly technical function.

Auditors and C/Ses are often weak on administrative. They think general tech results improve only by more tech study. If they continue to think this way, they wind up squirreling. For they are working on a wrong target for improvement, a wrong Why or reason.

Auditing is a *team* activity. The day of the individual country doctor is dead. Even if an individual field auditor starts out as an individual, he goes one of two directions: He overworks and squirrels himself into failure or he builds up a team—may only be a Receptionist and an apprentice auditor but he is still building up a team. I have never seen individual auditors succeed over a long period. Failing to form or become part of a team, they eventually fade out or squirrel.

The reason is simple enough.

These rules apply:

TO IMPROVE TECH RESULTS, YOU MUST IMPROVE ADMINISTRATION.

And I don't mean just writing better in folders.

DEFINITION

ADMINISTRATION consists of the formation and handling of the lines and terminals involved in production.

Unless an auditor understands this fully, he will never insist on a Tech Sec, a Tech Establishment Officer, D of P, C/S, Examiner, Pages, Folder Admin, and himself will begin to omit keeping a Folder Summary and then omit the session actions and then, with big loses, retire from it all.

If I were an auditor and saw some of these things missing, I'd be liable to say, "Are you guys kidding? I thought we were here to audit pcs."

Without the correct pattern of lines and terminals, YOU DON'T GET RESULTS, you get headaches, mad neighbors and refunds.

Auditing on lines, an auditor should regard himself as a highly skilled expert, a technical specialist whose work requires respect and *service.*

And case supervising on lines, a Case Supervisor should consider himself a sort of czar whose word is so law even the Executive Director thinks several times before he approaches—duly servile, of course, and bowing the prescribed three times as he exits.

A Class XII on Flag is listened to by others with a hush, even if he is only commenting on the weather.

These are the stars of the team. Their worldwide reputation for smooth flubless auditing is an *administrative* result!

Short of space, overloaded, short of admin personnel, turning out the highest well done hours in the world, Flag's Div 4 produces because of an *admin* system.

The highest of these C/Ses and auditors goes to Cramming if he misplaces a comma or drops a TR 1.

If the sessions' exams at Examiner drop from 90 percent F/N, the whole place gets overhauled.

Folders are Folder Error Summaried by an FES section. The Folder Summary is kept up each session (or cramming). The folder is studied and C/Sed. The D of P assigns the sessions. The C/S is done correctly (or cramming). The folder travels on *its* lines. The tests are done.

In short, it is a complex but constantly flowing pattern of moving pcs, folders and examinations interspersed with testing and interviews and re-registration.

There is a *right* way to do it.

RESULTS

If an org has only 65 percent of its sessions F/N VGIs at Examiner, the *right* answer is to organize the place.

Why?

Well, the first answer is that the *third* dynamic is stronger than the *first* dynamic.

An auditor auditing alone is a first dynamic. The pc is a first dynamic. As it is the auditor plus pc that must be greater than the reactive mind, one can easily work the rest out.

If the auditor is part of a functioning third dynamic, not just an individual, the auditor plus pc versus the bank is a LOT more than the bank.

Another answer is that an auditor knows the pc, if only because of sessions, and personal opinion enters into it. That is not a pure technical view as a C/S's must be.

Another answer is that an auditor, in a group, gets more *auditing* done.

Individually practicing auditors often fail because nobody is taking care of the auditor as a person. Further, they get loses. No one sends them to Cramming. When they get loses, they often start squirreling. Then they *really* get loses.

That ends them as auditors.

An auditor working in a good on-policy organization is given service. He does get sent to Cramming. He does keep his tech updated. He gets wins. When he doesn't, he's put back on standard tech. So he happily keeps going and makes lots of happy people.

So if I were auditing in a group, I would *insist* as a condition of work that Div 4 and Div 5 be good on-policy divisions, fully organized with no nonsense.

I know whereof I speak. As a part-time duty, I work as a consulting C/S with a good 4 and a good 5. Sometimes, I have had to take over the whole C/S line. When the organization bogs in any way, I know the whole thing is heading toward single-handing the lot. So I get the lines back in and get people to Cramming and get the F/N-at-Examiner ratio approaching 100 percent again.

Thus, the advice you get about C/Sing is live-live-live, not canned theory.

ORG WINS

Being on administrative lines to all orgs, I can tell you point-blank that:

THEIR STATS DEPEND ON THEIR VOLUME AND QUALITY OF SERVICE.

That isn't propaganda. It's pure fact.

The F/N—no-F/N-at-Examiner ratio tells you at once if Divs 4 and 5 are organized and operating or if they are just fooling about.

At 50 percent to 75 percent F/N-at-Examiner, the administrative functions of Divs 4 and 5 are stinking bad. C/S Series 25 is out. Cramming is out. Hidden data lines exist. HCOBs, books and tapes are not used.

The public, at that percent of F/N, will stay away in droves. Registrars will go batty and adopt "Hot Prospect Systems."

The staff will go low pay and the execs will be a perpetual dark shade of purple from yelling. The cash/bills ratio will be the subject of finance missions and the neighbors will be phoning the police.

Why?

Because an org is itself a technical delivery organization and 50 percent to 75 percent F/N at Examiner is an overt product.

The Academy has already failed to apply student study tech and Word Clearing. Qual is a joke.

There is no library of tech available and if available isn't read.

The org, as a tech service delivery unit, is treating its public to a no-auditing situation and will get in trouble.

REMEDY

The way to remedy is to get on-policy with tech organization.

Put in a Qual with Word Clearing and a library and cramming.

Put in the C/S Series 25 Tech lines.

Tolerate NO out-tech or out-admin in folders.

Dummy run the lines until they're in.

Cram, cram, cram C/S and auditor and Tech personnel flubs whenever they occur.

Get the organization *functioning*.

Your F/N-at-Examiner ratio will climb straight up to 90 percent–95 percent–98 percent.

By actual *test,* pcs will flood in, Reg lines will get easy, success stats soar.

More auditors, more C/Ses, more organization. A second, a third HGC.

And the more thoroughly the admin lines are manned, the better the tech lines work.

This conclusion came from actual inspections of orgs and studies of their stats.

Orgs should be selling more training than processing.

But why train if you can't intern them in a good Qual and HGC? They'll never amount to anything as auditors unless they work in an organization that is on-tech and on-policy.

So you need an HGC.

Tech, done in a proper administrative framework, works.

Some orgs really don't believe they could ever attain the flubless auditing quality of Flag.

But they *can*.

It is even easy.

It is even easier to attain flubless quality of auditing than any other kind.

You put in a real on-policy admin pattern in 4 and 5. You begin with a Qual intern course.

You send to Cramming for any C/S or auditing error, no matter how minute.

The results come up.

The errors cease.

You're a success! If you do it.

L. RON HUBBARD
Founder

HCO BULLETIN OF 31 AUGUST 1971R

Remimeo

Word Clearing Series 16R

CONFUSED IDEAS

Whenever a person has a confused idea of something or believes there is some conflict of ideas, IT IS ALWAYS TRUE THAT A MISUNDERSTOOD WORD EXISTS AT THE BOTTOM OF THAT CONFUSION.

Example: "I just don't understand this idea of opposing forces. I think it all ought to be rewritten and . . ."

Method 2 Word Clearer: "Is there any word there you don't understand?" READ! Student: "Oh no, I understand all the words. It's . . ." "What word is this that's reading on the meter?" "Er . . . ah . . . Forces?" "Yes, that reads and blows down. Let's look it up." "Oh no, I know what it means. It's the idea that . . ." "Let's look it up!" "Well, all right. Let's see D . . . E . . . F . . . FO . . . FORCES. Here it is. 'That which changes the motion of a body on which it acts.' " Word Clearer: "Use it in a sentence several times." Student does. ". . . er . . . ah. I've got it. Hell, I thought it meant police brutality! Couldn't figure out why two police forces would fight!" Word Clearer: "Now how do you feel about this idea of opposing forces?" "Oh, let's see. Why, that's clear enough. Just like I'd never read it before!" Meter: F/N.

Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

They will generate weird ideas and erroneous concepts of what the text says. They do wrong things and say the text said to. They ask strange ideas of their Instructors. They clamor for "clarifications."

AND AT THE BOTTOM OF ALL THIS IS SIMPLY MISUNDERSTOOD *WORDS*.

There is not *also* misunderstood ideas. There is *only* the misunderstood *word* which breeds, then, huge towering wrong *ideas*.

A MISUNDERSTOOD WORD BREEDS STRANGE IDEAS.

Confused Concepts or Ideas
of Material

Misunderstood *Word*
Detectable Only by Meter
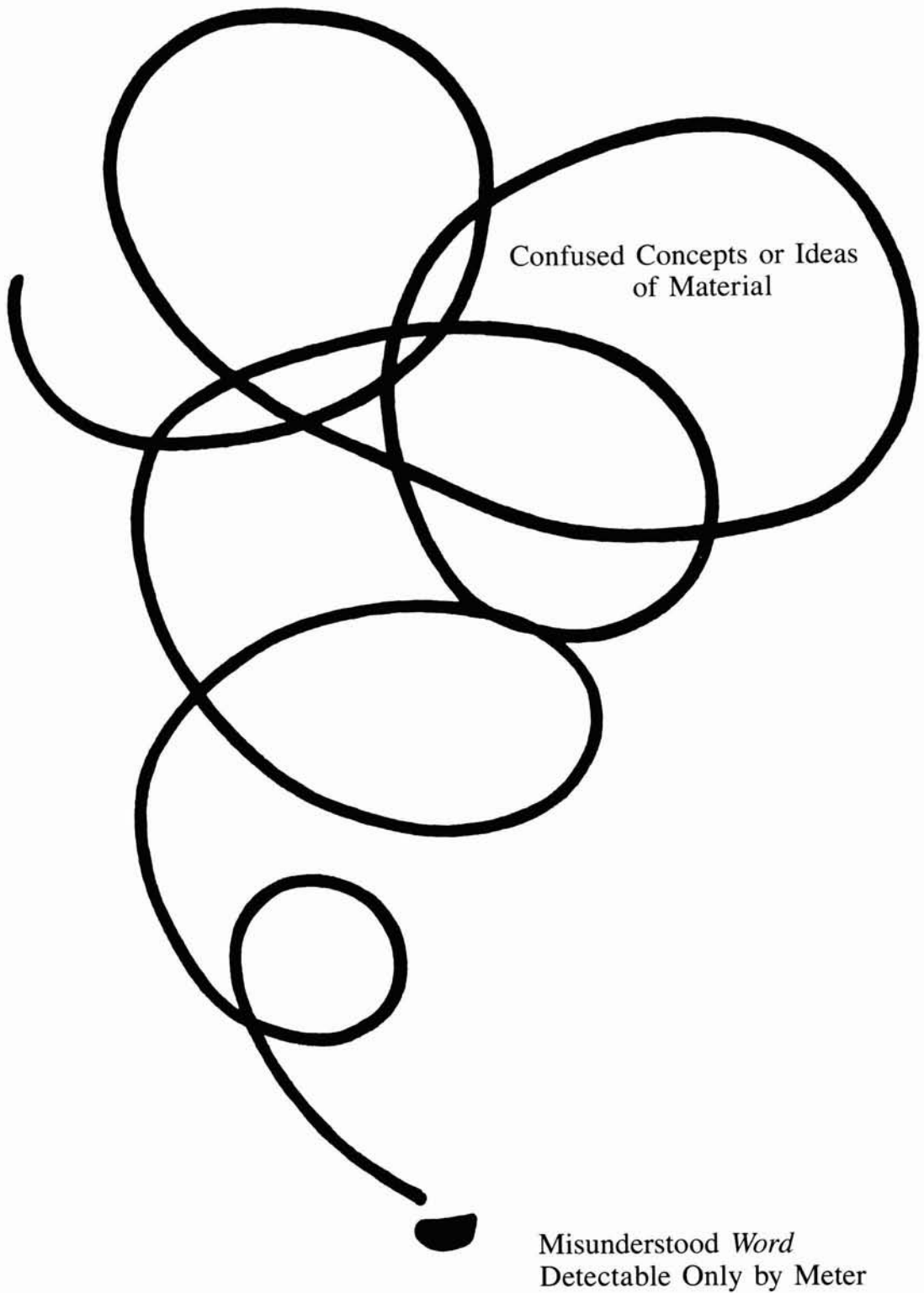
Picture of a Student's Mind

L. RON HUBBARD
Founder

C/S Series 57

A C/S AS A TRAINING OFFICER
A PROGRAM FOR FLUBLESS AUDITING

It is wholly and entirely up to the C/S whether or not his auditors ever come to be FLUBLESS AUDITORS.

Auditing flubs are the main things that make a C/S's job long and hard and the main thing that denies his pcs high results.

For example, with competent auditors I can C/S the day's folders in 2½ hours. With green flubby auditors, the same number of folders takes 6½ hours.

The answer, plainly, is to groove the auditors in until they are flubless.

And this is what a competent C/S does.

Because he has interns on his lines and because any group of auditors can be bettered, the training officer part of the C/S hat is one which is always worn.

Also, if the Tech/Qual administrative setup is nonextant or a confused mess, the errors in folders and various upsets react suppressively both on the C/S and auditors and they—both C/S and auditors—make mistakes.

So the administrative lines and terminals must be there.

Thus, a C/S out of self-defense is not merely a training officer of auditors but of other Tech/Qual personnel as well.

Officially, this hat belongs with the other terminals. But to *coordinate* the operation, the C/S has to have a large amount of know-how about the lines and terminals of Tech and Qual.

As it is the C/S who is directing the running of cases and as the lines and terminals exist only to obtain auditing results in volume with high quality, no C/S can afford to neglect his duties as a training officer. Otherwise, he will promptly drown.

The folder flow must be smooth with no flaps. The auditor–pc assignments must be smooth with no lost auditing time. The sessions must occur.

The auditors who flub must be promptly handled.

The Cramming Officer in Qual must know his business. The C/S depends on him to get the kinks out of the auditors' tech and its application.

The processing must be paid for adequately or there will be no funds to hire enough terminals and, indeed, there would be no HGC at all.

The C/S is trying to obtain volume, quality and viability.

By experience, volume comes from the whole org working and the auditors auditing correctly without lost hours spent in fumbles and repairs. Quality comes from smooth Tech/Qual lines and hatted terminals and the auditors auditing flublessly.

It is not that the C/S is in charge of the whole org. But every point where a C/S is having trouble is where an org terminal has broken down. Therefore, a C/S has every right to INSIST upon hatted, functioning terminals.

The C/S has a definite effect upon the efficiency of an org's personnel. He can ensure the staff gets audited either on his lines or from Dept 13. And he can insist on quality staff staff auditing, for it will help keep his own post going.

Tech *works*. It works splendidly.

The materials are there. Read, understood and applied, FLUBLESS AUDITING occurs.

It is so *easy* to C/S just for cases using standard actions. All puzzles come from FLUBS.

The sequence of actions a C/S should take to attain flubless auditing could be listed more or less in this order.

1. Make sure his own tech is up-to-date and do part-time study or retread where needed. _____

2. Make sure *he* has no misunderstood words the length and breadth of the subject.

   Get Word Clearing Method 2 on every major tech writing, each HCOB or PL if it comes to that.

   Then get Word Clearing Method 1 to full EP. _____

3. Practice locating the bugs in "failed cases" or "dog cases" long in auditing until the C/S knows it was an application failure, an auditor failure or a former C/S failure. _____

4. Study out the terminals and lines necessary IN YOUR ORG, physically going over them, to:

   a. Get a pc in. _____

   b. Get an auditor employed. _____

   c. Get a pc assigned to an auditor. _____

d. Get auditor and pc together in an auditing room. ———————

e. Get the pc examined. ———————

f. Get the folder turned in for C/Sing. ———————

g. Get an auditor to Cramming and back. ———————

h. Get a pc to Ethics and *handled*. ———————

i. Get a D of P to interview pcs, muster auditors, do assignments and other D of P duties. ———————

j. Get a pc to attest. ———————

k. Get a pc to Success. ———————

l. Get folders FESed. ———————

m. Get folders stored and found. ———————

n. Get folders made up or neatly covered. ———————

o. Get supplies for auditors. ———————

p. Get an area for auditor admin. ———————

q. Get an area for pcs to wait. ———————

r. Get the various boards made and *kept up*. ———————

s. Get stats kept and reported. ———————

t. Get bonuses paid. ———————

u. Get pcs handled when adrift on lines. ———————

v. Get a Qual in. ———————

w. Do his own job. ———————

x. How to get and keep all this and any more points going all at once rapidly. ———————

He will now know the *scene* and can achieve a more ideal scene by insisting the org officer (emergency) or the HAS (permanently) handle. Now it all gets less confusing as one understands what is out when it is out.

5. Set up a close, fast line with the Cramming Officer so that auditors who flub are in actual fact rapidly straightened out and gotten back to auditing without great time loss. ———————

6. Fend off and refuse to give tech advice as such. KNOW WORD CLEARING SERIES 16 THOROUGHLY and get a great reality on it and insist that the Qual Sec and Cramming Officer know it,

use it and hammer away with it. Otherwise, such weird tech confusions will be floating about that even the C/S gets confused and begins to wonder if the material IS in the books and bulletins! _____

7. Gather up a tech and admin library for fast reference for personal use. _____

8. Get in a system whereby every flub by an auditor, a D of P, a Div 4 or 5 admin personnel, a Page, anyone that flubs, as it affects the C/S in ANY way, gets a cramming chit with the exact reference to be crammed on. Keep a carbon of the chit, send the original to Cramming, get the chit back when done and marked off on the carbon. Keep the admin of it simple but the execution of it TOTALLY effective. _____

9. The Qual Sec, Cramming Officer and Intern Supervisor are the close technical links with the C/S. In technical matters the C/S is senior. Sometimes the C/S is sent to Cramming by the Qual Sec and should accept and do it gracefully. Sometimes there is a Senior C/S in the org (the ED or some other senior exec may be an HSST or even a Class X). In such a case he has the right to cram or send any of these terminals (or any other terminal) to Cramming. Including any Senior C/S, and including any C/S for another department or for crew, these terminals constitute the tech hierarchy of the org: Senior C/S, C/Ses, Qual Sec, Cramming Officer and the Intern Supervisor have to hold a hard *technical* line. The Tech Sec is mainly concerned with production and administration and a Tech Establishment Officer is concerned with establishing. It can happen that a Tech Sec or TEO are also very well trained technically and, if so, are part of this *technical* hierarchy, but they are not necessarily so. Therefore, there is a sort of ex officio technical committee on the subject of technical matters, composed generally of the Senior C/S, C/Ses, Qual Sec, Cramming Officer and Intern Supervisor, that monitors the quality of HGC and Dept 10 auditing. The Director of Training can be advised concerning the results of his students after graduation in order to remedy his training and, as such, is a part of the committee, as can be the Tech Sec. Most narrowly and most continually, tech quality is between the C/S and the Cramming Officer. More widely, the Senior C/S, Qual Sec and Intern Supervisor enter in. And in the widest sense, the Tech Sec, Tech Establishment Officer and Director of Training enter in. It is an error to suppose the C/S and auditors are the technical monitors of the org. They are the main technical personnel. But a C/S can waste tons of time by talking to or with auditors beyond an auditors conference and can really get whizzing if he spends the same time with the Cramming Officer who then crams auditors and with the Intern Super who then persuades interns to function. Knowing who is as important in organization as knowing how. So hold some meetings, small and large, and thresh out the bugs. _____

10. Missing materials is a C/S point of upset.

   WHAT IS A COURSE? PL can be out on tech courses to a degree that you wouldn't believe. Not only no routing form or roll book but NO MATERIALS.

   The books, HCOBs, tapes MUST be available. They exist. It is suppressive to run a course without them. Pubs Org, CLOs have them. Financial Planning can't deny this necessity as they're what their income comes from.

   Qual MUST have a complete *and safeguarded* library for use in Cramming actions.

   Under Omitted Materials would be omitted meters and at this writing there is no restriction on these and supply is abundant.

   The "no materials" gag is the last straw for a C/S.

   Future auditors won't have a clue and current auditors will have no way to find out.

   So the C/S must not permit "economy" or plain laziness or "we sent a despatch three months ago" to get in the road of materials. IT IS CHEAPER TO PUT SOMEBODY ON A PLANE WITH A CHECK TO BRING THEM BACK than to do without materials.

   So a C/S should definitely defend himself against a "no materials" blockage and handle it.

11. No study. When one has materials and particularly when one is getting new materials, a breakdown can occur when the materials, especially new ones, aren't *read*.

   A technical person must keep up with the advances in technology. That is true of any profession.

   A primary failure of new technology is (you won't believe it, but it is true) the materials aren't read before the process is tried!

   I have even caught Class IXs out on this, believe it or not, so don't think it can't happen.

   Process G is received. Auditors audit it. Process fails. Why? Auditors never read the bulletin first!

   SO BE SURE YOUR AUDITORS READ THE MATERIALS AND CHECK OUT BEFORE THEY DO THE PROCESS.

   Write C/Ses like this:

   "Auditor to Cramming to check out on HCOB _____.

   When attested, do the following: 1. _____."

   Do this on new materials and, on new auditors, on any materials you believe he may goof.

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Why have the first 12 pcs on Process G go sour just because the auditor only glanced at the commands and missed the tech?

Interiorization Rundowns are *still* in this category in some areas. The auditor doesn't study and clay demo the pack before doing them. So they fail.

Now and then Power hits the same snag.

So, simple as it seems, get new materials read and checked out in Cramming as the first part of a C/S on them!

And get new materials read. And keep up on them yourself. _____

12. Hidden data line trouble can wreck an HGC (and the org and field).

A "hidden data line" is a pretense that certain data exists outside of HCOBs, books and tapes. It can include "data in HCOBs is conflicting" and "nowhere does it say how to _____ ." This is deadly and a C/S should work hard to stamp it out. THE CAUSES OF A HIDDEN DATA LINE OR IMAGINED CONFLICTS IS A FAILURE TO USE WORD CLEARING METHODS TWO AND THREE ON COURSES AND A FAILURE TO USE AND ONLY USE METHOD TWO IN CRAMMING.

A C/S can go straight up the wall trying to grapple with these omissions and eventually begin to believe that it takes 500 cramming chits to make an auditor who still isn't made and that flubless auditing can't be done from HCOBs, books and tapes. As soon as a C/S finds his cramming orders getting too thick, he should check:

a. Is Method 2 (meter) Word Clearing used hard in Cramming as a first action?

b. Are Methods 2 and 3 Word Clearing in use constantly on tech courses?

c. Is Method 1 Word Clearing (full rundown) available and faultlessly done on every auditor?

Get these points IN.

Poof! The hidden data line vanishes. (See Word Clearing Series 16.)

Word Clearing has been around for years, but people sometimes are themselves so fogged by misunderstood words that they don't hear you at all when you say USE WORD CLEARING! _____

13. Invalidation kills auditors. So don't chew on them any harder than is necessary to get the job done.

Get "To Cramming" to mean "normal procedure even for Class XIIs."

We had one student who every evening gasped with relief that he hadn't been sent to Cramming. We finally found out that he was really terrified *he* would be found out for false study stats!

Only when an auditor refuses to go to Cramming do you begin to push.

The auditor sent to Cramming to do an action must not do the action on another pc until he has been to Cramming on it.

This can "hold up production" in somebody's mind. But how an auditor can *produce* anything while flubbing is someone else's misunderstood, not mine. He can't. Better five hours in Cramming and one good session than no Cramming and five goofed sessions.

The *real* invalidation of an auditor is failing at tech. So don't let them fail. "Johnny, your TRs are too hard to hear. Get over to Cramming and get hearable," is perfectly acceptable. If it is correct.

So invalidation could be defined as:

a.   Letting an auditor lose.

b.   Correcting things he does right.

That's about the extent of invalidation.

14. Auditor morale depends not on PR (Public Relations) or phony stats. It depends on actual, honest completions.

A well-trained auditor allowed to get completions will have high morale.

Thus, a C/S must push an auditor toward:

a.   Flubless tech.

b.   Completions.

You keep pushing and he'll make it.

You don't push or push on the wrong things and he won't.

As to completions, try to get auditors to do the whole program so something is completed. This is for the auditor not the pc. The Auditor's Code on a frequent change of auditors was written for pcs. But it also applies to auditors. Let them complete programs. Even if they spend half the day in Cramming. Don't yank them off cases. And don't let your D of P assign auditors to different cases or he'll soon have downtone, apathetic auditors who never see what their auditing finally does for one particular pc.

Auditor morale has little to do with anything but the above two things.

Also, if you have those two things in as a C/S, you will see something new happen. Pcs will be around slapping auditors on the back and cheering the org and the place becomes a very happy place.

So work for auditor morale with pushing them relentlessly toward flubless tech and toward completions.

——————

———

The above actions are numbered. If a C/S were to work to get these in, one by one, and if he then went over them again and again, he would wind up about the most complimented upstat C/S anywhere around.

These are the giant points to get in while plugging along each day, C/Sing the usual and handling the noise.

The way to get out of cope is to organize. And these fourteen points give a sequence of organizational steps that lift one out of cope and into a smooth productive time of it.

The org would become very prosperous.

The staff would be very happy.

The field would be delighted.

Just remember that when you reach an average 700 well done auditing hours, you better have a new C/S in training and persuade him to follow himself these 14 points in a new and necessary additional HGC.

L. RON HUBBARD
Founder

Word Clearing Series 17

WORDS AND POSTS

Those who do not want their posts generally do not know what their posts are.

The reason they do not know what their posts are is a host of misunderstood basic words connected with that post.

Put a person on a meter: Have the person read some of the material relating to his post or hat, beginning with the most basic material about it and starting at the very top of the first page, including even the heading and issue numbers.

Watch the meter carefully.

Halt the person at *each* read, and whether he says he knows the meaning or not, if it read, have him look it up in a good (big) dictionary.

Have him use the word in sentences of his own invention. Make him do this as long as it is bringing the TA down.

If you get into trouble with him, go back and find the misunderstood you missed.

Keep hunting and keep working at it and his misunderstood words will blow and his inability to understand the post will blow.

EXPLANATION

Failed posts and duties trace back to misunderstood words.

Until you see it you won't believe it.

One student who had studied his post for a third of a year was given Method 2 on its materials.

It took 15 hours of Method 2 work, protests, blows, upsets, to finally discover that he did not know what POST meant! OR what the words in the title meant.

Another person studied half a year to be an administrator. Yet when he was given his personnel orders appointing him, and Method 2 was done on them, in the first 50 words of the personnel order there were 13 individual misunderstood words each one of which related to the post and were simple English. A similar ratio continued throughout the personnel order.

He was about to fail with a fanfare.

Behind post failure the explanation IS misunderstood words.

Psychosis (evil intention) is the only other reason for failure but even this can be handled by auditing today. And even psychosis lessens when misunderstood words are handled.

SUCCESSES

It is not difficult to use Method 2 Word Clearing.

One must be able to handle ARC breaks, problems and withholds and read a meter.

One must have a very big dictionary available when little ones fail.

One must be persistent and not buy explanations or let the person run away.

And the successes one has are fantastic!

L. RON HUBBARD
Founder

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Remimeo

Word Clearing Series 22RA

HOW TO USE A DICTIONARY

Refs:
Hubbard Key to Life Course
HCOB 13 Feb. 81R   Word Clearing Series 67R
    Rev. 25.7.87   DICTIONARIES
HCOB 23 Mar. 78RB   Word Clearing Series 59RB
    Rev. 16.1.89   CLEARING WORDS

Diction comes from the Latin word meaning *a word* or *to say; ary* means *a collection of* or *a thing connected with.*

A dictionary tells a person how to say a word, what it means, how to spell it and how to use it. Dictionaries usually will tell you where a word comes from.

A dictionary is a word book.

Definitions in dictionaries are not always complete and in some cases are not totally correct. Remember that dictionaries are written by people who themselves might have misunderstoods. So do not treat them as religious texts which must be believed. They are mostly correct but they are just tools.

THE ALPHABET

Knowledge of the alphabet is the key to finding words quickly. To use a dictionary rapidly, one has to be able to recite the alphabet rapidly and know the relations of letters in the alphabet one to the other instantly. Otherwise, one can get lost and it will take a long time to look up words. One literally has to know the alphabet backwards and forwards.

Words are arranged in alphabetical order in all dictionaries. A dictionary has a section for each letter of the alphabet. The first letter of the word one is looking up tells one which section of the dictionary to look in. Within any section, words are further arranged alphabetically by their second letters, then their third letters and so on. For instance, the word *cat* would be found after the word *castle* and before the word *catch.*

GUIDE WORDS

At the top of each page of the dictionary, there are words printed in black heavy type. They are called *guide words.* Guide words show the first and the last words printed on that page or in that column. The page of the dictionary one wants can be found by looking at the guide words on each page. Guide words help one find the word being looked for faster.

PRONUNCIATION AND PARTS OF SPEECH

Pronunciation means the way something is said. A dictionary tells one how to pronounce a word and this is given in the dictionary right after the word itself and is usually in parentheses.

Pronunciation is shown by:

a.   How the word is divided into syllables (a syllable is a word or a small part of a word which can be pronounced with a single, uninterrupted sounding of the voice)

b.   How the word, if it has two or more syllables, is accented (the emphasizing of one syllable of a word more than another)

c.   How the individual letters in a word sound through use of a pronunciation key.

For example, the word *elephant* contains three syllables: el' e phant.

The accent mark tells one that the first syllable of the word is the one that is said with emphasis when pronouncing it.

Dictionaries use letters and special marks to show how a word sounds. Generally, there are pronunciation keys at the bottom of each page or every other page which list out the most important letters and marks. There is also a complete listing near the front which gives the use of every letter or mark used in that dictionary to show how to pronounce a word. By looking at the letters and/or marks in parentheses and checking the pronunciation key at the bottom of the page (or near the front of the dictionary), one learns how the word is pronounced. For instance, to learn how the first *e* of *elephant* is pronounced, one looks at the key and sees that it is pronounced in the same way as the *e* in the words *met* and *rest*. Pronunciation keys differ a bit from dictionary to dictionary but they are all used as described here.

Following the pronunciation, the dictionary then designates what part of speech the word is and, when needed, the singular or plural forms of the word. For example, *mouse* is a thing, a noun, and its plural form is *mice*.

DEFINITIONS

Next comes the definition of the word. If it has more than one definition, most dictionaries number them.

Often dictionaries give examples showing the use of the word. But in clearing a word, it is not enough for the person simply to read these examples. He has to make up several of his own before he really knows the word.

Dictionaries also often give specialized definitions when the word has a special meaning in such subjects as law, sports, science, music and so on. They often give slang (words or phrases that are not considered to be "standard" in the language) definitions for words.

IDIOMS

An idiom is a phrase or expression that has a meaning different from what the words suggest in their usual meaning. For example, to catch one's eye is an idiom which means *to get one's attention*.

Most dictionaries include the idioms of a word after the definitions.

DERIVATION

A word's derivation (a statement of the origin of a word) is put in brackets. The derivation can be very important to one's full understanding of the word. Words get altered through the ages. By seeing the derivation one can find out what the word originally meant. The word's derivation is usually found at the beginning or the end of the definitions in the dictionary.

In the derivation certain signs and abbreviations are used.

The sign ‹ means *derived from.*

The sign + means *and.*

The word or words it comes from are written in italics. Usually abbreviations are used to show the language the word comes from. For example, OE would mean *Old English,* which denotes the English spoken up to approximately the 12th century. These abbreviations are defined in the dictionary. Sometimes at the end of the derivation there is a word written in capital letters. This means that further data on the origin of the word can be found under the derivation of the word in capitals.

EXAMPLE OF A WORD ENTRY

pronunciation   part of speech
in italics

word — **cool** (kül), *adj.*

definition — 1. mildly cold; neither warm nor very cold; pleasantly cold:
a cool day. — example in italics

definition — 2. giving a feeling of coolness:
a cool dress. — example in italics

definition — 3. calm; not excited:
to remain cool in spite of trouble. — example in italics

definition — 4. *US Slang* first rate; superior; admirable:
He drew a cool cartoon. — example in italics

idiom — **cool off** 1. to calm down.
2. to lose interest.

derivation — [Old English *còl*, Related to COLD]

pronunciation key — ü as in r**u**le.

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HOW TO BREAK UP A WORD

Occasionally, one cannot find a word in the dictionary but, by separating a word into its component parts, one can look up each part and gain its meaning. Take, for example, the word *antitax*. This word is not defined in most dictionaries, but one can still determine its meaning. One looks up the first part, *anti-*, and finds that it means *opposed to*. One then looks up the second part of the word, *tax*, and finds that it means *money regularly collected from citizens by their rulers*. When one combines the two parts, one gets the definition of *antitax* which means *opposed to collecting of money from citizens by their rulers*.

Dictionaries sometimes contain lists of such words which are not defined but which can be broken down into their component parts and the meaning determined.

TIPS IN USING THE DICTIONARY TO CLEAR WORDS

Words of a special tech require a dictionary composed of terms for that field, e.g., a photographic dictionary or a nautical dictionary.

To clear a foreign word, get a dictionary of that language. There are two kinds of foreign-language dictionaries. One is a dictionary entirely in the foreign language. The other is half in the language the person speaks and half in the foreign language. For instance, in an English/Swedish dictionary, half of the dictionary is English with Swedish words next to it, and the other half is Swedish with its English counterpart next to it. One would use the all-foreign dictionary only when the person being word cleared knew that language fluently.

Dictionaries contain a lot of information. This bulletin covers the basics of how to use one. The format of individual dictionaries varies one to the next but the above fundamentals apply to them all. Dictionaries contain sections in the front which explain how they are used. If one encounters a word, symbol or abbreviation in the entry of a word that he does not understand, he can always turn to this introductory section for help.

A dictionary is indispensable when clearing words. This makes a dictionary an extremely valuable tool for anyone seeking to learn any subject.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 19

ALTERATIONS

There is a basic law in Word Clearing:

> AT THE BOTTOM OF ALL ALTERATION OF MEANING
> OR ACTION IS A MISUNDERSTOOD WORD.

This law at once explains why communication, ideas or application become falsified, twisted and corrupted.

This law is of great use in Word Clearing:

A. It indicates who has to be word cleared FAST, at once, NOW, before duties go off the rails any further.

B. It detects the area just before which there is a misunderstood word.

A is useful to the administrator. Knowing it and knowing Word Clearing and being able to do it himself or get it done, he can avoid wholesale dismissals, frantic transfers, general inefficiency and organizational strain.

B is very useful to the Word Clearer.

Example of B: A person can do everything on an order except "File the folders" which he insists on delivering to a wrong room. Look over the order and find where in it it talks about filing folders. Just above or beside that will be a misunderstood word. Locate it, get it identified, defined and used in sentences. The person can suddenly file folders!

Just BEFORE or WITH the point a person begins to alter will be found a misunderstood word.

Thus:

1. Discover what a person alters.

2. Find what came just before that.

3. Find the misunderstood word.

4. Get it looked up.

5. Get it used in sentences as long as it moves a meter tone arm.

6. End off on F/N VGIs.

The ability to do it straight will have been returned.

It is very magical.

L. RON HUBBARD
Founder

Word Clearing Series 20

SIMPLE WORDS

You might suppose at once that it is the BIG words or the technical words which are most misunderstood.

This is NOT the case.

On actual test, it was English simple words and NOT Dianetics and Scientology words which prevented understanding.

For some reason Dianetics and Scientology words are more easily grasped than simple English.

Words like "a," "the," "exist," "such" and other "everybody knows" words show up with great frequency when doing a Method 2 Word Clearing. They read.

It takes a BIG dictionary to define these simple words fully. This is another oddity. The small dictionaries also suppose everybody knows.

It is almost incredible to see that a university graduate has gone through years and years of study of complex subjects and yet does not know what "or" or "by" or "an" means. It has to be seen to be believed. Yet when cleaned up his whole education turns from a solid mass of question marks to a clean useful view.

A test of schoolchildren in Johannesburg once showed that intelligence DECREASED with each new year of school!

The answer to the puzzle was simply that each year they added a few dozen more crushing misunderstood words onto an already confused vocabulary that no one ever got them to look up.

Stupidity *is* the effect of misunderstood words.

In those areas which give man the most trouble, you will find the most alteration of fact, the most confused and conflicting ideas and of course the greatest number of misunderstood words. Take "economics" for example.

The subject of psychology began its texts by saying they did not know what the word means. So the subject itself never arrived. Professor Wundt of Leipzig University in 1879 perverted the term. It really means just "a study (ology) of the

soul (psyche)." But Wundt, working under the eye of Bismarck, the greatest of German military fascists, at the height of German war ambitions, had to deny man had a soul. So there went the whole subject! Men were thereafter animals (it is all right to kill animals) and man had no soul, so the word psychology could no longer be defined.

THE EARLIEST MISUNDERSTOOD WORD IN A SUBJECT IS A KEY TO LATER MISUNDERSTOOD WORDS IN THAT SUBJECT.

"HCOB" (Hubbard Communications Office Bulletin), "Remimeo" (Orgs which receive this must mimeograph it again and distribute it to staff), "TR" (Training Drill), "Issue I" (first issue of that date), are the commonest misunderstoods. Because they occur at the beginning of an HCOB!

Then come words like "a," "the" and other simple English as the next words that often read.

In studying a foreign language it is often found that the grammar words of one's *own* language that tell about the grammar in the foreign language are basic to not being able to learn the foreign language.

The test of whether the person understands a word is "does it read on the meter as a fall when he reads the word in the material being cleared."

That a person *says* he knows the meaning is *not* acceptable. Have him look it up no matter how simple the word is.

L. RON HUBBARD
Founder

Remimeo

Word Clearing Series 21

CORRECT SEQUENCE
QUALIFICATIONS OF WORD CLEARERS

The principal methods of Word Clearing are numbered No. 1 for the full in-session rundown, No. 2 for the metered action of clearing up words in specific materials and No. 3 for looking up words seen and not understood by the student or reader.

This is correct sequence for doing the three types of Word Clearing.

By doing No. 1 in full session, using the list for assessment, one obtains the basic word and meaning errors of the past. By getting these out of the way, it is now possible to clean up current materials much more rapidly with Method 2, where the person is put on a meter and reads the material to another who is watching the meter and catching each read.

With Method 1 out of the way, Method 2 becomes more rapid.

Method 3 will then be done by the person himself because he now knows better.

No. 2 and No. 3 can be used on and on, one or the other.

If you do it backwards, beginning with Method No. 3, much more time is consumed. If Method No. 2 is used without No. 1 being done, much more work has to be done to clean up an existing piece of study material or text.

So the correct sequence is No. 1, No. 2 and then No. 3.

This does not mean you cannot start with No. 3 or No. 2. It just means it is much faster to do them in correct sequence.

PURPOSE CLEARING

When purpose of the post is to be cleared, it is done *after* Method No. 1 in general and Method No. 2 has been done on the duties and texts of the post.

With all such material handled with Word Clearing, it is time then to do a Purpose Clearing of the person's job or situation in life.

PROGRAM

Thus, a general program could be laid down as:

1. Handle all ARC breaks, present time problems and withholds, or set up the case with a Progress Program.

2.   Method No. 1 Word Clearing.

3.   Method No. 2 Word Clearing on the materials or duties the person has.

4.   Purpose Clearing of the purpose of the post.

(In choosing the materials to be cleared in No. 3 above, choose the texts, handbooks or materials most closely related to the post and most basic to the post.)

(In choosing the post, if the person is not employed remember that "student," "housewife" and even "a human being" are posts.)

WORD CLEARING WORD CLEARERS

When there is no qualified Word Clearer to word clear others, the program is changed for the Word Clearer to:

1.   Choose 2 Word Clearers who then work on each other.

2.   Any Progress Program for each one.

3.   Word clear the Word Clearing Series by Method 2.

4.   Check out on the auditing required for Method 1.

5.   Do Method No. 1 on each other.

6.   Do Purpose Clearing on each other.

This greatly reduces any errors in application.

(Note: A "Progress Program" or a "Repair Program" is a Scientology auditing program to clean up upsets in life.)

("ARC break" means A—Affinity, R—Reality, C—Communication, a break in any one of the three which has caused upset in the past.)

(A Class III Academy Auditor qualification is required to do Method No. 1, as the action requires assessing and the handling of ARC breaks, problems and withholds, for which a Class III is trained. Anyone who is able to handle a meter is qualified to do Method No. 2. Any person can do Method No. 3.)

(Purpose Clearing also requires a Class III Academy Auditor.)

(By "meter" throughout this series is meant an "E-Meter," which means an "electropsychometer," an instrument which measures emotional reaction by tiny electrical impulses generated by thought.)

L. RON HUBBARD
Founder

Remimeo

C/S Series 58

PROGRAMING CASES BACKWARDS

When you see a case that has struggled along through 200 hours of processing without much gain, you sometimes see a C/S has only recently ordered, or has not ordered at all as yet, an Interiorization RD check and a Green Form No. 40 Expanded. That would be programing backwards.

The tools of auditing are the Grade Chart processes and the numerous correction lists.

Like a gardener, a C/S has the choice of numerous tools to raise a flower.

If you were to see a gardener digging holes with the lawn mower and cutting grass with a spade, you would say he needed to be checked out on the use of his tools, what each is for.

Similarly, running Power on someone who needs Dianetics, doing a Life Repair on someone who is ready for R6EW, would be a misuse of tools.

Similarly, going on auditing someone on Dianetics who desperately needs his ruds put in or an Interiorization Rundown is wasting auditing and messing up a preclear.

Let me give you some examples I have seen recently:

A. Case audited through many major actions since his Int RD. Auditor and C/S in despair. Pc not progressing. A C/S 53 disclosed the Int RD was faulty *and* its repair was also faulty. Int RD was handled. Case began to run. Months of auditing had been wasted. Needed had been a C/S 53 where out-Int would have shown.

B. After 200 or more hours of no change in his personality graph (Oxford Capacity Analysis), the pc came up with the withhold that he was a homosexual and also that he did not know what "Scientology" meant. About 2 years of auditing had been wasted. Needed had been Word Clearing and rudiments.

C. After scores of hours of no-win auditing and no graph change, it was finally decided to run a GF 40X and found the person practiced witchcraft!

D. After a year of auditing on major grades, all wasted, it was finally found that the person had had a leg injury he was trying to cure that required only a simple Dianetic assist. Today that would be a C/S 54. He had never had a Pc Assessment Form.

E. After racing from Power to OT III without doing any real auditing or having any change, it was found on a GF 40X that the whole world had been unreal and the person could not begin to face the idea of looking at pictures or the bank and had not been able to since her first drug experiences. Needed had been Objective Processes, CCHs, Op Pro by Dup, etc., which get a drug addict to look and be aware.

All these are simple if flagrant errors in ordering the right program actions.

In order to be able to say what should be done on the case, one has to have three things:

1. Data about the case.

2. A knowledge of what lists are available.

3. Auditors who can do the actions required.

From a C/S point of view, all these things are under the C/S's control.

DATA

In the Class VIII materials the 7 Resistive Cases are described. The full lot of them are now found in GF 40X.

There are numerous other lists for assessment.

If a C/S really doesn't know his lists, he can order them all, Method 5, and take his choice of symptoms.

Also a C/S can have the pc simply asked questions.

From this data a C/S knows why the case is not running well and can order the actions to remedy it.

If nothing is wrong, complete the earliest incomplete grade on the Grade Chart.

KNOWLEDGE

A C/S who is well word cleared on his materials and has studied on the courses knows what things hang a case up more than what other things.

This gives one the knowledge necessary to choose what lists.

Case no-case-gain, then it's GF 40X.

And to keep from auditing over an out-Int RD there is C/S 53.

And for chronic aches and pains there is C/S 54.

And for "might be anything" there's a GF.

What lists and actions that can be done are for is very easy to sort out.

AUDITORS

If a C/S's auditors aren't flubless or expert, one needs to get in a Cramming and needs to get hired and interned lots of new auditors. C/S Series 57, A C/S AS A TRAINING OFFICER, solves a lot of this. And a Tech Establishment Officer is vital to keep it solved.

Then auditors, the numbers and quality of, are not on the C/S's plate as a continual problem.

Scientologists want to audit. They will go on auditing as long as you make them audit well enough and C/S for them well enough to keep them winning on pcs.

SUMMARY

So the tools of the C/S are:

1. Data from pcs.

2. Knowledge of list uses.

3. Knowledge of the Grade Chart.

4. Auditors.

5. The organization of delivery.

L. RON HUBBARD
Founder

Remimeo

BIRTH CONTROL PILLS

It has been thought that birth control pills brought on dizziness and side effects and got in the road of auditing.

It has now been observed that where these effects occurred and the woman

a.   changed brands,

b.   changed strength or amount, or

c.   both (a) and (b),

the condition vanished.

This information is given by the Medical Officer.

Therefore:

1.   there is no regulation or rule which states that a woman may not take birth control pills and

2.   there are apparently no side effects affecting auditing and

3.   where side effects do exist one should consult a doctor so that brand or amount or both can be changed.

Nothing in this HCOB recommends or prevents or prescribes birth control pills and the information is simply passed on from medical authority.

L. RON HUBBARD
Founder

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Issue II

CASE SUPERVISOR ACTIONS

(Note: This is a revised issue for Class VIII
and HSST courses. The Power and upper level
C/Ses will be issued as additions for Class
VII and Solo C/S courses.)

This is the revised issue of the Class VIII HCOB, CASE SUPERVISOR ACTIONS. Several C/Ses have been brought up to date from the original C/S Booklet of 10 Dec. 68.

The following are basic Case Supervisor actions.

It is to be noted symptoms are double lettered (AA, BB) and the directions to auditors are numbered (1, 2, 3). When more than one direction applies to a symptom, a letter is added (1A, 1B).

In the future if a related symptom is added, it will go to a triple letter for the same class (BBB, JJJ).

In the future, for a triple letter, a direction will be numbered as hundreds (BBB 200, BBB 200A).

Thus we have a system which can expand and be refined which can be charted and *boxed*.

A chart can be drawn up of symptoms. This chart gives the numbers for directions.

To save himself from writing, the Case Supervisor can get the slips run off separately in quantity.

These slips can be packaged in envelopes. Or go into a covered wooden box with 80/100 pigeonholes. The door closes over the holes, the chart is on the inside of the door, the whole thing can be padlocked. The pattern is that of a flag locker in which signal flags are kept. Each pigeonhole is numbered.

The C/S then simply looks on his chart, deals out of the C/S locker a number of slips, staples them, puts on auditor and pc, uses a time/date stamp and he is very much in business.

The C/S does not issue the symptoms in folders. Only the directions.

His comments to the auditor can be made on a blank sheet stapled in front of the separate slips.

He then has his locker, he has his independent copy of this HCOB for separate reference. He will have his chart.

His only real problem is how to keep himself supplied with slips of directions. It is probably best to cut these all of a piece on mimeo stencils and get them run off in batches.

Standard grades are not part of this setup as it is understood that the auditor knows these. Directions to do standard grades are written on the blank sheet.

Good luck.

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CLASS VIII

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CASE SUPERVISOR AA
CLASS VIII

Rudiments, Light Use of

Symptoms

> Pc in session easily.
> Gets case gains.

CASE SUPERVISOR 1
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly the ruds to F/N.

Run the rudiments, ARC break, PTP and/or M/W/H to the first F/N.

Use Suppress and False if pc edgy about ruds.

Do not fly any ruds if pc has F/N at session start.

CASE SUPERVISOR BB
CLASS VIII

Rudiments, Fly All

Symptoms

> Pc or pre-OT not in session.
> Tends to take over session.
> Hard to handle in session.
> Ends sessions with bad indicators.

CASE SUPERVISOR 2
CLASS VIII
To the Auditor

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly each rudiment to floating needle.

> ARC break
> Present time problem
> Missed withholds.

Use Suppress on a "clean" read.

Use False read (Has anyone said you had a _____ when you didn't?)

CASE SUPERVISOR CC
CLASS VIII

Rudiments or Green Form

Symptom

> Case not audited for some time.

CASE SUPERVISOR 3
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Fly a rud or do GF, Method 3.

    (If there is no F/N on rudiments, then do a Green Form omitting the stand-ard ARC break, PTP and M/W/H which have just been done anyway.)

    Use itsa earlier itsa. *No* lists.

CASE SUPERVISOR CCC
CLASS VIII

Green Form

Symptom

    Pc requesting review.
    Pc has not been audited for some time.

CASE SUPERVISOR 300
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Assess GF + 40 once through, marking lengths of reads.

2. Return folder to C/S (who should also have the FES info on the case available to do a proper C/S.)

CASE SUPERVISOR CCC
CLASS VIII

Green Form

Symptom

    All Black reads.

CASE SUPERVISOR 300A
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. List what it was to an item or date it.

   Running it is too heavy a Green Form action.

CASE SUPERVISOR CCC
CLASS VIII

Green Form

Symptom

   Misunderstood Case Condition reads.

CASE SUPERVISOR 300B
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Handle Misunderstood Case Condition if it reads.

   Get in Suppress and Invalidated.

   Do a Remedy B on:

   WHO OR WHAT HAVEN'T YOU UNDERSTOOD ABOUT (your case)?

   Test if it's "case" or "cases," do a Remedy B on the question that reads.

2. Verify and rehab all grades and sections (if Clear omit Power).

3. Return folder to C/S for further action if (2) hangs up and doesn't go.

CASE SUPERVISOR DD
CLASS VIII

Rudiments, High TA on

Symptom

   TA goes up high when rudiments used.

CASE SUPERVISOR 4
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Per C/S Series 1, AUDITOR'S RIGHTS, check Protest or Overrun. If TA remains high, the trained auditor is to do a C/S 53 and handle.

CASE SUPERVISOR DDD
CLASS VIII

High TA, Chronic

Symptom

TA is at 3.5 or above.

CASE SUPERVISOR 400
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Assess Short Hi-Lo TA List (C/S Series 53) and handle to F/Ning list.

(*NOTE:* Also handle any errors found in FES which the pc may not be aware of, like processes run twice etc.)

CASE SUPERVISOR DDD
CLASS VIII

Out-Rudiments

Symptoms

Audited over ARC breaks of long duration and M/W/H.
Too many GF, Remedy Bs and S&Ds.
Pc was okay now reported in grief after too much overcorrection
and errors.
He's had too many repairs that were badly done.

CASE SUPERVISOR 400A
CLASS VIII

PC or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly each rud to F/N. Be alert for ARC breaks of long duration. Chase back to basic.

2. Assess: Auditing
              Treatment
              Healing
              Scientology
              Sessions
              Auditors
              Reviews
              Correction

3. Prepcheck each item that reads, in order of size of read.

4. Back to C/S (for a C/S based on what was found in FES).

CASE SUPERVISOR EE
CLASS VIII

Complaints about F/Ns

Symptom

    Pc or pre-OT claims he F/Ns too easily or too quickly when he has not had any gains.

CASE SUPERVISOR 5
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Check for cut communications (itsa E/S itsa to F/N).

2. Prepcheck floating needles **"ON FLOATING NEEDLES _____ "** to F/N.

    Be sure to clear the command well with a green pc.

CASE SUPERVISOR FF
CLASS VIII

Previous Bad Auditing

Symptom

Pc reluctant, has aches or pains.

CASE SUPERVISOR 6
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Assess: Auditors
             Auditing
             Scientology
             Dianetics
             Engrams
             Secondaries
             Locks
             Reviews
             Sessions
             Cases
             Case gain
             Results

2. Prepcheck result.

    Beware on the assessment pc doesn't "get an item" just because he doesn't understand it. If so, clear item and reassess.

CASE SUPERVISOR GG
CLASS VIII

Nattery or Critical Pc

Symptoms

Pc is highly critical.
Natters.

CASE SUPERVISOR 7
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Prepcheck **"WITHHOLDS?" "ON WITHHOLDS HAS _____?"** Clear command well.

2. Pull withholds, E/S.

CASE SUPERVISOR HH
CLASS VIII

Crossed Rudiments

Symptom

Pc or pre-OT answers PTPs with ARC breaks, ARC breaks with PTPs, missed W/Hs with PTPs, etc.

CASE SUPERVISOR 8
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Clear each rudiment thoroughly with preclear before running it and fly each rud to F/N.

CASE SUPERVISOR HHH
CLASS VIII

Rudiments

Symptoms

Pc or pre-OT shows signs of protesting in session.
Lots of False assertion by auditors.

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Get in ruds with Suppress and False with prefix:

    "IN AUDITING, HAS THERE BEEN AN/A _____ " ARC break, problem, withhold (not missed W/H).

    If the pc or pre-OT can't think of it, after he looks for it you test False read with various questions,

    "WHO SAID YOU HAD AN/A _____ READING WHEN YOU DIDN'T HAVE ONE?" or

    "HAS ANYONE ASKED FOR ANSWERS YOU DIDN'T HAVE?" or

    "HAS SOMEBODY PULLED _____ THAT HAD BEEN PULLED BEFORE?" etc.

PTP

Symptom

   Preclear has repeating PTP.

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Pick up ARC breaks. ARCU CDEINR, itsa earlier-similar itsa to F/N.

2. Handle PTPs. If it reads well, itsa earlier-similar itsa to F/N. Make a Remedy B out of the PTP if it requires handling in any way but mild itsa. Use the PTP she says it is in the question, **"IN YOUR PAST, WHO OR WHAT WAS SIMILAR TO _____?"** Make it make sense. Handle per the Laws of L&N.

CASE SUPERVISOR II
CLASS VIII

Bad Session Last Time

Symptoms

> From folder pc was mishandled.
> Wound up at the Examiner caved in.

CASE SUPERVISOR 9
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

(*NOTE:* Study the folder to find and correct *the* error.)

If out-ruds:

1. Run ruds with the questions:

   IN YOUR LAST SESSION DID YOU HAVE AN ARC BREAK?

   IN YOUR LAST SESSION DID YOU HAVE A PROBLEM?

   IN YOUR LAST SESSION DID YOU HAVE A WITHHOLD?

2. If no F/N yet, do L1C **"IN YOUR LAST SESSION _____?"**

CASE SUPERVISOR III
CLASS VIII

Incomplete Actions

Symptom

> Pc either overrun or underrun as session did not end on F/N.

CASE SUPERVISOR 900
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. C/S is to handle as per C/S Series 34, NON–F/N CASES.

CASE SUPERVISOR III
CLASS VIII

Rock Slam

Symptoms

 R/S on M/W/H.
 Hard to clean.

CASE SUPERVISOR 900A
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Prepcheck missed withholds.
    "ON MISSED WITHHOLDS, HAS ANYTHING BEEN _____?"

2. Pull overts. (Be sure to get the *crime* back of the R/S. Use method of magnifying or exaggerating the overts if needed.)

CASE SUPERVISOR III
CLASS VIII

Rock Slam

Symptoms

 Pc or pre-OT, R/S at Examiner. An R/S; the pc came out of session which means the F/N was an ARC break needle or false report. A rock slam can be caused by either a crime or an invalidation. It can cool on Invalidation but would come back as a crime.

CASE SUPERVISOR 900B
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Clean up invalidation of last session.

2. Handle any continuous PT overts on Scientology and see if it continues to read as invalidation or as a real read. If it is even vaguely hard to clean, the correct action is to list.

3. "What are you trying to prevent?" List and null to one reading item.

CASE SUPERVISOR III
CLASS VIII

Assist

Symptoms

    Ruds overrun.
    By Examiner statement still had a PTP after the last session.
    Delicate pc.

CASE SUPERVISOR 900C
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1.   Indicate to the pc overrun and bypassed F/Ns.

2.   Assesses GF Method 5.

3.   Return folder back to C/S.

CASE SUPERVISOR JJ
CLASS VIII

Lists, Errors in

Symptoms

    Listing trouble.
    Pc nattery.
    Ethics trouble after being listed on an S&D, Remedy B or Prevent.
    Ill after being listed on something.
    Heavy session ARC breaks without explanation.

Actions

    1. Recent list.
    2. Old lists.
    3. The earlier list (recent) not available.
    4. Old earlier lists not available.

CASE SUPERVISOR 10A
INSTRUCTION TO THE AUDITOR

Lists, 1.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Recent possible incorrect list.

1.   Find the list, do L4B Method 5 on it.

CASE SUPERVISOR 10B
CLASS VIII

Lists, 2.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Lots of earlier lists available.

1.   Find the earliest S&D. Do L4B to correct item by the Laws of Listing and Nulling, HCOB 1 Aug. 68. Give it to the pc as his first S&D item. Correct no further.

2.   Find the earliest Remedy B. Do L4B to correct item as in (1).

3.   Find the earliest list ever done on the case, do L4B as in (1).

CASE SUPERVISOR 10C
CLASS VIII

Lists, 3.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Old earlier lists not available.

1.   Assess: Review
             Auditors
             Auditing
             Lists
             Old lists
             List items

2. Do L4B with **"ON** (item found in _____)" (Method 5). Handle each item as it reads with itsa and indicate the BPC.

Or as an alternate C/S do the following:

1. L4B on every list pc can recall (Method 5).

CASE SUPERVISOR 10D
INSTRUCTIONS TO THE AUDITOR

Lists, 4.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

The earlier list (recent) not available.

1. Do L4B **"ON THAT LIST** (specify) _____" (Method 5).

CASE SUPERVISOR 100E
CLASS VIII

Lists, 5.

List item didn't F/N in the matter of Listing and Nulling.

1. Do L4B **"ON THAT LIST** (specify) _____" (Method 5).

CASE SUPERVISOR 100H
INSTRUCTIONS TO THE AUDITOR

Lists, 6.

List error, 3 SPs found on one list. Difficulty on the job.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Find and correct this incomplete list. Renull to one reading item.

2. Do L4B, Method 5.

CASE SUPERVISOR 100J
INSTRUCTIONS TO THE AUDITOR

Lists, 7.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

A persistent item that doesn't blow. Wrong item.

1. Find which list it came from.

2. Correct the list by L4B, Method 5.

CASE SUPERVISOR KK

Alcohol

Symptoms

Delusions.
Can't leave alcohol alone.
Dishonesty.
Physical deterioration.
Deception.
Religious fixations.
Sexual perversions or promiscuity.

Alcohol produces its effect by rapidly burning up the B_1 vitamin and foods in the body. This pulls a thetan in to the resulting low area.

CASE SUPERVISOR 11
INSTRUCTIONS TO THE AUDITOR

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Give pc B_1 before session.

1. Fly ruds or GF to F/N.

2. Rehab any and all releases through drinking. Get number of times by counting.

3. 3-way or Quad Recall:

F1 **RECALL ANOTHER GIVING YOU ALCOHOL.**

F2 **RECALL GIVING ALCOHOL TO ANOTHER.**

F3 **RECALL ANOTHER GIVING ALCOHOL TO ANOTHER OR OTHERS.**

F0   **RECALL GIVING YOURSELF ALCOHOL.**

4.   3-way or Quad Engrams:

F1   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING YOU ALCOHOL.**

F2   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU GIVING ALCOHOL TO ANOTHER OR OTHERS.**

F3   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING ALCOHOL TO ANOTHER OR OTHERS.**

F0   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF GIVING YOURSELF ALCOHOL.**

CASE SUPERVISOR LL

Drugs

Symptoms

Registers on the meter as having taken drugs.
High TA.
Seems unauditable on ARC Straightwire or above or hangs up in doing Grades.
Talks randomly.
Compares Scientology sessions to former drug trips.
Looking for the same euphoria from a Scientology session as received during drug trips.
Dub-in engram.

Drugs and also biochemical substances used in "treatment" or in tranquilizing the person produce delusion. This is done by making a reduced creation in the body so that the thetan is dragged into heavily creating. Makes a + and −.

If a person is heavily the effect of something, then he has done it as an overt.

A preclear who has recently been on drugs should not be audited until off them for 6 weeks.

B_1 vitamin in heavy dosage has been known to alleviate the no-create body drag and so stop the obsessive create thetan drag.

Auditing someone during a drug delusion state heavily hangs up a case and must not be done. Vitamins are not drugs.

Drugs include a long category of substances and even some poisons.

Anything that produced a release of a thetan from the body can be rehabbed.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

The Class VIII Drug Rundown:

1. Fly rud or GF to F/N by itsa earlier itsa, no lists.

2. Rehab former releases for each type of drug taken, get number of times released on each. (Each should F/N.)

3. 3-way or Quad Recall:

    F1   **RECALL ANOTHER GIVING YOU DRUGS.**

    F2   **RECALL GIVING DRUGS TO ANOTHER.**

    F3   **RECALL ANOTHER GIVING DRUGS TO ANOTHER OR OTHERS.**

    F0   **RECALL GIVING YOURSELF DRUGS.**

4. 3-way or Quad Secondaries:

    F1   **LOCATE AN INCIDENT CONTAINING LOSS OR EMOTION OF ANOTHER GIVING YOU DRUGS.**

    F2   **LOCATE AN INCIDENT CONTAINING LOSS OR EMOTION OF YOU GIVING DRUGS TO ANOTHER OR OTHERS.**

    F3   **LOCATE AN INCIDENT CONTAINING LOSS OR EMOTION OF ANOTHER GIVING DRUGS TO ANOTHER OR OTHERS.**

    F0   **LOCATE AN INCIDENT CONTAINING LOSS OR EMOTION OF GIVING YOURSELF DRUGS.**

5. 3-way or Quad Engrams:

    F1   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING YOU DRUGS.**

    F2   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU GIVING DRUGS TO ANOTHER OR OTHERS.**

    F3   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING DRUGS TO ANOTHER OR OTHERS.**

    F0   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF GIVING YOURSELF DRUGS.**

    RUN THE ENGRAMS PRECISELY BY THE BOOK.

Tiredness

Symptoms

Tired continually.
Sleeps too much.

Tiredness is technically BLUNTED PURPOSE.

The most effective way to handle this is by the overt-motivator engram.

CASE SUPERVISOR 13
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

Tiredness:

F1 **FIND AND RUN AN ENGRAM OR CHAIN OF THE PC'S PURPOSE BEING BLUNTED, TO F/N.**

F2 **FIND AND RUN AN ENGRAM OR CHAIN OF BLUNTING THE PURPOSE OF ANOTHER OR OTHERS, TO F/N.**

F3 **FIND AND RUN AN ENGRAM OR CHAIN OF ANOTHER BLUNTING THE PURPOSE OF ANOTHER OR OTHERS.**

F0 **FIND AND RUN AN ENGRAM OF THE PC BLUNTING HIS OWN PURPOSE.** (If a Quad Pc.)

CASE SUPERVISOR NN
CLASS VIII

Exteriorization, Bypassed

Symptom

Pc or pre-OT went exterior and the auditor kept on auditing when he should have stopped right there, pc went back in or got upset about it.

CASE SUPERVISOR 14
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Int RD if the pc hasn't had any yet. If he has, then:

1. Date/Locate the point of exteriorization.

2. Acknowledge pc's Release in last session.

(*NOTE:* If pc is still upset, the Int RD needs to be repaired.)

CASE SUPERVISOR OO
CLASS VIII

F/Ns Bypassed in Session

Symptoms

> Auditor went by F/Ns on the same subject.
> TA was low, pc cognited. TA then went up on same subject.

CASE SUPERVISOR 15
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Rehab the F/N by asking:

   "ON THE PROCESS (described) HOW MANY TIMES WERE YOU RE-LEASED?"

2. Indicate the overrun.

CASE SUPERVISOR PP
CLASS VIII

F/N Packed Up

Symptom

> Case has ceased to F/N.

CASE SUPERVISOR 16
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Handle as per C/S Series 34, NON–F/N CASES.

CASE SUPERVISOR QQ
CLASS VIII

Exteriorization, Case Cannot

Symptom

    Case doesn't exteriorize at a level it should.

CASE SUPERVISOR 17
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Assess: Exteriorization
               Death
               Release
               Fear
               Havingness
               Nothing
               Going off
               Responsibility
               Dizziness

2. Prepcheck what assessed out.

CASE SUPERVISOR QQQ
CLASS VIII

Exteriorization

Symptom

    Bypassed in this or former session.

CASE SUPERVISOR 170
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. C/S inspects the folder and orders an Interiorization Rundown.

CASE SUPERVISOR RR
CLASS VIII

Money, Has Troubles with

Symptoms

    Cannot buy training or processing.
    Has money troubles.
    Wastes money.

CASE SUPERVISOR 18
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

LM1

1. Assess: Beggarized
              Pauperized
              Poor
              Rich
              Broke
              Money
              Power
              Buying
              Poverty
              Capital
              Accounts
              Embezzlement
              Waste

2. Prepcheck the items that read in order of size of read.

CASE SUPERVISOR SS
CLASS VIII

Solid, Bank Gone Solid

Symptom

Engrams, masses feel too solid to pc.

CASE SUPERVISOR 19
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. L3B, Method 3, and handle. (Also can be done by Dianetic Auditor.)

2. Then on to Dianetic C/S to handle any pictures and masses.

CASE SUPERVISOR TT
CLASS VIII

Process Split by a Break

Symptoms

A break was taken or a session ended without a major action completed.

OR

TA went up the moment the session was resumed or the process in next session was started again.

CASE SUPERVISOR 20
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Check to see if the process went release out of session. If so, rehab the F/N.

    If no F/N to be had then run ruds **"BETWEEN SESSIONS _____,"** to F/N and finish the process.

    If TA high, do not do ruds. Instead assess Short Hi-Lo TA List (C/S Series 53) and handle.

CASE SUPERVISOR UU
CLASS VIII

Gains Invalidated

Symptom

Pc roller-coasters after an apparently good session.

CASE SUPERVISOR 21
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Check for invalidation **"SINCE LAST SESSION HAS ANYTHING BEEN INVALIDATED?"**

    If no F/N run **"SINCE LAST SESSION HAS ANYTHING BEEN SUPPRESSED?"**

    If no F/N do Green Form. No lists. Itsa earlier itsa only.

CASE SUPERVISOR VV
CLASS VIII

Resistive Case

(Can be used more than once so long as same item does not get used again after being handled.)

Symptoms

> Thick review folder.
> Roller-coasters.
> Complains.
> Blows courses or orgs.
> Long sessions.
> Hard to get F/Ns.
> Doesn't want auditing.
> Makes trouble for auditors.
> Does not respond to auditing.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

Assess 7 cases

Separate RUDS and GRADES

Do not state "Resistive Cases" but "Special Cases," HCOB 23 Sept. 68 II.

    a. **DOES NOT WANT AUDITING?**_____

    b. **PRETENDING TRAINING OR GRADES NOT ATTAINED?**_____

    c. **HAS NOT HAD AUDITING?**_____

    d. **SEEKING THE SAME THRILL ATTAINED FROM DRUGS?**_____

    e. **HAS TAKEN DRUGS?**_____

    f. **FORMER THERAPY BEFORE SCIENTOLOGY?**_____

    g. **HAS BEEN PART OF EARLIER PRACTICES?**_____

    h. **OUT OF VALENCE?**_____

    i. **CONTINUOUSLY COMMITTING OVERTS IN SCIENTOLOGY?**_____

    j. **AUDITED WITH PRIOR GRADES OUT?**_____

    k. **AUDITED WITH RUDIMENTS OUT:**
       ARC BREAK? _____
       PTPS?_____
       WITHHOLDS? _____
       OVERT?_____

    l. **HAS AN ENGRAM EXACTLY MATCHING PT DANGERS?**_____

    m. **SERIOUSLY PHYSICALLY ILL?**_____

OR assess list of HCOB 30 June 71R, EXPANDED GF 40RB Method 5 and fully handle per the list instructions.

The following C/Ses are included here to be referred to in using HCOB 30 June 71R, EXPANDED GF 40RB.

a. Discuss, in session start, why he or she doesn't want auditing and identify the cause, as it arises, ARC break, PTP or missed W/H and handle.

Don't fail to pull the M/W/H if pc natters. Don't call it an ARC break.

RESISTIVE CASES 22B

b. 3-way or Quad Recall:

F1 **RECALL ANOTHER PRETENDING TO YOU.**

F2 **RECALL YOU PRETENDING TO ANOTHER.**

F3 **RECALL ANOTHER PRETENDING TO ANOTHER OR OTH-ERS.**

F0 **RECALL PRETENDING TO YOURSELF.**

3-way or Quad Engrams:

F1 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF ANOTHER PRETENDING TO YOU.**

F2 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF YOU PRETENDING TO ANOTHER.**

F3 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF ANOTHER PRETENDING TO ANOTHER OR OTHERS.**

F0 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF YOU PRETENDING TO YOURSELF.**

RESISTIVE CASE 22C

c. List and null "Who or what would prevent auditing?" to one item.

---

d. or e.

1. Rehab drugs. Get how many times released for each type of drug to F/N.

2. 3-way or Quad Recall:

    F1 **RECALL ANOTHER GIVING YOU DRUGS.**

    F2 **RECALL GIVING DRUGS TO ANOTHER.**

    F3 **RECALL ANOTHER GIVING DRUGS TO ANOTHER OR OTHERS.**

    F0 **RECALL GIVING YOURSELF DRUGS.**

3. 3-way or Quad Secondaries per C/S 12 commands.

4. 3-way or Quad Engrams, R3R:

    F1 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF ANOTHER GIVING YOU DRUGS.**

    F2 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF YOU GIVING DRUGS TO ANOTHER.**

    F3 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF ANOTHER GIVING DRUGS TO ANOTHER OR OTHERS.**

    F0 **LOCATE AN INCIDENT CONTAINING PAIN AND UNCON-SCIOUSNESS OF GIVING YOURSELF DRUGS.**

    Run engrams by the book. Then to Dn Auditor for Dn Drug Rundown.

RESISTIVE CASES 220E (1)

Drugs

Symptoms

> Registers on the meter as having taken drugs.
> No F/N on having taken drugs.
> Has overts on drugs if won't rehab.

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Get in ruds with attention to missed withholds and overts. Look for R/S, clean to basic.

2. Rehab any and all drugs.

---

f.   3-way or Quad Recall:

    F1   **RECALL ANOTHER GIVING A FORMER THERAPY TO YOU.**

    F2   **RECALL GIVING A FORMER THERAPY TO ANOTHER.**

    F3   **RECALL ANOTHER GIVING A FORMER THERAPY TO ANOTHER OR OTHERS.**

    F0   **RECALL GIVING A FORMER THERAPY TO YOURSELF.**

3-way or Quad Engrams, R3R, by the book:

    F1   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING A FORMER THERAPY TO YOU.**

    F2   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU GIVING THERAPY TO ANOTHER.**

    F3   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER GIVING THERAPY TO ANOTHER OR OTHERS.**

    F0   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU GIVING A FORMER THERAPY TO YOURSELF.**

---

g.   3-way or Quad Recall:

    F1   **RECALL ANOTHER FORCING AN EARLIER PRACTICE ON YOU.**

    F2   **RECALL YOU FORCING AN EARLIER PRACTICE ON ANOTHER.**

    F3   **RECALL ANOTHER FORCING AN EARLIER PRACTICE ON ANOTHER OR OTHERS.**

    F0   **RECALL FORCING AN EARLIER PRACTICE ON YOURSELF.**

3-way or Quad Engrams, R3R, by the book:

    F1   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER FORCING AN EARLIER PRACTICE ON YOU.**

    F2   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU FORCING AN EARLIER PRACTICE ON ANOTHER.**

F3   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER FORCING AN EARLIER PRACTICE ON ANOTHER OR OTHERS.**

F0   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU FORCING AN EARLIER PRACTICE ON YOURSELF.**

RESISTIVE CASE 220H

OUT OF VALENCE (For Section K of Expanded GF 40RB.)

1. Assess LX3.

2. Handle all significantly reading items in order of read by 3-way or Quad Recall, 3-way or Quad Engrams on each item.

3. Continue as above with LX2 then LX1. End off when pc has a marked change in valence.

   If no valence change on LX lists then continue with 3-way or Quad Recall, 3-way or Quad Engrams on being someone else per 4 and 5 below.

4. 3-way or Quad Recall, each leg to F/N:

   F1   **RECALL ANOTHER CAUSING YOU TO BE SOMEONE ELSE.**

   F2   **RECALL YOU CAUSING ANOTHER TO BE SOMEONE ELSE.**

   F3   **RECALL ANOTHER CAUSING ANOTHER OR OTHERS TO BE SOMEONE ELSE.**

   F0   **RECALL CAUSING YOURSELF TO BE SOMEONE ELSE.**

5. 3-way or Quad Engrams:

   F1   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER CAUSING YOU TO BE SOMEONE ELSE.** R3R to erasure and F/N.

   F2   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU CAUSING ANOTHER TO BE SOMEONE ELSE.** R3R to erasure and F/N.

   F3   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF ANOTHER CAUSING ANOTHER OR OTHERS TO BE SOMEONE ELSE.** R3R to erasure and F/N.

   F0   **LOCATE AN INCIDENT CONTAINING PAIN AND UNCONSCIOUSNESS OF YOU CAUSING YOURSELF TO BE SOMEONE ELSE.**

3-way or Quad Recall:

F1   **RECALL ANOTHER CAUSING YOU TO TAKE THE ATTITUDE OF** (LX3 item).

F2   **RECALL YOU CAUSING ANOTHER TO TAKE THE ATTITUDE OF** (LX3 item).

F3   **RECALL ANOTHER CAUSING ANOTHER OR OTHERS TO TAKE THE ATTITUDE OF** (LX3 item).

F0   **RECALL CAUSING YOURSELF TO TAKE THE ATTITUDE OF** (LX3 item).

3-way or Quad Engrams (Standard R3R):

F1   **LOCATE AN INCIDENT OF ANOTHER CAUSING YOU TO TAKE THE ATTITUDE OF** (LX3 item).

F2   **LOCATE AN INCIDENT OF YOUR CAUSING ANOTHER TO TAKE THE ATTITUDE OF** (LX3 item).

F3   **LOCATE AN INCIDENT OF ANOTHER CAUSING ANOTHER OR OTHERS TO TAKE THE ATTITUDE OF** (LX3 item).

F0   **LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO TAKE THE ATTITUDE OF** (LX3 item).

C/S 220H (2)
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly a rudiment to F/N.

2. Assess LX2 (or use existing list if previously assessed. Handle in order of read).

3-way or Quad Recall:

F1   **RECALL ANOTHER CAUSING YOU TO FEEL** (LX2 item).

F2   **RECALL YOU CAUSING ANOTHER (TO FEEL)** (LX2 item).

F3   **RECALL ANOTHER CAUSING ANOTHER OR OTHERS (TO FEEL)** (LX2 item).

F0   **RECALL CAUSING YOURSELF TO FEEL** (LX2 item).

3-way or Quad Secondaries:

> F1   **LOCATE AN INCIDENT OF ANOTHER CAUSING YOU TO FEEL** (LX2 item).
>
> F2   **LOCATE AN INCIDENT OF YOU CAUSING ANOTHER (TO FEEL)** (LX2 item).
>
> F3   **LOCATE AN INCIDENT OF ANOTHER CAUSING ANOTHER OR OTHERS (TO FEEL)** (LX2 item).
>
> F0   **LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO FEEL** (LX2 item).

<div align="center">

CASE SUPERVISOR 220H (3)
CLASS VIII

</div>

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly rudiments to F/N.

2. Assess LX1 (omit any item handled earlier)—run 3-way or Quad Recall and Engrams.

> F1   Run **RECALL ANOTHER CAUSING YOU TO BE** (LX1 item).
>
> F2   Run **RECALL YOU CAUSING ANOTHER TO BE** (LX1 item).
>
> F3   Run **RECALL ANOTHER CAUSING ANOTHER TO BE** (LX1 item).
>
> F0   Run **RECALL CAUSING YOURSELF TO BE** (LX1 item).
>
> F1   Find and run an engram of **ANOTHER CAUSING YOU TO BE** (LX1 item).
>
> F2   Find and run an engram of **YOU** (LX1 item)**ING SOMEBODY OR SOMETHING.**
>
> F3   Find and run an engram of **ANOTHER** (LX1 item)**ING AN OTHER.**
>
> F0   Find and run an engram of **YOU CAUSING YOURSELF** (LX1 item).

LX1 assessed to grief or loss.

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Fly ruds to F/N, check for any protest.

2. Run **"RECALL GRIEF"** to F/N.

3. Find and run a secondary or chain of grief and loss to pc or pre-OT.

4. Find and run overt secondary or chain of causing grief and loss.

5. Find and run a secondary or chain of another causing grief and loss to another.

6. Find and run a secondary or chain of you causing yourself grief and loss.

RESISTIVE CASES 22I
CONTINUOUS OVERTS

List and null "What are you trying to prevent?" by the Laws of Listing and Nulling to one item.

If 2 or more read on 1st nulling, extend the list until only 1 reads when all are called.

RESISTIVE CASES 22J
AUDITED WITH PRIOR GRADES OUT

Check subzeros, Grades up to IV and run those not previously run.

RESISTIVE CASES 22K
AUDITED WITH RUDIMENTS OUT

Run each to F/N:

IN AUDITING HAVE YOU HAD AN ARC BREAK?
(Itsa, earlier itsa, ARCU CDEI.)

IN AUDITING HAVE YOU HAD A PROBLEM?
(Itsa earlier itsa.)

IN AUDITING HAVE YOU HAD A WITHHOLD?
(Itsa earlier itsa and WHO nearly found out?)

Run each to F/N:

1. **IN AUDITING HAVE YOU BEEN AUDITED WITH AN/A** _____**?** ARC break, PTP, withhold.

    On ARC break use ARCU CDEINR itsa earlier-similar itsa to F/N.

    On PTP handle with itsa earlier-similar itsa to F/N.

    On withholds, who nearly found out, itsa earlier-similar itsa to F/N.

2. Then **"HAVE YOU AUDITED SOMEONE OVER AN** _____**?"** ARC break, PTP, withhold, each to F/N.

RESISTIVE CASES 220K (2)
AUDITED WITH RUDIMENTS OUT

Assessed to ARC breaks

1. Prepcheck ARC breaks.

2. If no good indicators at end trace back breaks by ARCU CDEINR. Itsa earlier-similar itsa.

RESISTIVE CASES 22L
ENGRAM MATCHING PT DANGERS

(Please use LRH C/S YYY, C/S 250C, "Environmental Menace")

RESISTIVE CASES 22M
SERIOUSLY PHYSICALLY ILL

Get a competent medical analysis.

When well or if no improvement, find and audit any engrams or chain to F/N, R3R Triple or Quad.

(Ruds do not have to be flown.)

(Be careful in auditing a person running a fever, audit lightly. Do not force them into anything.)

HAD BEEN PHYSICALLY ILL
PROTESTING THE ITEM

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Fly ruds to F/N, check Protest on illness item. If so, handle protest fully, (itsa earlier-similar itsa). If item still reads, find and run an illness engram chain to F/N.

    You can't run a recall process on illness or engrams. It is too much. If it doesn't read on illness, reassess and send back to C/S.

CASE SUPERVISOR YYY
CLASS VIII

S&D WSU

Symptoms

    Reads on Green Form as PTS.
    Been ill.

CASE SUPERVISOR 250
INSTRUCTIONS TO THE AUDITOR

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. PTS interview per C/S Series 79 or HCOB 10 Aug. 73.

2. Three S&Ds, if necessary.

CASE SUPERVISOR YYY
CLASS VIII

Flubbed S&D

Symptom

    Singular item has been represented.

CASE SUPERVISOR 250A
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Renull the list, not the represent list. Indicate the item to the pc. Indicate error of represent. Handle any PTPs and missed withholds.

2. Then get on with the grade or section.

CASE SUPERVISOR YYY
CLASS VIII

Illness

Symptoms

> Pc PTS.
> Unskilled L&N auditor.
> Pc has had S&D. WSU in the past which were correct.
> (S&Ds being a limited process.)

CASE SUPERVISOR 250B
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Fly a rud.

2. Assess: Difficulties
   Being suppressed
   Attacks
   Enemies
   Suppressing
   Incomplete cycles
   Unmocking
   Defense
   Protest
   Make nothing of
   Withdrawing from

3. Prepcheck each reading item in order of size of read to F/N.
   Being careful to handle any ARC breaks.

Environmental Menace

Symptom

Pc or pre-OT PTS.

CASE SUPERVISOR 250C
CLASS VIII

Pc or pre-OT: _____   Date: _____

Auditor: _____   Time: _____

1. Fly each rud to F/N.

2. Find the environmental menace to the pc just by discussion.
    It's the obvious one. It is a *situation* that is wanted, *not* an item.

3. Find an engram containing a situation that exactly matches the *PT situation*
    found in 2.

4. Run subject of engram three ways or quad.

    F1   **LOCATE AN ENGRAM THAT MATCHES PT DANGERS.**
         (Use as command 1, then 2, 3, 4, etc.) R3R.

    F2   **A TIME WHEN YOU GAVE ANOTHER SUCH AN ENGRAM.**
         R3R.

    F3   **A TIME WHEN ANOTHER GAVE ANOTHER OR OTHERS
         SUCH AN ENGRAM.** R3R.

    F0   **A TIME WHEN YOU GAVE YOURSELF SUCH AN ENGRAM.**
         R3R.

CASE SUPERVISOR ZZZ
CLASS VIII

Assists

Symptoms

Had a severe injury.

CASE SUPERVISOR 260
CLASS VIII

Handle as per HCOB 23 July 71, ASSISTS, section "Injury Rundown."

1. Touch Assist.

2. Contact Assist.

3. L1C on the injured member.

4. Then R3R on the injury incident.
   Usual Dianetic actions would follow as necessary.

CASE SUPERVISOR ZZZ
CLASS VIII

Unwarranted Sec Checks

Symptoms

   No Green Form done to indicate pc should have a Joburg.
   Run past many free needles.

CASE SUPERVISOR 260D
CLASS VIII

Pc or pre-OT: _____ Date: _____

Auditor: _____ Time: _____

1. Do a Prepcheck on Joburg or Sec Checks, whichever reads.

2. Clean up this evaluation and needless action and indicate to the pc or pre-OT it was needless.

3. L1R.

4. Pc or pre-OT to next grade or action.

CLASS VIII
CASE SUPERVISOR CHART

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON-HOLE
Alcohol	KK	11	29
All Black	CCC	300A	5
ARC Break, Resistive Case	VVV	220K(2)	62

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON–HOLE
Assist	III	900C	21
Assist, Has a Severe Injury	ZZZ	260	66
Bad Session	II	9	17
Bad Indicators	BB	2	2
Bad Auditing, Previous	FF	6	11
Blows, Course or Org	VV	22	41
Breaks in Session	TT	20	39
Critical Pc	GG	7	12
Crossed Rudiments	HH	8	13
Drugs	LL	12	30
Drugs, Poor Ethics History	VVV	220E(1)	47
Drugs, No F/N on Rehabs	VVV	220E(1)	47
Engram LX1	VVV	220H(3)	53
Engram Matching PT Dangers	VVV	22L	59
Ethics, Poor History	VVV	220E(1)	47
Exteriorization, Case Cannot	QQ	17	35
Exteriorization Bypassed	NN	14	32
Exteriorization, Overrun	QQQ	170	36
F/N, Bypassed in Session	OO	15	33
F/N, Complaints About	EE	5	10
F/N, Packed Up	PP	16	34
Gains Invalidated	UU	21	40
Green Form	CCC	300	4
Green Form or Ruds	CC	3	3
High TA, Chronic	DDD	400	8
High TA, Ruds	DD	4	7
Ill, Physically Ill	YYY	250B	64
Incomplete Actions	III	900	18
Invalidation of Gains	UU	21	40

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON-HOLE
List Errors			
List Errors in			
1. Lists Recent	JJ	10A	22
2. Earlier List Available	JJ	10B	23
3. Old Earlier List Not Available	JJ	10C	24
4. Recent Lists Not Available	JJ	10D	25
5. Item but no F/N	JJJ	100E	26
6. S&D, List Error	JJJ	100H	27
7. Persistent Item	JJJ	100J	28
LX3, Assessment Engram	VVV	200H(1)	51
LX2, Assessment Secondary	VVV	220H(2)	52
LX1, Assessment Engram	VVV	220H(3)	53
Long Session	VV	22	41
Money, Has Problem With	RR	18	37
Out-ruds	DDD	400A	9
Out-ruds, ARC Break Needle	HHH	800B	16
Process Split by a Break	TT	20	39
PTP, Repeating	HHH	800B	16
PTS, Environmental Menace	YYY	250C	65
Resistive Cases			
Assessment 7 Cases	VV	22	41
Doesn't Want Auditing	VV	22A	42
Recall Pretending to F/N	VV	22B	43
Prevent Auditing Auditing	VV	22C	44
Drugs	VVV	220D + E	45
Drugs, Poor Ethics	VVV	220E(1)	46
Drugs, Overts	VVV	220E(1)	47
Former Therapy	VVV	220F	48
Earlier Practices	VVV	220G	49
Out Valence	VVV	220H	50
LX1 List	VVV	220H(3)	53
LX1, Assessment to Grief or Loss	VVV	220H(4)	54

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON-HOLE
Overts	VV	22I	55
Grades	VV	22J	56
Rudiments	VV	22K	57
Rudiments	VVV	220K(1)	58
Physically Ill	VV	22M	60
Had been Physically Ill	VVV	220M(1)	61
ARC Breaks	VVV	220K(2)	62
Rock Slam, Hard to Clean	III	900A	19
Rock Slam, at the Examiner	III	900B	20
Roller coaster	VV	22	41
Rudiments, Resistive Case	VV	22I	55
To F/N	AA	1	1
OR Green Form	CC	3	3
Fly All	BB	2	2
Protesting in Session	HHH	800	14

S&D

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON-HOLE
List Errors	JJJ	100H	27
WSU	YYY	250	61
Flubbed	YYY	250A	61
Unskilled Auditor	YYY	250B	62
Sec Checks	ZZZ	260D	65
Secondary LX1, Grief and Loss	VVV	220H(4)	54
Solid, Bank Gone Solid	SS	19	38
Thick Folder, Resistive Case	VV	22	41
Tiredness	MM	13	31
Unwarranted Sec Checks	ZZZ	260D	65
Valence Recall Another Person, Engram or Chain	VVV	220H	50

L. RON HUBBARD
Founder

Remimeo

Word Clearing Series 23

TROUBLESHOOTING

In Word Clearing the troubles are actually very few.

However, there are a few.

It is possible for an auditor or student doing Word Clearing on another to get misunderstood words himself unless he also looks at the definitions and understands them at the same time he is clearing them on the other person. This requires no extra step. In fact, it would be rather hard not to also see the definition of the word.

A person trying to "blow" (leave) and refusing further Word Clearing almost always has a HUGE misunderstood on some word not yet located. The correct action is to get him back and FIND AND CLEAR THE WORD.

Not getting a good result using Methods 1, 2 or 3 is cured by using the Word Clearing Correction List, HCOB 21 July 71, Rev. 9.8.71.

This correction list applies to all methods of Word Clearing.

For instance, if Method 2 goes sour and the student "knew all the words anyway" or "doesn't understand it any better" or is critical or demonstrates any other unfavorable reactions which do not win through, there is always Word Clearing Correction List.

This list is done by a Class III or above auditor. It is quite miraculous.

Example: Student badly bogged after Method 2 by his twin. Handling: A Class III Auditor does the Word Clearing Correction List on him.

The correction list is handled as per HCOB 14 Mar. 71, F/N EVERYTHING. In other words, one takes all reads on it to floating needle. Any other list called for by reads on the correction list is taken to F/N and when that called-for list F/Ns then one considers that the Word Clearing Correction List line has F/Ned. (Correction list reads on 4. List error. The auditor takes a list called L4B which corrects lists and makes every read on "L4B" F/N. Then "4. List error" is marked "F/N.")

The technology of handling a Word Clearing Correction List is all covered in the general materials of auditing.

Not knowing how to use a meter can cause trouble.

A special course in using an E-Meter is available. The E-Meter Drill Book gives all the drills. It does not take long to learn. Also E-Meters are abundantly available today.

Learning to be a Class III or preferably a Class IV Academy Auditor is not difficult IF one uses Word Clearing!

All Word Clearing is done under the discipline of the Auditor's Code.

One's "TRs" (TR = training drills for auditing) can be straightened out on a TRs course on which one learns to confront, to speak so one can be heard, to acknowledge, to be able to repeat commands and to handle originations by the student.

Troubles in Word Clearing, then, can be listed as coming from lack of training. So anyone doing Word Clearing should organize himself to (1) do a TRs course, (2) learn to use and acquire an E-Meter, (3) learn the Auditor's Code and (4) if not one already, learn to be an Academy Class III Auditor.

Knowing how to do (1) to (3) above is essential to do Method 2 Word Clearing. And the skills under (1) to (3) are very easy to acquire. Further, it is not all that difficult to become a Class III Auditor.

People sometimes think only someone who wants to be a professional auditor studies in the Academy, a false impression. One can't imagine how a father or businessman or mother or clerk or official could succeed without knowing the basics of human reaction and how to handle them. Someone who is a Class III or Class IV knows how. The real professional usually becomes a Class VI and the real experts are the VIIIs, IXs and Xs. It's a matter of how expert you want to be. A Flag Ship Class XII could turn a severe mental case from raving lunacy to not only sane but bright and normal in about 8 or 9 hours and a normal person to a genius in 15 to 20 hours.

But here we are dealing with the whole range of the human mind.

In Word Clearing Method 2 one certainly should know his "TRs," his Auditor's Code and his meter. And for Method 1 it takes a Class III Academy Auditor.

Almost all troubles will be found to stem from an omission of these requirements AND not using Word Clearing on the materials one is studying to achieve these skills.

Very few troubles actually will be encountered if this HCOB is followed.

Word Clearing IS a precision technology and there IS something to know about it as it has never before been known.

L. RON HUBBARD
Founder

HCO BULLETIN OF 14 SEPTEMBER 1971R
Issue II
REVISED 19 JULY 1978

Remimeo
Also Dn Text

C/S Series 59R

DIANETIC LIST ERRORS

It *can* happen that a Dianetic list of somatics, pains, emotions and attitudes can act as a list under the meaning of the Laws of Listing and Nulling as per HCOB 1 Aug. 68.

The most violent session ARC breaks occur because of list errors under the meaning of Listing and Nulling. Other session ARC breaks even under withholds are not as violent as those occurring because of listing errors.

Therefore, when a violent or even a "total-apathy-won't-answer" session upset has occurred in Dianetics, one must suspect that the preclear is reacting under the Laws of Listing and Nulling and that he conceives such an error to have been made.

The repair action is to assess the prepared list which corrects listing errors. This is L4BRA—HCOB 15 Dec. 68 amended to 18 Mar. 71.

It is used "On Dianetic lists _____" as the start of each of its questions when employed for this purpose.

When a pc has not done well on Dianetics and when no other reason can be found, the C/S should suspect some listing error and order an L4BRA to be done "On Dianetic lists _____" at the start of each question.

Each read obtained on the list is carried earlier-similar to F/N as per HCOB 14 Mar. 71R, F/N EVERYTHING, or, preferably, the list is found in the folder and properly handled in accordance with what read on L4BRA.

Dianetic lists can be carried to an item that blows down and F/Ns.

This does not mean the item found is now wholly clean. Even though it F/Ned it will in most cases need to be run on secondaries and/or engrams (R3RA Quad) to erasure and full Dianetic end phenomena. (Ref: New Era Dianetics Series 1 through 18)

A C/S must be alert to the fact that:

a. Extreme upsets and deep apathies are almost always list errors.

b. That a Dianetic list can be conceived to be a formal list and can behave that way.

c. L4BRA is the correction list used in such cases.

d. Laws of Listing and Nulling, HCOB 1 Aug. 68 can sometimes apply to Dianetic lists.

Very few Dianetic lists behave this way but when they do they must be handled as above.

L. RON HUBBARD
Founder

C/S Series 60

THE WORST TANGLE

Sometimes a C/S gets a terrible tangle handed to him as follows:

1. INTERIORIZATION RUNDOWN IS UNDONE OR MESSED UP.

2. FAULTY LISTS HAVE BEEN DONE.

3. THE PC IS IN A HEAVY ARC BREAK, WITH PTPs AND W/Hs.

Now, each *one* of these three things "must be done first."

Auditing cannot be done with *Int messed up* except to handle the Int RD.

Auditing cannot be done over *bad lists* without repairing the lists.

Auditing cannot be done over *out-ruds* without putting the ruds in.

So WHAT does the C/S do?

There is fortunately a different degree of upset in these three things.

Int RD trouble is worse than list trouble is worse than out-ruds.

Therefore, the correct C/S would be to:

1. Repair Int

2. Repair lists

3. Put in ruds.

1. Repair Int RD is done by using L3B on each flow. And (on Flag) by dating to blow and locating to blow.

2. Lists are repaired with L4B on each list, preferably with the list available and preferably with the actual list repaired (such as added to if incomplete or correct item found and given to pc).

3. And if the pc also had out-ruds THESE ARE NOW PUT IN WITH "Have you been audited over an (ARC break, PTP, W/H)?" as the pc has been.

It will all come out all right if properly done.

Very few pcs get that messed up. But when they do, even they can be untangled.

If a lot of engrams were also run on top of that and these are also in the mess, repair them last as a fourth action.

And don't forget to send auditors responsible to Cramming and report C/Ses who get a case *that* snarled up.

C/S Series 53 is written with the above sequence of handling. But it omits ARC breaks (as these don't raise or lower TA out of normal range). And C/S Series 53, as it is designed only for high or low TA, does not cover the trick of putting in the ruds as "Were you audited over an (ARC break, PTP, W/H)?" as it purposely has to omit ARC breaks.

Hope this helps.

L. RON HUBBARD
Founder

Remimeo

Word Clearing Series 24

LIBRARY

You will begin to get an idea of how much library you will need when you have done a large number of Word Clearings.

The important thing is to realize that a library is necessary.

In an org this will be in Department 14 under the Librarian.

The greatest demand will be for dictionaries of many kinds.

First there is the consideration of just English dictionaries. Several, including large ones, should be to hand. Those that use big words to define words keep a pc chasing around and around and are of course poor dictionaries. Often one dictionary gives a better definition than another. So an assortment of English dictionaries is a first requirement.

Then come technical dictionaries or texts like engineering, physics, medical, chemistry, mechanics, seamanship, aviation, astronomy, military, etc., etc.

Then come philosophical, psychiatric and religious dictionaries if they can be found.

Foreign language dictionaries, Latin, Greek, French, etc., are a must.

An auditor doing Word Clearing can come up with some remarkable demands.

Texts or dictionaries covering the subjects given on the assessment list (Word Clearing Series 8RA) are a basic starter.

I can see a Word Clearing auditor poking about in old moldy bookshops and coming up with triumph—"Ah, look! Priceless. A slang dictionary on oil fields published in 1932! Priceless!"

If you get too stopped and are in a major city, you *could* end the session and send the pc to the local library. But if so have him write the definition down. It is not recommended but can be done.

The best solution is to have a good library covering the assessed subjects.

L. RON HUBBARD
Founder

Remimeo

C/S Series 61

THE THREE GOLDEN RULES
OF THE C/S
HANDLING AUDITORS

There are three firm rules in handling auditors which make the difference between good auditors and poor auditors or even having auditors or no auditors at all.

1. NEVER FAIL TO FIND AND POINT OUT AN ACTUAL GOOF AND SEND THE AUDITOR TO CRAMMING.

2. NEVER INVALIDATE OR HARASS AN AUDITOR FOR A CORRECT ACTION OR WHEN NO TECHNICAL GOOF HAS OCCURRED.

3. ALWAYS RECOGNIZE AND ACKNOWLEDGE A TECHNICALLY PERFECT SESSION.

By reversing these three things, a C/S can wreck and blow every auditor in the place.

By *always* doing these three things correctly, the C/S winds up with splendid auditors.

An auditor who knows he goofed and yet gets a well done doesn't think the C/S is a good fellow. He holds the C/S in contempt and his auditing worsens.

An auditor who didn't goof and yet is told he did becomes bitter or hopeless and begins to hate the C/S.

The test of a C/S in the auditor's eyes is "Is he 'spot on'?" meaning is the C/S *accurate* in giving the right program, the right C/S, spotting the goof and ordering cramming, and being well enough trained to see and commend a well done.

You never get bad indicators in an auditor or student when you state the truth.

You only get bad indicators when your statement is not true.

"PR" (public relations cheery falsehoods) has nothing to do with getting good indicators.

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Good indicators in auditors are made with TRUTH.

"You goofed, go to Cramming, do TRs 101 to 104 until you cease to alter commands."

"Well done by Exams. Practice handwriting so I don't take so long reading your worksheets."

"This F/N VGIs at session end and the Bad Exam Report do not agree. Is there any way this report was falsified? Is there any goof you didn't write down?"

or

"Very well done" on a very well done totally ON-tech, ON-admin and correct auditor's C/S session.

Auditors work well even for a bad tempered C/S *when* that C/S is always "spot on" with program, C/S, auditor's grade or censure of auditor and TO CRAMMING.

Auditors like a businesslike, accurate C/S.

A "good fellow" C/S who "lets it slide" and says nothing becomes a very bad fellow indeed in auditors' eyes.

A C/S who doesn't recognize and who invalidates good auditing is looked on as a suppressive even when it's just ignorance.

The Golden Rules of C/Sing are:

1.   Never fail to find and point out an actual goof and send the auditor to Cramming.

2.   Never invalidate or harass an auditor for a correct action or when no technical goof has occurred.

3.   Always recognize and acknowledge a technically perfect session.

Only those C/Ses who follow these Golden Rules are truly loved by their auditors.

L. RON HUBBARD
Founder

HCO BULLETIN OF 24 SEPTEMBER 1971RA
REVISED 4 FEBRUARY 1989

Remimeo
Interiorization
   Pack
Class V Grad
   Checksheet

URGENT

Interiorization Rundown Series 11R

INTERIORIZATION RUNDOWN
CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW

Refs:

HCOB   15 Nov. 78   DATING AND LOCATING
HCOB   29 Oct. 71RA   Int RD Series 12
   Rev. 24.9.78   INT RUNDOWN CORRECTION LIST
                             REVISED
HCOB   24 Sept. 78RB I   Int RD Series 4RB
   Rev. 4.2.89   THE END OF ENDLESS INT REPAIR
                             RUNDOWN

It *usually* happens that an Interiorization Rundown (also known as Int-Ext RD for Interiorization-Exteriorization Rundown) is:

1.   Done when not necessary.

2.   Is flubbed in R3RA.

3.   Is overrun.

UNNECESSARY

The Int buttons must be assessed *first,* then any reading button or buttons cleared. If a button has read on an MU, it must be cleared, then reassessed. If an Int button is validly reading, one does the Int Rundown, per HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED.

Dianetic Clears and persons who are OT III or above would be run instead on The End of Endless Int Repair Rundown as they cannot be run on Dianetics. This rundown is also well suited as a preliminary action for weak or ill pcs who may be unable to run engrams or secondaries. (Ref: HCOB 24 Sept. 78RB I, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN)

If there aren't any reads on the Int buttons even after Suppress, Inval, Misunderstood and False have been applied to the Int button list, one does NOT do an Int Rundown on the pc, as it is unnecessary and classifies as "running an unreading item."

When this test is omitted, you get an unnecessary Int Rundown being done on a pc.

This will eventually have to be repaired.

FLUBBED R3RA

When the auditor does not do flubless auditing, errors occur in the auditing itself. These will hang up an Int Rundown.

OVERRUN

It *usually* happens that an Int RD is overrun. The EP is reached on Flow 2, let us say. The auditor keeps on going past the win.

This will hang up the rundown.

One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

Another way is pc has a big cog, big win. Auditor keeps going on with the Rundown.

REASON FOR ERRORS

The Int RD is a simple and precise REMEDY which stabilizes a pc after exteriorizing and permits him to be further audited.

When a pc exteriorizes in session, it is the end phenomena for that process or action. One gently ends off in any case. If the pc has not had an Int RD, it is vital, in his next session, to check Int (as above) as the first action. All manner of physical and emotional upsets can result, including a high TA, if this step is omitted.

INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC's FIRST EXTERIORIZATION.

No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.

One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

Maybe it wasn't needed.

So if it wasn't needed, it will eventually have to be repaired.

HEADACHES

Headaches are a symptom (not *every* headache is) of a needed or an incorrect Int Rundown.

CORRECTION

The following is *the* correction drill for Int auditing.

Ninety percent of the pcs run on Int need it.

REQUIREMENTS

An auditor before being allowed to go near a pc Int RD correction must have:

1.   Word cleared the HCOBs of the Int RD Series.

2. Must have good TRs.

3. Must be good with a meter.

4. Must know and use the Auditor's Code.

5. Must have completed the star-rate checkouts and clay demos per Int RD Series 14R.

6. MUST DRILL ASSESSING AND HANDLING THE INT RUNDOWN CORRECTION LIST, THE END OF ENDLESS INT REPAIR RUNDOWN PROCEDURE, DATING AND LOCATING PROCEDURE AND THE DRILL STEPS BELOW ON A DOLL UNTIL HE IS FLAWLESS.

Then he can be trusted to do an Int RD correction.

This is the drill:

Drill—Int-Ext Repair No. 1

**FAILED INT/EXT AUDITING REPAIR
DATE TO BLOW/LOCATE TO BLOW**

1. By C/S folder study, Int appears overrun.

2. Auditor: "We're going to take a look at the subject of going into things and your auditing on that subject."

3. Auditor: "Was there a time in your auditing that you were willing to go into things?"

4. Auditor establishes by pc answer to above and any further 2WC if (a) a flat point exists in or as a result of auditing (or training), (b) the pc feels the Int RD (or The End of Endless Int Repair Rundown) is unflat, (c) the pc has misunderstoods on the rundown or (d) the pc never had any trouble with going in and out of things or being audited after exterior. The pc and auditor are satisfied with what they establish above.

5. If (a) flat point, auditor establishes what the point was. If (b) unflat, the auditor does an Int Rundown Correction List or L3RH, if needed. If it does turn out that the Int RD (or The End of Endless Int Repair Rundown) was overrun or unnecessary, the auditor proceeds per this drill. If (c) misunderstoods, the auditor clears them up with the pc and *then* finds out if it was overrun, unflat or unnecessary and handles per this drill. If (d) unnecessary, the auditor indicates it was an unnecessary action and gets an F/N.

6. The Int RD or The End of Endless Int Repair Rundown was overrun and the flat point has been established per step 5. The auditor dates the flat point to a blow-F/N using standard dating procedure. (Ref: HCOB 15 Nov. 78, DATING AND LOCATING)

7. If no blow-F/N occurs despite use of the standard remedies given in the

Dating and Locating HCOB, the auditor does an Int Rundown Correction List.

8. When the date has gone to a blow-F/N and the F/N has been indicated, the auditor tells the pc, "Now we're going to spot the exact location where that flat point occurred, until something blows off. I want you to tell me when that happens. All right?" The auditor is getting the *past* physical universe location.

9. The auditor does the standard Locate steps to a blow-F/N.

10. If no blow after the standard remedies have been done, the auditor then has to do an Int Rundown Correction List.

Done precisely and with perfect TRs and metering, this action produces spectacular results.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
PR Hats
D of P Hats
Auditors

TONE SCALE IN FULL

TONE SCALE EXPANDED		*KNOW TO MYSTERY SCALE*
SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPITIATION		
—(HIGHER TONED—SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING AMENDS		
—(PROPITIATION—CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	
FAILURE	-0.01	
PITY	-0.1	
SHAME—(BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME—(PUNISHING OTHER BODIES)	-1.0	
REGRET—(RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	EFFORT
PROTECTING BODIES	-2.2	
OWNING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
NEEDING BODIES	-4.0	SYMBOLS
WORSHIPING BODIES	-5.0	EAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

L. RON HUBBARD
Founder

HCO BULLETIN OF 28 SEPTEMBER 1971

Remimeo

C/S Series 62

KNOW BEFORE YOU GO

A C/S may and *should* know exactly what is wrong with a case.

When he "knows" by hunches or intuition and does not bother to confirm or make a wider effort, he can miss the case entirely.

Example: C/S says to himself—I know what's wrong with Joe. His wife. So I'll C/S "O/W on your wife."

Some of the time the C/S will be right. This gives him a win and confirms him in sloppy C/Sing. He does not bother to know before he C/Ses.

A C/S who gets a low percentage of cracked cases and a low percent of F/N VGIs at Examiner usually fails to "know before he goes." He just goes, which is to say he just writes programs and C/Ses without finding out enough about the case.

A skilled C/S may very well be able to figure out exactly what's wrong with the case. That's his job. But how does he find out anything about the case at all?

The answer is very simple. So simple it gets missed. THE C/S GETS DATA ON THE CASE.

How does he do this?

The broadest, most used answer to how to know is prepared lists. These have all sorts of questions on them that read or don't read. There are *lots* of these lists beginning with the famous Pc Assessment Form. There are all sorts of lists. An end product of any list is DATA ON THE PC ONE USES TO PROGRAM AND C/S THE CASE.

The next answer to how to get data is lists prepared by the C/S himself and which are assessed by the auditor.

Another answer is two-way comm on questions written by the C/S. "What do you consider hasn't been handled on your case?" is a jewel which gives you the hidden standard to list and null and run "Who or what would have ___?" to BD F/N item and O/W on the item found. But there are dozens more. "How do you feel about your family?" "R-factor: The C/S is concerned about your saying your case sags after wins in auditing. Could you tell me exactly what happens and what your history has been on this?" There is no limit to such questions. And, if taken from what the pc says to Examiner or from auditors' comments on worksheets, they will usually F/N. But mainly they give *data*.

When regular actions fail, there is always the D of P. "D of P to interview Richard Roe and find out what he's trying to do in session. Also how he looks, mannerisms, etc."

Data, data, data. Now you have a picture of this case.

COMBINED ACTION

Usually, by prepared lists issued or from C/S prepared lists, the C/S finds and *gets* handled by the auditor in the same session much of what is wrong. This combines finding out with handling.

Any prepared list carried to F/N on each read (Method 3) or the indicated action done will give case gain. Maybe it's all the case gain one could ask for.

But such reads even if F/Ned and the text in the worksheet give the C/S new data about this case.

BROAD SHOOTING

Even if he now KNOWS, the C/S does not narrowly shoot at one target. He gives alternatives as well in his C/S.

Example: C/S knows pc is concerned about F/Ns. He does not necessarily just write "Prepcheck F/Ns." Instead the C/S writes "Assess auditors, auditing, Dianetics, Scientology, F/Ns, processing, false reads. Prepcheck each reading item, taking largest read first." This gives a broader band, more chance of hitting the button needed.

There are many ways to do this. Example: You "know" it is a misdefined word. You don't C/S "Find the misdefined word." You write, "Assess Method 3 and handle the Word Clearing Correction List." For you see, the session might also have been run over an out-rud.

EVALUATION

To abruptly C/S everything the pc has just said is a Q and A. But worse, it can lead to evaluation.

LITTLE FLAGS

Pc remarks are like little flags that may signal a much deeper deposit of aberration. Only the little flag shows. "I don't like women," can uncover a whole background. "I keep getting this pain in my side" opens the door to a whole chain of operations and one to be done next week!

But by the broad rule, the C/S doesn't dive at it. He says "Pc has pain in side. (1) C/S 54."

Not "List the somatics in his side." But a whole coverage of accidents, illnesses. *One* will also have a side pain as a result. "Appendicitis operation" is enough to give anyone a pain in the side if never audited out!

TAGGING CASES

A C/S who sees a case is thick foldered and not well, tags the case "Resistive." There are 7 Resistive Cases listed in the Class VIII material. For this the C/S has "GF 40 Expanded Method 3" and then handles the lists and engrams indicated in it in his next C/S.

If *this* doesn't handle, the case is in an out-ethics situation that should be looked into.

The C/S mentally tags the easy ones and the tough ones. The tough ones he plays on the Resistive Cases side.

The C/S can also find an auditor considers a fast case a bad case when it is just a fast case.

PRIMARY RECORD

The primary record is the pc's folder. When the case does not run well it can be assumed that the case is:

a. Resistive

b. Errors have been made in auditing.

These two assumptions are valid in all cases which do not easily resolve. They are both valid because the case, being resistive, was running poorly, was hard to audit and C/S earlier.

From the folder, from prepared lists, from C/S's own additions to prepared lists, from C/S's own prepared lists, from two-way comm on questions and from D of P interviews one can get ENOUGH DATA TO INTELLIGENTLY PROGRAM AND C/S A CASE.

All this may seem very obvious. BUT, in Word Clearing the most common C/S error has been to fail to order a Word Clearing Correction List done. Instead one reads, "Correct the last word found." This misses that the whole thing may be being done over a withhold or ARC break. It might be another word entirely. So a C/S who does this risks the wrong target. He is not C/Sing broadly enough.

Also one sees a repair or life program consisting of two or three special processes and without any lists at all.

One also sees a program which seeks to handle several things the C/S "knew" were wrong followed by "(8) C/S 53, (9) GF 40X, (10) C/S 54." Having gone, this program then seeks to find out. It's quite backwards.

Thus, the C/S who goes before he knows is going to have an awful lot of no F/Ns at the Examiner.

The watchword is KNOW BEFORE YOU GO.

L. RON HUBBARD
Founder

HCO BULLETIN OF 30 SEPTEMBER 1971
Issue VI

CCHs 5, 6 AND 7

(Taken verbatim from HCOB 11 June 1957
for use on the HQS Course.)

NUMBER: CCH 5

NAME: Location by Contact

COMMANDS: **"TOUCH THAT (indicated object)." "THANK YOU."**

POSITION: Auditor and preclear may be seated where the preclear is very unable, in which case they are seated at a table which has a number of objects scattered on its surface. Or auditor and preclear may be ambulant, with the auditor in manual contact with the preclear as is necessary to face him toward and guide him to the indicated object.

PURPOSE: The purpose of the process is to give the preclear orientation and havingness and to improve his perception.

TRAINING STRESS: Training stress is upon gentleness, ARC and the raising of the preclear's certainty that he has touched the indicated object. It should be noticed that this can be run on blind people.

HISTORY: Developed by L. Ron Hubbard from Locational Processing in 1957.

NUMBER: CCH 6

NAME: Body-Room Contact

COMMANDS: **"TOUCH YOUR (body part)." "THANK YOU."**

"TOUCH THAT (indicated room object)." "THANK YOU."

POSITION: Auditor and preclear move about together as needed, the auditor enforcing the commands by manual contact using the preclear's hands to touch objects and touch body parts.

PURPOSE: To establish the orientation and increase the havingness of the preclear and to give him in particular a reality on his own body.

TRAINING STRESS: Training stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the preclear ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the preclear in any case.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, DC, as a lower step than Body-Room Show Me.

NUMBER: CCH 7

NAME: Contact by Duplication

COMMANDS: "TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (body part)." "THANK YOU."

"TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (same body part)." "THANK YOU."

"TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (same body part)." "THANK YOU."

etc., in that order.

POSITION: Auditor may be seated. Preclear should be walking. Usually auditor standing by to manually enforce the commands.

PURPOSE: Process is used to heighten perception, orient the preclear and raise the preclear's havingness. Control of attention as in all these "contact" processes naturally takes the attention units out of the bank which itself has been controlling the preclear's attention.

TRAINING STRESS: Training stress is on precision of command and motion, with each command in its unit of time, all commands perfectly duplicated. Preclear to continue to run process even though he dopes off. Good ARC with the preclear, not picking one body part which is aberrated, at first, but flattening some nonaberrated body part before aberrated body part is tackled.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, DC, as a lower-level process than Opening Procedure by Duplication, or Show Me by Duplication. All contact processes have been developed out of the Prelogics.

L. RON HUBBARD
Founder

PSYCHOLOGY AND PSYCHIATRY
THE SCIENCES OF SALIVA

Some recent research has disclosed that the much advertised and heavily government financed control sciences of psychology and psychiatry are based on a single discovery.

Karl Friedrich Wilhelm LUDWIG (1816–1895), the head of the Dept of Physiology of the University of Leipzig (Germany) was the first to demonstrate that human digestive glands might be under the influence of the secretory nerve. This was a sort of breakthrough, that nerves controlled physical reactions.

Another German, Wilhelm Max Wundt (1832–1920) teaching at the same university (Leipzig, Germany) promptly, in 1879, declared all men just animals as nerves controlled saliva and became the father of psychology. This was the first institute of psychology.

Ivan Petrovitch PAVLOV (1849–1936), a veterinarian, promptly came over from Russia and studied up on this and went back home to show that dogs salivate when you ring bells and stop when you electric shock them.

Pavlov was part of the violent university revolution in 19th century Russia and emerged in the 1917 revolution that murdered the Czar as the head of the new communist experimental laboratories.

In 1928, at the same time Stalin was having Pavlov write a 400 page book on how to nervously control human beings, the UK Royal Society made him a fellow.

John Dewey (1859–1952) the "great" US educator who revolutionized teaching in America (and brought revolution into *its* universities) was a follower of Wundt's theories. In Dewey's time US psychologists were sent to Leipzig to study under Wundt.

Pavlov and the "great" US educator John Dewey had the same teachers.

The entire rationale of psychology and psychiatry trace to Ludwig and to Wundt. It is based entirely on the following data.

A nerve if cut or torn or shocked can cause the physical body to react.

As the nerve can control saliva the nerves must control food demand and sex demand.

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Therefore men are animals. They can be trained like sheep or dancing bears.

This is *all* the psychiatrist is trying to do with shock and surgery—sever the "right" nerve.

It has NEVER been proven anywhere by anyone that there is any right nerve.

The politicians of Germany, Russia, the US, and England, became very fascinated with the *promise* of being able to control men utterly.

Unfortunately the basic premise of psychology and psychiatry is a limited and partial truth. And as it has been applied it has rolled up the following records:

Czarist Russia—perished through the university activities of revolting students.

The Kaiser's Germany—gone by 1918.

Hitler's Germany—gone by 1945.

Austria, Czechoslovakia and Poland absorbed into Russia.

The Russian people enslaved.

US universities in total, uncontrolled riot.

UK universities going out of control.

The total dominance exerted by these Leipzig indoctrinated "psychologists," educators and psychiatrists has been very marked since the last half of the 19th century.

The tenets of this school are:

1. There is no God.

2. Man is an animal.

3. Man can be totally controlled.

4. Man cannot be changed.

5. Man has no will, he is just a stimulus-response mechanism and therefore totally irresponsible for his actions.

These fellows—Wundt, Pavlov, Dewey, the lot, took universities out from under the Church where they had prospered for over a thousand years, taught man that he was a soulless wild animal and presented us on a flaming platter with what is laughingly called modern civilization.

On their heels came cultural oblivion and national destruction.

Control of man?

Look at the riots.

Isn't it about time somebody booted out these arrogant pretenders and let somebody do who can?

Dianetics and Scientology have been fought bitterly by these priests of revolution and decay. Yet Dianetics and Scientology can make in hours students who can study, men who can think and well, happy human beings. It's time the old school was buried with its dead and let those who can try to bring some order out of the past century of lies.

L. RON HUBBARD
Founder

Remimeo

C/S Series 63

C/Sing FOR NEW AUDITORS OR VETERANS

There is a considerable difference between C/Sing for interns and new auditors and C/Sing for veterans.

This shows up mainly in C/Sing prepared lists.

For an intern or new auditor or one who is not very experienced or expert, the rule is that a C/S gives as little thinking to do as possible in the session.

It is enough for such an auditor to do the actions. It is too much to also ask him to use judgment or work something out *while* auditing.

A veteran on the other hand knows the tools so well that he can also figure out what to do.

Example:

C/S for nonveteran:

1. Assess GF Method 5 and return to C/S.

C/S for a veteran:

1. Assess GF Method 5 and handle.

It is quite a trick to assess a whole list, then take the biggest reads and handle. It is quite beyond an auditor who is still worrying about his TRs or how you run a meter.

In an effort to speed up lines or escape work, a C/S can err *badly* in this. It becomes mysterious why Word Clearing Correction List ceases to work, why F/Ns are few at the Examiner.

Giving an inexperienced auditor the responsibility for assessing a list and also handling it is in fact asking him to audit and to a faint degree C/S in the chair. It is quite beyond a green auditor.

Given that he knows his tech, most of a C/S's troubles come from:

a. Asking green auditors to follow C/Ses for which they have not studied the HCOBs or on which they have not been crammed,

b. C/Sing for green auditors to decide something in session or combine actions such as assessing and handling without a new C/S in between,

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c. Not sending the auditor (green *or* veteran) to Cramming for *every* goof,

d. Having no Cramming.

It takes a while to make an auditor.

The C/S is responsible for all actions in the session. He has only himself to blame if he is asking someone to C/S for him in the chair.

It is easier to plan out and write up the needed GF actions (or any other list) from the Method 5 reads than it is to correct a messed-up handling. It does not save any time at all but more than likely makes new problems for the C/S.

It is very easy to have even a green auditor assess some prepared list. One can even now say, "Take the list just assessed and do 2WC on each item I have marked. Carry each E/S to an F/N before leaving it." The C/S simply puts a dash ahead of each item that read in the assessment.

The C/S can also number the items in different order than the list (because of better programing or bigger reads) and have each one handled to F/N.

An L3B can be ordered "Method 5" and then the C/S can get it back and precisely order what's to be done with its reads. And in what sequence.

This is true of any prepared list.

The only small hitch is that a C/S has to be there and available so as not to stall the session. Even so, in the long run it is faster because less mistakes are made. Assess—send to C/S—handle. Instead of "Assess and handle."

This even applies to a C/S 53 or C/S 54 or White Form or GF 40X. Any prepared list.

Perhaps this will greatly improve your F/N VGI ratio.

L. RON HUBBARD
Founder

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C/S Series 64

F/Ning AUDITORS

Students who study well are said to be F/Ning students.

An auditor who is auditing well could be said to be F/Ning the whole time.

When an auditor goofs or is having a rough time because of his own TRs and misunderstood words and lack of data, he is not F/Ning.

A C/S who lets an auditor struggle along without insisting on a Cramming being in existence and without sending an auditor to Cramming on each goof is actually condemning the auditor to a miserable time.

When an auditor's production is low and when he is making goofs, he is not an F/Ning auditor. This shows up heavily in the exams of his pcs. These exams will drop away from F/N VGIs.

An auditor should be sent to Cramming when his production is low or he goofs in order to get his TRs, misunderstood words and lack of data remedied.

Cramming should be carried out until he is F/N VGIs.

EVERY AUDITOR LEAVING CRAMMING SHOULD GO THROUGH THE EXAMINER.

The Exam Report with TA and needle state and indicators should be done exactly like a pc report.

Compliance reports on the cramming cycle should have the Exam Report attached so the C/S can see if the fault was remedied. If it was, then it will be F/N GIs.

This also puts Cramming on its toes.

An auditor, just crammed, who doesn't F/N VGI should be hauled straight back into Cramming, for the cycle is incomplete or invalidative or faulty in some way.

Cramming Officers who win on auditors and students are F/Ning Cramming Officers.

C/Ses who send auditors to a good Cramming for every goof will wind up as F/Ning C/Ses.

L. RON HUBBARD
Founder

ASSISTS IN SCIENTOLOGY

DEFINITION: AN ASSIST: AN ACTION UNDERTAKEN BY A MINISTER TO ASSIST THE SPIRIT TO CONFRONT PHYSICAL DIFFICULTIES.

An assist is not normally done in a formal session. The way the term has been used is a very simple activity to relieve an immediate troublesome difficulty.

An assist is much more specifically and definitely anything which is done to alleviate a present time discomfort.

An assist could happen almost anywhere. At the beginning of a session, no matter how formally this session is constituted, you are running an assist.

You have an auditing room. You have a preclear, and you are the auditor. You know all these things, but the preclear doesn't. Don't call it a formal session. Tell the preclear that it is an assist and that you are not intending anything very strenuous. In rendering an assist you should tell the preclear that "this is just an assist" to try and ease the pain in his hand a little, after which you are going to stop.

The handling of an assist as an auditor is different than the handling of a formal session since the factor of control is notably slackened, sometimes almost completely missing.

One of the factors in assists is that an assist has as a large part of its anatomy, "trying to help." Just remember that you are only trying to help and don't get your heart broken by the fact that the fellow's broken spine doesn't heal instantly.

Another factor is that an assist is differentiated and defined as addressing the game someone knows he is playing.

What techniques would comprise an assist? Anything that would help. And what are these? One of the easiest ones to render is Locational Processing. You tell the person, "Look at that chair. Look at that ceiling. Look at that floor. Look at that hand," (the auditor pointing to the objects), when he has an injured hand, and the pain will diminish. This is a very easy assist.

For example, a person has a bad shoulder. You touch his hand of the same arm and say, "Close your eyes and look at my fingers." Make sure that he keeps his eyes closed. You then touch him on the elbow and say, "Look at my fingers." Do this anywhere on his body. Just touch him and say, "Look at my fingers."

This is a communication process which eases his attention over from a concentration upon the injury to something else which is quite near the injury and thus doesn't result in too much of a shock. It reduces havingness but it is positive and gets positive results. It can be done by an untrained person.

You can teach this assist to anybody. You say, "If somebody has a bruise, injury, a burn, a cut, the way to handle this is to tell the person to close his eyes, and then you touch the area near and distant from the vicinity of the injured area, asking them, with their eyes closed, to look at your fingers. You contact them this way many times. They will experience sudden pains in the area, and you will discover that the 'psychic trauma' has been discharged."

You will find that most people do not have any upset about physical contact. Most people think that this is the thing to do.

Say you wanted to render an assist on somebody who had a very indefinite difficulty. That is the hardest one to render an assist on. The person has a pain but he cannot say where. He doesn't know what has happened to him. He just *feels* bad. Use Locational Processing as such. You will find out that this process will work when other processes fail.

An assist carries with it a certain responsibility. If you give an assist casually to somebody out in the public and do not shove a calling card in his pocket, you are making an error. The reason for this is that he will not know from whom and where help came. An auditor goes through life and he casts his shadow upon many people and they have really no cognizance of what has happened at all if he is rendering an assist. He says, "Do this, do that"—maybe he wins, or maybe he loses because this is the type of session least calculated to procure orderly results. But in the main these people have been helped. They don't know really by what, except some word that the auditor kept saying. They don't even know that he is an auditor. They don't know anything about it at all. Show a person where he can obtain further assistance, and by whom the assistance was given.

Be yourself. Be positive. Be professional and definite. Have a calling card and make sure the card is easily enough understood. Don't ask them for permission. Just do it. No reason to wander around and give them funny notions. If you are going to help some stranger out, help him out. Don't explain to him or any bystander, otherwise you are likely to stand there explaining, waiting for somebody's permission. Don't bother with that. You act as though you are the one in charge and you will be in charge. And this is part and parcel of the knowledge of how to do an assist. You have got to be the person in charge. This has to be so good, as far as you are concerned, that you overcome the informality of the session to a very marked degree. If you do it extremely well, the assist will amount to auditing.

Say, for example, there is a big accident and a crowd of people are pressing around. The police are trying to push the people back. Well, push the people back and then push the policeman back. Say, "Officer, keep these people at a distance." Then you lean over the victim and snap him back to rights. If you are enough THERE, everybody else will realize that you are the ONE that is THERE. Therefore, such things as panic, worry, wonder, upset, looking dreamily into the far distance, wondering what is wrong or what should be done are no part of your make-up if you are rendering an assist. Cool, calm and collected

should be the keynote of your attitude. Realize that to take control of any given situation it is only necessary to be there more than anybody else. There is no necromancy (magic; conjuration of the spirits of the dead in order to predict the future) involved. Just BE there. The others aren't. And if you are there enough, then somebody else will pull himself out of it and go on living.

Understand that an auditor when rendering an assist must make up with presence what he lacks in surroundings and agreements. It all comes under the heading of willingness to be there and willingness to control people.

One of the ways of convincing people of beingness and of being there is to exercise control—positive, undeniable Tone 40 exercise of control. Start to control the situation with high enough ARC, enough presence and factuality—there won't be anybody present that won't step back and let you control the situation. You are entitled to it in the first place because of senior "know-how." The control of body attention or thought comprises the majority of your knowledge. The majority in Scientology simply points in this direction. The observable thing is control of attention, objects and thoughts. When you have good confidence of being able to handle these, and when you positively know how to do these, then you can make sure that everybody else knows you can do this, and you make them realize this by doing it. You have all of these things available in rendering an assist.

You might never think of a riot as being a situation which necessitated an assist, or an assist as applicable to a riot, but a riot is simply a psychosomatic momentary injury or traumatic condition on the third dynamic. Could you settle a riot? Well, if you can settle a riot, you can certainly settle one person who is in a riot. The antithesis of any pain, disturbance or tumult is order. The thing which controls tumult is order; and, conversely, the thing which controls order is tumult. You need only bring order into a confused situation and bring confusion into an orderly situation to control everything in the field of motion, action and objects.

This is a fantastic simplicity and one which takes some grasping. Conceive as order, merely a fixed position, idea and attitude. A policeman knows what he is supposed to do. Maybe he will put on a tourniquet or maybe he won't. Keep the people away and stop everything is his idea of how it should be. Now you can aid or abet the order he is creating, or cancel the order by creating a confusion which he cannot handle. Of the two, the first is the best in that situation. You aid and abet and cap the order he is creating. If you were to accuse him of having a confused accident scene, which is by now not at all confused, and ask him to straighten it out, you would channel his attention in the direction it is already gone, and so you control his attention.

Remember, those people are still moving a little bit; they are still breathing. There is still a tiny bit of motion going on. If you were to ask him something on the order of "Can't we have it a little quieter and more orderly here?" he would at once perceive that there was far too much confusion and motion, and he would simply come under your direction because you have simply channeled his attention in the direction it was already going. Therefore, you have taken control.

If you ever want to overset a fixed order, create a confusion. If you want to overset a confusion, create a fixed order. Pick out of the scene those beings in the

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scene whose attention is channeled in the direction you want attention to go, and you aid and abet that attention which already exists. Or, where you have too many fixed positions and fixed ideas to overcome, you simply take those turbulent individuals in the scene who are creating the confusion against those fixed ideas and channels and you make their confusion much more confused, at the same time yourself imposing another order in another direction.

The mechanics of taking over any confused scene are simply the mechanics of trying to get a preclear to see through the morass of cross purposes, commands, ideas, and environments in which he has lived. And whether that applies to the third dynamic or otherwise, the laws are still there and it tells you then that the imposition of order on a preclear comes foremost in an assist.

In an assist you always count on the fact that the thetan himself would, if he could, do the right thing. If you work on that postulate you will never be wrong. Get the idea that it is something else trying to do the wrong thing. The keynote of a thetan is order.

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use first aid. You should understand that first aid *always* precedes an assist. You should look the situation over from the standpoint of how much first aid is required. Maybe you will find somebody with a temperature of 106 degrees. It may very well be that he needs to lie down and be covered up, and though antibiotics are much overrated, he might be better off with a shot of one of these than with an assist at that time.

Auditing will not shut off a pumping artery, but a tourniquet will. If you are going into the zone of accidents, you are going to be in the vicinity of a great deal of destruction and chaos, and you are very foolish not to have your Red Cross First Aid Certificate. You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

An assist is auditing on several dynamics. It is, therefore, much harder to do than auditing in a formal room as it requires presence. You must bring yourself to face the fact that you have to give enough presence and enough control to enough dynamics to bring the environment into a compliance with your postulate. If you postulate that somebody is going to pick up his bed and walk, then you have to be willing to move and be capable of moving around the people who are going to watch him pick up his bed and walk.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor and as she is going down, she grabs the butcher knife as it falls. You go in and say, "Well, let me fix that up." One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the first aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. She becomes introverted into the cut to the point that she

wouldn't particularly notice what you were doing. But you relieve the anxiety that all her blood is pouring out; your first attention to the case is attention to the environment.

Next you would make her sit down. To remove her from the scene of the accident is not as desirable as auditing her there. That is directly contrary, perhaps, to what you believe, but it is true. That is why you bring a little order into the environment. You position her and then you are ready for techniques. It is quite remarkable, for you have manifested order in a much wider sphere than a cut hand in order to bring about a healing of the cut hand. If you understand that your responsibility always extends much wider than the immediate zone of commotion, you never miss. If you bring order to the wider environment, you also bring it to the narrower environment. If you bring it into the narrower environment, you also bring it to the wider environment. It is a gradient scale of how much order you can bring.

In processing, you have to control or direct attention, objects, person or thoughts of the injured person. If you are really good on the subject of assists, you will direct an additional thing: his knowingness. You can control a man's knowingness rather easily, but it is hard to see it. About the first thing that you can observe about somebody is his person. You are trying to straighten it out. Don't think even though you have this person sitting down that you have straightened it out, because it is still messed up. But there is something that you can straighten out easily—and that is his attention. If you could heighten his attention and his knowingness at the same time, you would really be in wonderful circumstances. You always shift and direct his attention, hence Locational Processing.

Because he is injured you are not going to move his person around. You have got his attention. Don't try to shift his thoughts around at first because they are dispersed and chaotic. This leaves you his attention only.

If someone is in terrible condition and he is really writhing around, and you want to render an assist, you don't wait until he stops writhing. He is liable to stop writhing dead. What you do with him is to direct his attention. You tell him to *"Shut your eyes and look at my fingers."* You press your fingers hard enough so that he can't help but put his attention on them. In this wise you can always have a successful assist, because assists all come under the heading of control. The beingness of the person and his presence makes the control possible. So part of control is always presence, identity, person, the one who takes charge and has things under control. When you are able to control his attention, his body and thoughts, then he will be in session and you are no longer doing an assist.

Assists dominantly require that you direct the attention of the preclear and dispose his person one way or the other and eventually take over control of his thoughts on the subject. But by the time you have all these three in line, you are no longer doing an assist.

So what you really do is do an assist up to the time the person can handle the incident or pain, put him in a more favorable environment and give him auditing. So the assist is what you do on the street and auditing is what you do in the auditing room when he comes to you after your assist has been successful.

L. RON HUBBARD
Founder

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Remimeo
Tech/Qual
Class I Auditors
and Above

OP PRO BY DUP—END PHENOMENA

Exteriorization is an EP for the process Opening Procedure by Duplication, but is not the only EP. The reason Op Pro by Dup had an EP of exterior was because we didn't have Int–Ext then, and had to end it off on the first exteriorization.

The EPs for Op Pro by Dup include:

A. Flattened comm lags (per PAB 48) and no more change on the process.

B. A real big win with F/N, cog, VGIs and ability regained (per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA).

C. Exterior with an F/N, cog, VGIs.

In the presence of heavy overts, it is possible that a pc won't exteriorize on Op Pro by Dup.

Overts are handled on Exp Grade II. Op Pro by Dup could grind on and on for as long as 50 hours with no change in an attempt to run it to Ext, when it's an out-Grade II.

Nothing in this HCOB should be used to quickie Op Pro by Dup.

L. RON HUBBARD
Founder

Remimeo

VITAMINS

(Originally written by LRH for the *Apollo* OODs of
24 Oct. 71. Issued as an HCOB on 4 Nov. 80.)

(*Note:* This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

I have found some crew members are having stomach trouble:

Do not take vitamins in transparent *gelatine capsules.* The capsule melts in the upper stomach and can give you what feels like a stomach ulcer—too full, burning, pain after eating.

This is because the vitamin powder is dumped by the capsule, when it melts, into the upper area instead of the lower intestine as it should be.

A *coated* tablet is the answer. It's called "enteric (for intestine) coated."

There are "enteric gelatine capsules" made which dissolve an hour after being taken. You put vitamin powder in them.

To handle the "ulcer feeling"—pain or too full or burning—one takes two aluminum hydroxide tablets (one trade name is Maalox No. 2) (chewing them up) and a few swallows or a glass of milk every couple hours and in a day or two all should be back to normal—unless of course you continue to take harsh, fast-dissolving pills!

L. RON HUBBARD
Founder

HCO BULLETIN OF 24 OCTOBER 1971RA
REVISED 25 MAY 1980

Remimeo
Add to
  E-Meter Books,
  Studies,
  Checksheets

FALSE TA

Refs:

HCOB	8 June	70	LOW TA HANDLING
HCOB	16 Aug.	70R	C/S Series 15R
Rev. 7.7.78			GETTING THE F/N TO EXAMINER
HCOB	12 Nov.	71RB	FALSE TA ADDITION
Rev. 25.5.80			
HCOB	15 Feb.	72R	FALSE TA ADDITION 2
Rev. 26.1.77			
HCOB	18 Feb.	72RA I	FALSE TA ADDITION 3
Rev. 25.5.80			
HCOB	16 Feb.	72	C/S Series 74
			TALKING THE TA DOWN, MODIFIED
HCOB	23 Nov.	73RB	DRY AND WET HANDS MAKE
Rev. 25.5.80			FALSE TA
HCOB	24 Nov.	73RD II	C/S Series 53RL SHORT FORM
HCOB	24 Nov.	73RE I	C/S Series 53RL LONG FORM
HCOB	19 Apr.	75	OUT-BASICS AND HOW TO GET THEM IN
HCOB	23 Apr.	75RA	VANISHING CREAM AND FALSE TA
Rev. 25.5.80			
HCOB	24 Oct.	76RA	C/S Series 96RA
			DELIVERY REPAIR LISTS
HCOB	10 Dec.	76RB	C/S Series 99RB
Rev. 25.5.80			SCIENTOLOGY F/N AND TA POSITION
HCOB	21 Jan.	77RB	FALSE TA CHECKLIST
Rev. 25.5.80			
HCOB	24 Jan.	77	TECH CORRECTION ROUNDUP
HCOB	26 Jan.	77R	FOOTPLATES USE FORBIDDEN
Rev. 25.5.80			
HCOB	30 Jan.	77R	FALSE TA DATA
Rev. 25.5.80			
HCOB	4 Dec.	77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB	13 Jan.	77RB	HANDLING A FALSE TA
Rev. 25.5.80			

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

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

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

TA USE

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

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

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

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

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

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

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

For reasons given below, the TA was at 3.0 but was reading falsely at "4.0."

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

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

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

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

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

TRIM

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

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

The trim can be quietly checked in midsession by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.

DISCHARGED

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

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

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

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

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

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

ONE–HAND ELECTRODE

A single-hand electrode with two terminals separated by a rubber works. BUT it *always* gives a falsely high TA.

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

The answer is to make a "single-hand" electrode out of two small cans (about 3¾ inches by 2⅛ inches or 9½ cm by 5½ cm) (or even smaller for a very small-handed pc). Glue a thin circle of foam rubber solidly to the bottom of one can so it reaches out slightly around the bottom. (Don't glue it up the sides.)

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

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

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

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

(As an added tip, a Solo auditor usually keeps the back of his hand on his leg while Solo auditing. The small 7½ volt current gives a tingle to the leg that is distracting when one's hand is moist. Put a piece of foam rubber in a plastic sack. Lay the sack on the leg, put your hand on this pad. It insulates the area and is very comfortable.)

MOIST HANDS

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

Contrary to nineteenth-century superstition, the meter does not work on sweat. Very sweaty hands as found on nervous persons gives a false TA. It goes low.

Many "low TA cases" are just sweaty-hand cases.

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

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

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

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

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

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

DRY HANDS

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

This can give a wildly high TA.

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

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

ARTHRITIC HANDS

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

This gives a high TA.

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

SLACK GRIP

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

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

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

CAN SIZE

The most common fault is wrong can size.

For a normal or large-handed pc the can size is about 4⅞ inches by 2⅝ inches or 12½ cm by 7 cm. This can be altered as big as 4½ inches by 3 inches diameter or 11 cm by 8 cm. This is standard.

This can is too large for people with small hands. These should use a can 3¾ inches by 2⅛ inches or 9 cm by 5 cm diameter or thereabouts.

A small child would be lost even with that can. So a small 35-mm film can could be used. This is 2 inches long by 1³⁄₁₆ diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

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

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

COLD PC

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

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

The auditing environment is the responsibility of the auditor.

LATE AT NIGHT

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

This TA will be found normal in regular hours.

RINGS

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

FLOATING TA

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

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

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

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

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

RUSTY CORRODED CANS

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

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

TIGHT SHOES

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

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

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

Tight shoes.

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

You have to fit the pc to it.

Good luck.

L. RON HUBBARD
Founder

Remimeo

DRUG DRYING OUT

It occasionally happens that someone is still on drugs when he or she requires drug processing.

This sets up a very rough problem.

DRUGS PREVENT ANY CASE GAIN.

If the person is still on drugs, processing will have little effect. He will not cease to be a drug addict. The drugs trap him.

When the world went druggie (about 1960), this problem of drying out became one of the first order. It was not just a problem to us. All pre-Scientology efforts failed—and had been failing for all man's history. But relatively small numbers had been involved. After 1960 the problem became planet-wide.

Our first organization to handle this was Los Angeles. They made the person cease to take drugs for 6 weeks, then audited the drugs out. Most of these cases stayed stable and thereafter had case gain and were no longer condemned to an eternity of disability.

However, some were unable to stop taking drugs.

What is called WITHDRAWAL SYMPTOMS set in. These are the body and mental reactions to no longer taking drugs. They are ghastly. No torturer ever set up anything worse.

The patient had this problem then:

A. Stay on drugs and be trapped and suffering from here on out.

B. Try to come off the drugs and be so agonizingly ill meanwhile that he couldn't stand it.

This was a dead-if-you-do, dead-if-you-don't sort of problem.

Medicine did not solve it adequately. Psychotherapy was impossible.

Two approaches now exist to this withdrawal problem.

1. Light Objective (look outward, take attention off body) Processes ease the gradual withdrawal and make it possible.

2. Nutritionist experiments indicate that vitamins assist the withdrawal.

Objective Processes are covered elsewhere in this material.

VITAMIN THERAPY

According to world-renowned nutritionist Adelle Davis, vitamin therapy has had success in handling withdrawal symptoms.

Instead of just telling the person to break off drugs with all that suffering and danger of failure, the patient is given heavy doses of vitamins. The data is repeated here for information.

DRUG BOMB ONE DOSE

1,000 milligrams of niacinamide (*not* nicotinic acid as it is severely toxic in such amounts). This for any mental disturbance.

500 milligrams of magnesium carbonate (to make the vitamin C effective).

2,000 milligrams of vitamin C.

25 milligrams of B_6.

200 milligrams of B complex.

100 milligrams of pantothenic acid.

ADMINISTRATION

The bomb is given four times a day, roughly every six hours.

It is given in a mild preparation that furnishes intestinal flora, such as yogurt.

GREAT CAUTION must be used to give the dose in such a way that the vitamins will not corrode the stomach. If this is neglected, the patient can be given a false duodenal (upper intestine) ulcer and will be unable to continue the treatment. Druggies are usually in terrible physical condition anyway. Thus, all the above would have to be in "enteric coated" capsules, meaning an intestinal shielding must be on the pills so they gradually dissolve and don't hit the sensitive upper stomach hard enough to corrode it.

Thus, milk with powdered amino acids in it would have to be given to wash the pills down.

In testing these recommendations, stomach corrosion from the bomb was the main barrier noted.

If the bomb is given without any cushion, the patient can (a) feel too full after eating, (b) have a stomachache, (c) have a burning sensation, (d) the exterior of the stomach can get sore. These are all stomach ulcer symptoms.

If such symptoms turn on, end off the vitamins. Aluminum hydroxide tablets chewed up and swallowed in milk each time the symptoms start will ease the stomach. Amino acids, intestinal flora and milk must then be given until the stomach gets better.

Shots, with a needle, especially of vitamin C, can be too painful. Not the needle, that's nothing; but the vitamin itself.

Such medication is in a crude state of research, mainly because of the violent hostility earlier exerted against vitamin people by the American Medical Association and other reactionaries to anything beneficial or new.

It is hoped that the stomach corrosion factor can be lessened by new preparations which do the same thing but less violently.

I am not particularly advocating the use of the Drug Bomb but as a pioneer in this area of research I feel that any data of value on the subject of drug withdrawal should be widely published.

The difficulties and agonies of withdrawal are the primary failure point in trying to salvage a being from the insanity of drugs.

SUMMARY

People who have been on drugs do not make case gain until the drugs are handled in processing.

Processing such as Dianetics is not effective when done on a person who is taking drugs.

Withdrawal from drugs sometimes sets up a violent physical reaction too painful or depressing to be continued and the person goes back on drugs.

Anyone on drugs or who has taken drugs is doomed as a being—just like that. He or she will cave right on in and finish up in the ashcan from here on out.

Only processing by Dianetics and Scientology can handle the effects of drugs fully. No other technology, medical or biochemical, has ever helped—we have thousands of cases to prove this completely.

The primary barrier to processing is getting the person off drugs and keeping him off until he can be fully audited. Then he will be very okay. Two means to do this are known—(A) light Objective Processes while "drying out" and (B) nutritional therapy.

(A) and (B) can be combined.

Neither (A) nor (B) will fully handle drugs. The person on vitamins if not processed will relapse.

Vitamins are not drugs. They are nutrition. A person can be processed while on them.

By close application of these principles, the person can be salvaged.

And having been salvaged can go on up to greater freedom and ability.

He won't make it otherwise by any other known technology.

L. RON HUBBARD
Founder

Only processing by Dianetics and Scientology can handle the ~~effects~~ of drugs fully. No other technology, medical or biochemical has ever helped — we have thousands of cases to prove this completely.

Remimeo

VITAMIN C

(Originally written by LRH for the *Apollo* OODs of
27 Oct. 71. Issued as an HCO PL on 4 Nov. 80.)

(*Note:* This data is given for information alone and is not intended to
prescribe or otherwise treat an individual. All prescriptions and treat-
ments should be done in due accordance with the medical laws of any
country in which a person seeks treatment.)

There are vitamin C tablets that don't upset the stomach. 500 mg VITA-
SCORBOL (French) can be taken in any quantity. They taste like circus lemonade
if you care to suck them or chew them up. No stomach recoil.

Don't lay off vitamin C. This is the only vitamin the body doesn't make so
far as is known. It prevents scurvy.

If you feel you want something to drink or eat and you don't know what it
is—it's vitamin C. Take some and the odd craving goes away.

C can be taken up to thousands of mgs. It helps cure colds and a long list of
things including fever, recovering from illness and fatigue.

When vitamins don't work, there's an aberration in the way of it. Same is
true of any medicine or hormone.

Mind monitors structure. That couldn't be discovered until someone knew
how to handle the mind! Namely us.

L. RON HUBBARD
Founder

HCO BULLETIN OF 29 OCTOBER 1971RA
REVISED 24 SEPTEMBER 1978

Remimeo
Auditors Cl V
  and above
C/Ses
Int RD Checksheet
Cl IV Grad
  Checksheets

Interiorization Rundown Series 12

INT RUNDOWN CORRECTION LIST
REVISED

PC: _____ DATE: _____

PC GRADE: _____ AUDITOR: _____

The purpose of this list is to correct an unflat, overrun or otherwise messed up Int RD.

This list is used when:

A. The subject of Int/Ext reads on a repair list and the Int RD has already been run.

B. A bog occurs on the Int RD itself. An L3RF would first be used to detect any Dianetic errors.

C. The pc is upset after the Int RD or the End of Endless Int Repair RD, has head somatics, high or low TA, or is not VGIs on the subject of going into things.

Note 1: Per HCOB 12 Sept. 78, DIANETICS FORBIDDEN ON CLEARS AND OTs, Dianetic Clears, Clears and OTs are not to be audited on the Int RD, as it uses Dianetics. They may be given the End of Endless Int Repair RD, as it is a Recall Process.

The following list may be assessed on Dianetic Clears, Clears and OTs, however, as (1) it also applies to the End of Endless Int Repair RD and (2) the pc may have been run on the Int RD before the above HCOB was issued.

If a Dianetic Clear, Clear or OT reads on any question which calls for a Dianetic handling (Ex: questions 2, 3, 4, 7, 9, 29) the Dianetic handling is *not* done. Do NOT engage in any activity that brings about further engram running.

The correct action, if you get a read on one of the above questions, is to *indicate* it and let the pc tell you about it if he wishes, to bring it to an F/N.

Where the handling calls for an L3RF, an L3RF could be assessed, but you must *not* do more than *indicate* the reading questions. You must *not* engage in engram running.

Otherwise, the handlings given on the Int RD Correction List may be done on Clears and OTs. A Clear or OT who then has any further unresolving Int trouble would be referred to an AO for handling.

Note 2: If the pc has had only the End of Endless Int Repair RD, do not assess those questions marked with an asterisk (*) (questions 2, 3, 4, 29), or do any repair action that calls for Dianetics.

———————

Assess this list Method 3.

Take up each item that reads and get the reading item fully repaired to F/N. Suppress and False can be used as needed to take a question to F/N. Handle each read to F/N. Do not go on to another question leaving one that has not F/Ned.

If at any time while doing the list, the pc has a big win with F/N VGIs, acknowledge, indicate the F/N and end off. Do not take the list beyond a major win for the pc.

R–FACTOR: We are going to do an assessment concerning the subject of interiorization. (If pc does not understand this R-factor, clear up what the Int RD or the End of Endless Int Repair RD was as he may not have recognized it.)

———————

1. **ON YOUR INT HANDLING IS A RECALL FLOW UNFLAT?** _____

   (Assess the following, using the Int button the pc has been run on.

   Is "recall a time when you [Int button]" unflat?

   Is "recall a time when you caused another [Int button]" unflat?

   Is "recall a time when others caused others [Int button]" unflat?

   Is "recall a time when you caused yourself [Int button]" unflat?

   [Assess on Quad pcs only.]

   For Int RD: Flatten the unflat flow[s] to F/N Cog VGIs.

   For End of Endless Int Repair RD: Pick up the unflat flow and handle to four F/Ning flows on that Int button. Then reassess the Int buttons, as the entire RD may not have been flattened and will now need to be.)

*2. **ON YOUR INT RD WAS A CHAIN OR INCIDENT LEFT UNFLAT?** _____

   (Find out which one[s]. Handle with an L3RF.)

*3. (NOTE: Assess #3 only on pcs who've had the original Int RD, not the revised Int RD.)

IS A SECONDARY FLOW UNFLAT? _____

(L3RF and handle.)

*4. **IS AN ENGRAM FLOW UNFLAT?** _____

(L3RF and handle.)

5. **WAS SOME PART OF YOUR INT HANDLING MISRUN?** _____

(Find out what.

For Int RD: Handle with an L3RF any messed up chains.

For End of Endless Int Repair RD: Straighten out any messed up Recall flows and handle per #1 above.)

6. **DID YOU RUN THE CONCEPT OF "BEING IN" OR "BEING STUCK IN" INSTEAD OF THE CONCEPT OF "GOING IN"?** _____

(Sort it out. Find out what was run. Handle any confusions. If it is established that he didn't run the concept of "going in" on _whatever_ the running button was, check the button for read. If it reads, run the Int RD or End of Endless Int Repair RD properly. Do not run the RD if the button doesn't read.)

7. **WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED?** _____

(Indicate it. Get the item the pc was actually running and take it to full EP if not yet flat. Then recheck the item that was assessed, put in Suppress and Inval as necessary and, if charged, run the item that was assessed [on whichever RD the pc had].)

8. **DID THE INT BUTTON ASSESSED HAVE NO CHARGE ON IT?** _____

(Indicate the button was uncharged and should not have been run and all actions connected with it should not have been run. Date/locate if necessary.)

9. **WAS THERE ANOTHER INT BUTTON THAT SHOULD HAVE READ?** _____

(Get what it was and note its read as the pc gives it. Find out if the Int button that was taken up instead is charged. If so, complete any handling on it to F/N. If not, handle as in #8 above. Then handle the new item, if charged, on Int RD or End of Endless Int Repair RD, whichever applies.)

10. **ON YOUR INT HANDLING WERE YOU RUN ON A RECALL FLOW THAT HAD NO CHARGE ON IT?** _____

(Find out which one and indicate that that flow should not have been run.)

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11. **CAN'T YOU GET IN?** _____

(If so, L&N to BD F/N item, "Who or what was afraid to go into things?" Then run alternate repetitively, "What did [item found] do?" "What did [item found] withhold?" to an F/N and a blow.)

12. **DO YOU HAVE AN OUT–LIST?** _____

(Handle with L4BRA.)

13. **WAS THE RUNDOWN DONE OVER AN ARC BREAK?** _____

                       PROBLEM? _____

                       WITHHOLD? _____

                       OVERT? _____

(Indicate and handle to F/N.)

14. **WAS THE RUNDOWN DONE OVER SOME OTHER BYPASSED CHARGE?** _____

(Find out what and handle.)

15. **WAS THE WORDING OF THE RUNDOWN BADLY CLEARED?** _____

(Fully clear all MUs to F/N.)

16. **ON YOUR INT HANDLING WAS THERE A MISUNDERSTOOD WORD?** _____

(Fully clear all MUs to F/N.)

17. **WERE YOU CONFUSED ABOUT SOMETHING?** _____

(Clear it up with the correct references. Itsa E/S itsa to F/N.)

18. **DIDN'T YOU UNDERSTAND WHAT THE RUNDOWN WAS FOR?** _____

(Clear this up with correct references. Itsa E/S itsa to F/N.)

19. **WERE YOU THINKING OF LEAVING DURING INT?** _____

(Itsa E/S itsa to F/N.)

20. **WERE YOU LEAVING A POST?** _____

(Itsa E/S itsa to F/N.)

21. **WERE YOU TRYING TO GET A POST?** _____

(Itsa E/S itsa to F/N.)

22. **ANYTHING TO DO WITH JAILS?** _____

(Itsa E/S itsa to F/N.)

23. **ARE YOU WANTED ANYWHERE?** _____

(Itsa E/S itsa to F/N.)

24. **ARE YOU AFRAID THAT IF YOU GET OUT YOU WILL CAUSE DAMAGE?** _____

(Itsa E/S itsa to F/N.)

25. **WOULD LETTING YOU OUT BE AN OVERT?** _____

(Itsa E/S itsa to F/N.)

26. **HAVE YOU FAILED TO GET OUT IN AN EARLIER RELIGION OR PRACTICE?** _____

(Itsa E/S itsa to F/N. Note for C/S to handle earlier practices on program.)

27. **DO YOU JUST MOVE BACK INTO THE BODY AND PUSH AGAINST IT?** _____

(Itsa E/S itsa to F/N.)

28. **WERE THERE AUDITOR ERRORS?** _____

(Indicate. Sort it out and clean up BPC. If R3RA errors, use an L3RF [except for Clears, etc.], L1C if necessary.)

*29. **WERE THERE ERRORS ON ENGRAMS?** _____

(Find out what and handle with an L3RF.)

30. (Assess only on Dianetic Clears, Clears or OTs.)

WERE YOU AUDITED ON DIANETICS AFTER GOING DIANETIC CLEAR OR SCIENTOLOGY CLEAR? _____

(Indicate that he should not have been run on Dianetics after Clear. If no F/N, date/locate when he went Clear.)

31. **HAS INT BEEN NEGLECTED FOR A LONG TIME?** _____

(Indicate. Itsa E/S itsa to F/N.)

32. **ARE YOU WORRIED BECAUSE INTERIORIZATION CONTINUES TO READ?** _____

(Indicate. Itsa E/S itsa to F/N.)

33. **ARE YOU CONCERNED BECAUSE YOU HAVE TO BE REVIEWED?** _____

(Indicate. Itsa E/S itsa to F/N.)

34. **WAS THE INT RUNDOWN [END OF ENDLESS INT REPAIR RUNDOWN] ALREADY FLAT?** _____

(Indicate. Date/locate the flat point.)

35. **WAS YOUR INT HANDLING OVERRUN?** _____

(Indicate. Date/locate the flat point.)

36. **WAS INT HANDLING UNNECESSARY IN THE FIRST PLACE?** _____

(Indicate. If no F/N, date/locate the point he felt good about going into things.)

37. **DID YOU FEEL FINE ABOUT GOING INTO THINGS TO BEGIN WITH?** _____

(Indicate it. If no F/N, date/locate that point.)

38. **IS YOUR INT HANDLING PERFECTLY OKAY?** _____

(Indicate. If no F/N, date/locate the point he felt good about going into things.)

39. **HAS YOUR INT HANDLING BEEN OVERREPAIRED?** _____

(Indicate. Date/locate the flat point.)

40. **HAS INT BEEN RUN SEVERAL TIMES OVER?** _____

(Indicate. Date/locate the flat point.)

41. **HAS THE INT RUNDOWN CORRECTION LIST BEEN OVERDONE?** _____

(Indicate. If no F/N, date/locate the point he felt his Int RD was repaired.)

42. **ON YOUR INT HANDLING DID YOU GO PAST A WIN?** _____

(Indicate. Rehab the win to F/N VGIs. If no F/N, date/locate that point.)

43. **DURING YOUR INT HANDLING DID YOU GO EXTERIOR?** _____

(Indicate. Rehab to F/N VGIs. If no F/N, date/locate that point.)

44. **IS THIS ACTION UNNECESSARY?** _____

(Indicate. If no F/N, itsa E/S itsa to F/N.)

45. **IS THERE SOMETHING ELSE WRONG?** _____

(Find out what and handle.)

L. RON HUBBARD
Founder

Remimeo
C/Ses
Auditors
Cramming

C/S Series 44R, Addition

THE SEQUENCE OF PROGRAMS

(Taken from an LRH briefing to
tech personnel in October 1971)

Progress Programs (Repair) also follow the sequence laid out in HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PRE-PARED LISTS.

The first action of a Progress Program would of course be to ensure that any reasons for false TA per HCOB 24 Oct. 71RA, FALSE TA, were handled.

The Progress (Repair) Program MUST then handle the following:

Int Rundown (or Int repair if rundown already done and Int still reads).

Repair of past listing actions.

Doesn't want auditing and all out-ruds.

Full drug handling per C/S Series 48R.

Full handling of psychiatric and psychoanalytic treatment, etc., handled R3R Narrative Triple. (Data from GF 40XR and Pc Assessment Sheet.)

Incomplete or tangled engram chains and other things may also need handling to fully repair the pc. The various prepared lists are used to get all the data on what needs handling on a Progress Program.

Any other reason for resistiveness as a case.

These things above are the things that prevent or slow case gain. Just handling them correctly and fully gives the case terrific wins. Failure to handle them sets the *pc,* the *C/S* and the *auditor* up for losses.

Once the pc's case is fully repaired with the Progress Program, he is then set up for excellent gains and will be very auditable. He is now put onto the Advance Program which completes any incomplete grade cycles and fills in any missing ones as it takes him up the Grade Chart. (See HCOB 31 May 71R, C/S Series 39R, STANDARD 12½-HOUR INTENSIVE PROGRAMS.)

Processes should *not* be extracted from the Expanded Grades and other *standard programs* for use in Progress Programs (Repair) or "Special Program" but should be taken from other sources, so as not to break up the standard program for later use on the case.

L. RON HUBBARD
Founder

Compilation assisted by
Training and Services Aide

Remimeo

Auditor Admin Series 15

C/S Series 66

AUDITOR'S WORKSHEETS

A very fast way for a C/S to do himself in is to fail to insist on GOOD LEGIBLE HANDWRITING.

When a C/S has auditors who can't write well and rapidly, he gets misunderstood words when he tries to read the worksheets.

One temporary solution is to make the auditor block print the word in red above each hard-to-read word. Some auditors go to an extreme of block printing the whole W/S.

The more permanent solution is to have auditors in Cramming practice writing WELL and CLEARLY no matter how slowly and then, maintaining the same clarity, speed it up. The auditor after many such practice sessions winds up writing clearly and fast. This can be increased until an auditor can write clearly as fast as people talk.

The occasional headaches a C/S might get are not from the restim of the case he's studying but are from the words on W/Ses he can't make out.

If a C/S does not insist on both block print clarification *and* auditor writing practice, he will wind up not reading worksheets and may even get foggy about certain cases.

A remedy is to go back to the first folders not understood and get the words clarified and then keep this C/S Series HCOB IN.

L. RON HUBBARD
Founder

PS: In the nineteenth century secretaries wrote beautiful copperplate longhand faster than a man could talk. So don't say it can't be done.

Remimeo

URGENT

Word Clearing Series 25R
Tape Course Series 6R

TAPES, HOW TO USE

FOREWORD

The most appalling ignorance has existed on the use of magnetic recording tapes.

It is therefore of the greatest possible importance that the subject of tape use be grasped and gotten rapidly into effect.

Probably half the technology of admin and tech exists only on tape.

Tapes, incorrectly used, can be the source of endless misunderstoods. Because tapes have been almost uniformly misused in the past, these misunderstoods have added up to a general misunderstood on the subject of tapes themselves.

Students have been known to copy down the whole tape so they could study it. This is a complete waste of time and misuse of student study hours.

Some orgs even played advanced study tapes to the public.

European orgs have even played translation quality tapes (usually not auditorium quality) of OEC Volumes as raw public lectures! (And lost their audience through lack of quality and inaudible and strange words.)

Casual staff briefing tapes, not okay for release, of very bad quality, have been played to staffs of other orgs and the public.

There is no end to the abuses.

Therefore, for the benefit of understanding words alone, it is VITAL that tapes be properly used and not abused.

TYPES OF TAPES

There are four classes of tapes. These are:

1.   Course study tapes

2.   Public lecture tapes

3.   Briefing tapes

4.   Model performance tapes.

<center>**COURSE STUDY TAPES**</center>

Tapes made for courses are of two varieties:

a.   English, usually by LRH

b.   Translations, done by translators.

They are FOR COURSE USE. This is what the org sells—training on tech or admin.

These tapes appear on checksheets and are done at the points of checksheets where they are called for, and are done by Method 2 for tapes or Method 3 for tapes as required.

The foreign language tape courses are done from a special tape checksheet and are done exactly as laid down by Method 2 or Method 3.

None of these tapes are all written out by the student and then studied. This is a waste of time.

Further, such tapes are NOT played straight through with the student making notes of any misunderstood words "to look up later." This will blank out the tape content on the student's mind and knock out the student.

So to play a course tape straight through to any student is to risk a stupidity and a blow. IT IS NOT DONE. It does not matter whether the student takes notes of misunderstoods or not. A COURSE TAPE IS NOT PLAYED STRAIGHT THROUGH. Only the earphone, footpedal start-stop control procedures are used.

A course tape is NEVER PLAYED TO A GROUP OF STUDENTS. When played to more than one student, *some* student is going to get a misunderstood and there goes a blank student.

Two students don't even listen to a tape even on Method 2 Tape Word Clearing! One has the meter and footpedal and the other the earphones. The Word Clearer stops at each read. He does not otherwise listen.

Course tape quality must be good. All the words must be hearable and not inaudible. They must not be slurred or hard to make out.

The earphones and tape player used must be high fidelity—just any old earphones won't do.

The tape player "playing head" across which the tape passes must be clean—done by a cotton swab on a toothpick and cleaning fluid. The tape coating comes off on the playing head and after a time the sound is badly blurred.

Using a course tape any other way is now FORBIDDEN. Tests have shown that violations of this are the reason for student failures and blows and out-ethics.

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It goes without saying that the general handling of tape players and tapes must be well learned and practiced by Course Supervisors and students.

PUBLIC LECTURE TAPES

The probable reason stats fall after tape congresses is the misunderstood word.

Congresses seldom use really high fidelity equipment. Further, tape copying is often done by outside firms and the tape copies themselves may be of poor quality. The combination is deadly.

We looked for the reason for stat drops after tape congresses and this is the only explanation which has come forth.

Doingness congresses that are mainly seminars have been very successful. (By doingness is meant TRs—training drills—and other ACTIONS.) The relay of data to a public whose vocabulary is usually inadequate is not likely to win, as it hits their faulty vocabulary for one thing and uses new words for another. You can *show* somebody how to do things far better than you can tell him.

This, then, extends into Div 6 Introductory Actions as well. The relay of data comes AFTER the demonstration in action terms.

The possibility of possible bad playing speakers, possible low tape copy quality, the barriers of language not learned in the first place and the introduction of new mental concepts combine into a hurdle that makes tape or film public presentation adventurous.

Listening to public-type tapes, by using footpedal start–stop tape players, is being put in a special public course category.

Raw public tape and film presentations are however a must to keep the flavor and meaning of Dianetics and Scientology. So ensure excellent quality tapes and equipment are used with correct tapes for that public and you will have success.

BRIEFING TAPES

These are not to be confused with Special Briefing Course tapes.

A briefing tape is done to brief or debrief missionaires or to record a conference or to record special instructions to a person or group. It can then be used for reference or to settle any dispute. It can also be used to inform a staff or several staffs.

A briefing tape is, then, a tape designed for a special and informed audience.

If the tape quality is good and the audience is already a familiar or trained audience, a briefing tape can be played ONLY TO THE AUDIENCE FOR WHICH IT WAS INTENDED.

To do otherwise is to risk misunderstood words and noncomprehension of what it is all about in general.

"Ron's Journals" were *staff* briefing tapes. They began to be used for public. While they were not without success, one could no longer brief staffs on this line and the line was therefore cut. One could not make them with a security that they would be played to staffs.

An isolated briefing to a single executive on "these are our future hopes" has been thereafter used as a staff briefing of many orgs as "these are your orders."

Any tape is designed for a specific public.

Briefing tapes are especially subject to abuse by being played to wrong publics.

Any briefing tape which contains specific orders and plans which could be misunderstood should be played only to the individuals concerned with a stop–start footpedal and Method 3 Word Clearing, not going past any misunderstood.

After a person has been briefed verbally, it is very revelatory to then Word Clear 2 the tape made at the same time. It will often be found that misunderstood words lead to potential alter-is in the actions required.

Tape in this instance is an enormous help in assisting and clarifying briefings.

A group can be briefed if thereafter each is word cleared Method 3 or 2 on the *tape* afterwards, using standard tape Word Clearing.

Needless to say, such tapes must be of good quality.

MODEL PERFORMANCE TAPES

Tapes exist which give a standard of performance.

In Dianetic and Scientology auditing, student auditors have never been known to achieve a high standard of session presence and communication (and accordingly high results) without the careful study of tapes made of similar sessions by high-level auditors.

A student musician is unlikely to achieve professional performance level unless he has heard a professional play.

It would take a film or live demonstration to communicate a high standard of performance in a purely action subject. For instance, for centuries no one believed that Robin Hood could split his first target arrow with a second until a new generation worked on it and a few painfully recovered the lost art of archery and then demonstrated how it was done for others to *see*.

Tapes and films serve a vital purpose in maintaining a performance standard.

As these tapes and films show HOW it is done and the ATMOSPHERE and RHYTHM of ACTION they are not subject to Word Clearing.

CONCLUSION

Tape and film training is vital, valuable and has its role.

But like showing a child how to open a book and read, there is exact technology in USING tapes and films.

The first thing one must realize is that the use of tape and film is itself a technical subject that must be studied and learned. One does not naturally know it.

The failures of universities to make educated and civilized men is because their own professors know nothing of misunderstood words and so lectured happily on and on to a snoring student body. One professor of physics used to open the classroom windows wide in freezing winter "to keep his students from going to sleep in HIS class." And then stood on the platform and defined nothing as he rambled on. All it did for his class was give them coughs between snores!

The handling and use of tape and film in training and administration IS a subject.

By failing to know it and use that information, one can block the road for himself and all others to being learned and being free.

L. RON HUBBARD
Founder

HCO BULLETIN OF 12 NOVEMBER 1971RB
REVISED 25 MAY 1980

Remimeo
Add to
 E-Meter Books
 Studies
 Checksheets

FALSE TA ADDITION

Refs:

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

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

COLD CANS

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

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

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

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

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

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

FOOTPLATES

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

PCs WHO FALSIFY

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

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

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

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

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

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

They are easy to detect and easy to handle.

L. RON HUBBARD
Founder

HCO BULLETIN OF 20 NOVEMBER 1971RA
REVISED 10 APRIL 1991

Remimeo
Div IV HGC
Div V
Dept 13

HAS AND ESTABLISHMENT OFFICER SPECIALIST
AUDITING PROGRAM (Revised)

Ref:
HCO PL 20 Aug. 71 I   HAS TROUBLES

(This program has been revised
to improve results and stability.)

The HAS (HCO Area Secretary), any HCO Executive Secretary, HCO Cope Officer, HCO Org Officer, Tech Establishment Officer, any HAS deputy OR any executive or divisional head or staff member who shows a tendency to transfer or unstabilize staff members or who fails to hat others, *must* be processed especially in order to be totally stable on post.

The HAS and Establishment Officers are peculiarly subject to efforts to unstabilize them. These require the program to be done in any case whether stable or not.

Executives or staff members who show signs of obsessive transfer of the staff or org are also greatly benefited.

The HAS and Establishment Officer Specialist Rundown consists of processes which increase the ability to hold a position.

THE RUNDOWN MAY ONLY BE DONE WHEN NO EXISTING AUDITING PROGRAM IS ONLY PARTIALLY DONE. COMPLETE THE EXISTING CYCLE FIRST.

HAS AND ESTABLISHMENT OFFICER SPECIALIST RUNDOWN

Action   1.   C/S Series 53RM and handle.   _____

Action   2.   GF M5 and handle.   _____

Action   3.   Word Clearing Correction List and handle.   _____

Action   4.   Study Green Form and handle.   _____

Action   5.   Professional TR Course to full EP.   _____

Action   6.   Upper Indoc TR Course.   _____

Action   7.   Admin TRs.   _____

Action 8.   GF 40XRF and handle.   _____

Action 9.   L3RH Rundown. (Omit on preclears who have not had NED and on Clears and OTs.)   _____

Action 10.   PTS Rundown. *WARNING:* RUN ONLY IF PC OR PRE–OT IS ACTUALLY PTS AND IN NEED OF THIS RUNDOWN.   _____

Action 11.   CCHs. (Run or verify and rehab.)   _____

Action 12.   Hold It Still. (HCOB 23 July 71R, ASSISTS, Version B) (Run or verify and rehab.)   _____

Action 13.   Start-Change-Stop (SCS) on an Object. (Run or verify and rehab.)   _____

Action 14.   Start-Change-Stop. (Run or verify and rehab.)   _____

Action 15.   Op Pro by Dup (Book and Bottle). (Run or verify and rehab.)   _____

Action 16.   Effort Processing.   _____

Action 17.   Rising Scale.   _____

Action 18.   Verify Int is not out, if not run in No. 1. If Int is out, handle with Int RD or End of Endless Int Repair Rundown.   _____

Action 19.   Fly all ruds and overts "Recently."   _____

Action 20.   Program for further auditing in own org on Grade Chart (to include Expanded Lower Grades and a full NED program including handling per C/S Series 54, all as determined by the C/S).   _____

———————

Caution: Do not repeat processes already done on the pc.

The requisites to auditing this rundown are Class V Graduate Auditor and high-crime checked out on this HCOB and any specific auditing actions listed on this HCOB.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Tape Course Series 1

COURSE TRANSLATION TO TAPE

Translating Dianetic, Scientology study materials into foreign languages is inexpensively and effectively done by using "sight" (instantaneous) translation of bulletins, policy letters and tapes onto tapes.

The tape original is made, a copy master is made and thereafter copies can be run off for courses which can be attended by students, using only excellent tape copies and excellent reproduction equipment, and listened to with high fidelity earphones. Word Clearing technology is used to prevent the students losing interest because of misunderstood words.

The tape players used must be equipped with a foot pedal start-stop control.

The voice of the "sight" translator should be clear and the diction should be sharp and the tone should not be monotonous.

A "sight" translator is one equally good in 2 languages who can hear one language and speak the translation into the other language without hesitation. (They are employed in the UN.)

The material copied onto tapes can also be broken down into smaller reels for independent study.

By taking exact notes of the "auditing commands" and important rules the student will have the texts he needs for later reference.

The exact rundown of this is given:

In translating the materials of a course from a textbook or materials in one language to another, the following steps are taken.

PRIMARY TARGETS:

1. A person fully competent in both the languages and their cultures is found and retained.

2. The materials to be translated are made available.

3. A tape recorder which can be started and stopped easily without leaving clicks on the tape is procured. (Not a dictation machine.)

4. An adequate supply of regular recording tape is made available.

5. Other materials such as paper and ballpoints are made available.

6. A quiet place where interruptions and outside noises will not ruin the tapes is found and the person is set up there.

7. A person knowledgeable in the subject and the language in which the original is written is retained and assists the translator.

OPERATING TARGETS:

1. The translator (using Word Clearing technology and a dictionary to clear up any misunderstoods) rapidly reads or goes through the material to get a general grasp of the subject.

2. The technical assistant who knows the subject and the original language now goes through the materials with the translator. Every technical word or phrase or cultural idiom is underlined.

3. While underlining, the two persons decide on the correct translation of the technical word or phrase.

4. As these are decided, they are written down on note paper with a complete definition.

5. Each word, phrase and definition is translated into the language and written down on a separate sheet of paper.

6. The translated words, phrases and definitions will become a mimeographed glossary for the eventual student.

7. Each section and paragraph in the material is numbered.

8. With this glossary to hand, the translator now begins direct translation of the text onto tape. The number of the tape and its materials is given at the beginning of each tape used or new chapter begun.

9. The translator must be sure to read the materials in an interested voice and not let any hesitation or note of mystery creep in. The translator is actually lecturing and must sound so.

10. When the materials are complete, good production masters are copied off of the master tape. The master tape is set aside and not used further.

11. The production master is now cut into chapter lengths which are numbered the same as the book chapters.

12. Several sets of the chapter copies are now made and put in their boxes. Both tracks can be used. Even 4 tracks (not stereo) can be used.

13. The glossary in both the original language and the translated language is printed up along with course directions (which are described in another technical paper). The checksheet and course rules are also translated and *printed* in the local language.

14. The course is boxed in sets with the glossary and course directions.

Following this system one can rapidly produce sets of materials without the delays always experienced in printing as well as with cost reduction.

The tapes are listened to on individual tape players equipped with earphones and a foot pedal start-stop control (so the student's hands are free for taking notes and looking up words in the dictionary, etc.).

Learning rate in an aural society is much higher than in a society accustomed to print.

Even an illiterate person or a slow reader can be taught such a means.

A dictionary in the translated language must also be available in a classroom.

The quality of the translator's voice and clear diction are highly desirable.

L. RON HUBBARD
Founder

Remimeo
  (Translate into the
  Various Languages)
Staff
Supervisors

IMPORTANT

Tape Course Series 2

DIANETICS AND SCIENTOLOGY
IN OTHER LANGUAGES

Tapes and book translations of Dianetics and Scientology are being made into other languages than English.

It is necessary to know the MINIMUM materials an org in a non-English-speaking country would need to function.

It is not enough to have one book published. It creates a demand for services. The demand for service must be met. An HAS Course in the language is not enough since it is not income producing. Thus the org could not survive financially. It must survive financially to deliver the service.

Even in a total socialism the service would have to be given.

Giving service depends on an org having the means of training auditors who can audit well and establishing the organization. Then the org could audit preclears as well as train more auditors.

If the auditors who are trained can audit well, they will produce excellent results and public repute will spread.

An org must *produce* to survive. By production is meant training auditors who can audit, auditing pcs to a good result and making money, or in a total socialism, obtaining adequate support in ratio to production.

If an org just teaches an HAS Course or tests people, it will not be able to survive for it will not be able to obtain enough funds or support. For this it is vital to train lots of auditors and audit lots of pcs.

Without its staff knowing the basic data of organization, the org will have difficulties in giving service. The technology of administration is important.

Thus we get the MINIMUM materials in the language vital to an org's survival:

PRINTED MATERIAL

The book *Dianetics: The Modern Science of Mental Health* printed with hard covers in the language is vital.

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When members of the public read it and take an HAS Course they want training or processing or both.

This book placed in bookstores, advertised in magazines and sold by field staff members and the org itself, not only reaches the public but also in hard-cover form pays for its own distribution. As a paperback it does not pay for itself.

To this add testing materials printed in the language for intelligence and personality testing and their marking directions.

RECORDED TAPES

Recorded tapes and tape players in the org to play to individuals in classes is the easiest form in which to deliver data.

From such tapes students may take notes.

As time goes on the tapes will be transcribed and the material printed or mimeographed. (This is not to be done by the individual orgs.) It will be found, however, that tapes will always be necessary even when some are printed as the volume of data is very great.

Students should not be permitted to print copies of their notes and sell them as time has shown that such notes are not accurate enough and spread errors that show up in training and auditing failures.

In reviewing, a student must be sent back to the original, not to his notes, so he can correct his notes and get the data accurately.

Nearly all no-results are traced to altered data or poor training of the student, which amounts to the same thing.

The MINIMUM list of tapes is:

1. Mini Course Supervisor Hat

2. HAS Course

3. HDC Course

4. Academy Courses Levels 0 to IV

5. *Original Thesis*

6. *Notes on the Lectures*

7. Hat of a Scientologist

8. Staff Status I

9. Staff Status II

10. A Translated Org Board

Given these bare essentials and teaching them *well* and using them will give an org sufficient survival to deliver results.

If every bit of the above is known and used by a staff they will not have too much trouble.

Set up and functioning and solvent, an org can then think about further materials.

Class VI, a Class VII, a Class VIII and a Class IX Course materials on tape should exist in a Saint Hill org in the language of that country.

For the org itself a Volume 0 of the OEC Course should exist on tape.

After that the full Course Supervisor's Course should exist.

Then further books such as *Dianetics 55!, Science of Survival* and *The Creation of Human Ability* should come out as tape and then in published hard-cover form.

The full OEC should now be acquired on tape.

The full Study Tapes should be to hand.

The org will now be ready to use all the FEBC series and the FEBC tapes.

The hardest idea for an org staff to get is the idea of production in terms of auditors trained who can audit, pcs audited to excellent results and money or support produced to keep the staff members and the org solvent.

Because of this it is best for two or more bilingual executives to attain full FEBC training.

However, with the above minimum materials fully studied and in use, an org can survive until it is ready to prosper.

Note, at this writing many are working hard to complete the listed materials. They are not yet available in all languages.

There is only one other type of item needed by an org and that is the E-Meter. Supplies of these must be arranged for. A country running in very high volume will probably manufacture its own meters against an exact prototype under existing international patents.

ON–SOURCE

It will be found in all countries where Dianetics and Scientology and orgs have been successful that a key part of the success was keeping the subject "on-source."

The public at once distrusts persons or groups who alter the materials or "use some of them" or attribute them to others. This is quite factual and the public is right.

All great and lasting successes have been made by orgs that were on-source and whose materials were straight and correct and used that way.

L. RON HUBBARD
Founder

HCO BULLETIN OF 21 NOVEMBER 1971R
Issue II
REVISED 23 OCTOBER 1974

Remimeo
Supervisors

Tape Course Series 3R

TEACHING A TAPE COURSE

(HCO PL 6 Dec. 70 II, revised
and reissued as an HCOB)

The instruction of students by tape is done by individual tape playbacks equipped with earphones and a foot pedal start-stop control.

It is imperative that the earphone quality be of the highest, and the tape copy have very good sound quality. Otherwise students go to sleep over misunderstood words.

The individual tape player method is used because (a) it can handle a large or small number of students, (b) it works where there is a trickle of students starting at different times, (c) it works where students studying subjects different from each other are using the same classroom. It takes more tape players and must be earphone equipped *but* it prevents students going past misunderstoods as can occur if they are all listening to a group tape play.

The foot controlled start-stop pedal is necessary so the student can use his hands freely to take notes and look up words in the dictionary. It also enables the tape to be stopped instantly without the time lag it takes to reach for and push a finger button—thus going past the place where the stop is desired.

RULES AND DESCRIPTION

Only the glossary, course rules and checksheets, with course description are translated into the language being used for teaching and mimeographed or printed into small booklets.

The description must include how to handle tape players and caution against machine or tape damage and inadvertent erasure of a tape. (To guard against actual erasure it is wisest to tape over the record button or preferably, to have the recording unit disengaged.) Also, it is sometimes possible to buy, at cheaper prices, playback units only (tape machines in which the recording unit hasn't been installed). They must however be of good quality.

ENROLLMENT

Enrollment is done no matter how informal the course is. A waiver of accident or damage holding the school not responsible, must be signed by the student and, if a minor, by his parents or guardian on any tape course.

An enrollment invoice showing full course payment must be in the hands of the Supervisor, giving the date of enrollment, home address and local address.

A roll book has every student's name, address and the course enrolled in and date. This must not be omitted as it is the only permanent record and is often resorted to to prove contentions.

FILES

A student file system must exist. A folder with the student's name on it and which will receive his completed checksheets, exam results, etc., must be made up at once.

CHECKSHEET

A checksheet for the course must exist, breaking the course down into small easily attained segments of theory and practical.

It must be in the student's language.

It has blanks opposite each segment so that a student checkout can be initialed with date by the person checking him out.

NOTEBOOKS

A student is expected to keep a notebook from his tape listening. This should be neat and complete. The student *never* copies out the whole tape. He takes exact verbatim notes of any process commands or lists and notes down also the important technical rules.

A sample notebook should be provided.

A student should leave frequent spaces so he can enter new notes on a second and third play of the materials.

CHECKOUT

Where only tapes exist and a checkout is required students check each other out from the actual tape, not from their notes.

"Give me an example," is the keynote of such a checkout. (a) What is the _____? (b) Give me an example.

PRACTICAL

Each area of the course has demonstration and practical drills.

These drills must be written up and must match the basic personal skills required by the materials.

CLAY TABLE

Clay table training is a vital part of the course curriculum.

The materials must be available.

Any clay, not just modeling clay, can be used.

Flat surfaces must be provided.

The description of clay table training must be part of early checksheets in the school.

DEFINITIONS

A student is drilled and does clay table on the glossary after he has been through the course once.

CHECKSHEET SEQUENCE

The student is required to go in sequence through the entire checksheet. HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED,[*] applies to translated tape courses.

The checksheet is arranged double-spaced for tape counter reading, date and initial in the first of the three columns.

For example:

"Tape Counter
Reading Column   *Retread   Retrain*

_____ 1. Chapter III—The Goal of Man _____ _____ _____ "

COURSE COMPLETION

See HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED.

PROGRESS BOARD

A student's progress is posted on a "progress board."

SLOW STUDENTS

Any student falling asleep or being very slow is handled with Word Clearing which is the subject of the Word Clearing Series bulletins and later issues in these Tape Course Series bulletins.

L. RON HUBBARD
Founder

[*][*Editor's Note:* HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED, has been superseded by HCOB 13 Aug. 72RB, FAST FLOW TRAINING.]

HCO BULLETIN OF 25 NOVEMBER 1971
Issue II

(HCO Bulletin of 23 Sept. 68, a Class VIII confi-
dential bulletin edited and reissued for information
of auditors handling GF 40. *NOTE:* This does not
cancel or replace HCOB 23 Sept. 68 which con-
tains further vital data for the Class VIII Auditor.)

RESISTIVE CASES
FORMER THERAPY

Hypnotism, "psycho" analysis, "psychiatry" and other implant-type thera-
pies often key in and jam the track.

These characters here, on any other planet and on the whole track *dramatize*
implanting. The "therapy" involved would be a temporary relief brought by
suggestion.

The wrong data of the "science" itself operates as a whole-track lie. Getting
well or able depends on establishing truth. These "scientific" lies are alterations
of actual laws.

We often note electronics men have a rough case time. This traces to the lies
man uses for his "electrical science." As the subject is based on false assump-
tions, it itself tends to aberrate.

Therefore we get out of the road any former "therapy." We can rehab any
moment of release in it, handle any overrun, etc.

We also do a new-style Remedy B to get old therapies spotted and run back.

The only cases which hang up are:

1. Unaudited cases (lies about grades, etc.).

2. Drug cases (who seek in processing the delusions or madness which
    exhilarated them on drugs).

3. Former-therapy cases (in this or past lives).

4. Out-of-valence cases.

5. Cases who continue to commit overts on Scientology.

6. Cases "audited" with their ruds or grades out.

7. Seriously physically ill cases (where the illness makes too much PTP
    in PT).

Of all these the former-therapy case is apt to be the roughest, as any *auditing* session can be reactively mistaken for the "treatment." The next roughest is the drug case, as a false exteriorization often occurs on an enforced basis and may go into restim.

Some drug takers go plowing back into early implants and drug therapies so the two get crossed up on a case.

To isolate the reason for a highly resistive case or high TA, you can assess the above seven items and get a clue. Don't limit it to this lifetime. And don't do it so as to key the person in hard on things he wasn't in. And don't do it unless the case is very hard to get a gain on.

Engram running of a crude sort can be found hundreds, thousands or billions of years ago and consists, if it appears, of an overrun. They didn't know much about it and overran them badly.

Implants, psychoanalysis, psychiatry, hypnotism get all snarled up with sex as these birds would commonly (and do) stage insane sex scenes. They violate the children and wives of officials even today to produce a degrade and to make a scene so insane that the "patient," if he remembers it, really thinks he *is* insane. And if he tries to tell anybody (or if she tries to tell her husband), it's a prompt mess, so these "practitioners" hide their activities in this fashion.

The trouble with such former "therapies" and electric shock, etc., is that it:

a.   groups track by the command of the practitioner;

b.   sends the pc to the start of track WAY back and
     sticks him there out of PT.

The keynote of piloting through messes like this is to (A) know what kind of a mess it is and (B) don't EVER force a pc backtrack or into anything he doesn't want to confront easily.

Drugs *force* the person back into these messes and stick him.

One of these former-therapy or drug messes is only hard to untangle because they are full of incredibles. The pc doesn't accept them or just tries to see what's in them.

The basic rule in any case is reality is proportional to the amount of charge removed and so reality can be increased simply by removing charge. These surges of the needle as well as the BDs of the TA are "charge coming off."

Anything eventually resolves if the pc just keeps on getting charge off.

The earliest charge is the most important.

Charge off the exact grades is the most valuable.

But ANY charge off will make it, even on former "therapies."

L. RON HUBBARD
Founder

Remimeo
Class VII Auditors
All Auditors
Class VII Course
C/Ses
Class IV Checksheet

IMPORTANT

END PHENOMENAS

Feeding the pc the end phenomena of a process or action is illegal and very out-tech.

Example: Auditor asks pc, "Since the last session did _(stating the EP)_ ?"

Or "In this session did _(stating the EP)_ ?"

This is evaluating for the pc. The pc has to make it himself then he truly makes it.

The correct way to check to see if a pc has made an EP (rare as pcs usually tell their auditor their cogs, etc.) would be to ask, "Did anything occur?" or "Since your last session did anything occur?" If the pc then states the EP or words to that effect, with F/N and VGIs, the process can be terminated or if necessary, rehabbed and terminated. If the pc does not state the EP, the auditor then knows to continue the process.

These actions apply very definitely to Power Processing—where earlier HCOBs state the auditor can check to find out if the EP occurred between sessions.

Usually sessions aren't ended before F/N, VGIs and EP on a process. It's easier on the C/S, auditor and pc to complete a cycle of action in the one session.

L. RON HUBBARD
Founder

Remimeo
All C/Ses
Cramming
Officers

Cramming Series 2

C/S Series 68R

THE C/S AND CRAMMING CYCLES

A fast way for any C/S to go into doubt about the skills of his auditors is to send them to Cramming and get only a "done" back.

Cramming is there to find the real cause of any error. So if this is not made known to the C/S, he has a "something is wrong with Joe's TRs" which hangs up in time and never is resolved.

A response from Cramming to an order from the C/S to "check his TRs—pc's TA went low in session—" which states: "I checked his TRs and they are good. But he audited the pc in a room that was overhot and the cans were too big. He has been drilled on Auditor's Code and session environment handling and HCOBs on TA errors and now has this down pat. It won't happen again," leaves the C/S in no doubt as to what really happened. What's more, he can order this repaired on the pc by a "2WC on times he felt worried about his TA or F/Ns" taken E/S to F/N (which will clear it up).

Furthermore the auditor now knows that the C/S knows what the real error was, doesn't get hung with a withhold or a false idea about his TRs from the C/S.

In essence one is putting the exact truth on the line.

So the following rule is now mandatory in all HGCs and Quals:

THE CRAMMING OFFICER IS ALWAYS ON ANY CRAMMING ORDER TO REPORT THE EXACT OUTNESSES FOUND OR THE EXACT SESSION GOOFS, WITH ANY ADDITIONAL DATA, IN DETAIL, TO THE C/S.

A C/S receiving a cramming order back which hasn't found the real cause of the error or which is incomplete or does not make sense when compared with the session and its results MUST return the cramming slip to the Cramming Officer requiring the cram be completed or the actual outness found and corrected.

A good C/S should be able to spot such outpoints at once. He would go over the session with the Cramming Officer and point out what it is he wants handled.

This data is not theoretical but is taken from actual, practical experience in C/Sing.

L. RON HUBBARD
Founder

Assisted by
Flag C/S

PTS RUNDOWN, AUDITED

Refs:

HCO PL	20 Oct.	81R	PTS TYPE A HANDLING
	Rev. 10.9.83		
HCOB	20 Jan.	72R	PTS RUNDOWN ADDITION
	Rev. 8.12.78		
HCOB	16 Apr.	72R	PTS RD CORRECTION LIST
	Rev. 20.12.83		
HCOB	17 Apr.	72R	C/S Series 76R
	Rev. 20.12.83		C/Sing A PTS RUNDOWN
HCOB	3 June	72RA	PTS RUNDOWN, FINAL STEP
	Rev. 8.12.78		
HCOB	24 Apr.	72 I	C/S Series 79
			PTS INTERVIEWS
HCOB	10 Aug.	73	PTS HANDLING
HCOB	9 Nov.	67	Word Clearing Series 28
			REVISION OF REMEDY A, REMEDY B
			AND S AND Ds
HCOB	19 Jan.	68	S&Ds BY BUTTON
HCOB	16 Aug.	69R	HANDLING ILLNESS IN SCIENTOLOGY
	Rev. 25.9.78		
Tape: 6510C14			"Briefing of review auditors"

CASES

One remaining problem in cases was "PTS phenomena."

PTS means potential trouble source. When someone is suppressed he becomes a potential trouble source.

There are numerous HCOBs and PLs on this subject. All of them are true observations and predictions. The cause of ROLLER COASTER is PTS. Roller coaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) were the earlier approach. These are still valid and "3 S&Ds" as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown this common and all too frequent case condition can be handled.

WHO DOES IT

There are actually three PTS handlings:

1. This is essentially an ethics action done by the Ethics Officer. Its substance is contained in HCO PL 20 Oct. 81R, PTS TYPE A HANDLING. It is usually the first step at any sign of trouble. It is not an

audited action, it is an interview. The PTS person is given a program in order to handle the scene.

2. This is the PTS Rundown, Audited, as covered in this HCOB, in HCOB 20 Jan. 72R, PTS RUNDOWN ADDITION, and in HCOB 3 June 72RA, PTS RUNDOWN, FINAL STEP. It is done by an auditor in regular session as described in these HCOBs. It can be done by Class V Graduate Auditors who are also PTS/SP Auditor Course graduates and have HGC Okays to Audit.

   For an auditor who is not a PTS/SP Auditor Course graduate, Class V Graduate, HGC Okay to Audit by competent internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

3. The third handling is THE SUPPRESSED PERSON RUNDOWN, HCOB 29 Dec. 78R, and HCOB 30 Dec. 78R, SUPPRESSED PERSON RUNDOWN PROBLEMS PROCESSES. It is done by a qualified graduate of the PTS/SP Auditor Course in regular session. Essentially, it handles the OTHER person connected to the pc.

Therefore, what you have here are THREE stages of handling PTSness. The first above, the interview, cools off the scene and in many cases that is that. But when the pc is further affected by the connection and roller-coasters, he is given the audited rundown as in (2) above. This usually handles the case of PTSness as a case. But there sometimes remains another person, the SP person or group and its relationship in the real universe to the pc. And this is handled with (3) above.

CLEARS, OTs AND DIANETIC CLEARS

The Dianetic steps of the PTS Rundown, Audited, are not run on Clears, OTs or Dianetic Clears. (Ref: HCOB 12 Sept. 78R, DIANETICS FORBIDDEN ON CLEARS AND OTs) But when the rundown is being done on any Clear or OT, the auditor, in addition to being a Class V Graduate Auditor and a PTS/SP Auditor Course graduate, must also be qualified to audit persons of the pre-OT's case level.

Clears, OTs and Dianetic Clears can of course be given the interview step (1 above), can do all the PTS Rundown (2 above) except those steps involving R3RA and can be given the Suppressed Person Rundown (as in 3 above), since none of these actions contain any handling of engrams.

DEVELOPMENT

Earlier discovery and development of the PTS theory is extensively covered.

The recent wrap-up came about through my OT research in November 1971.

The principal breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was "unpopular" frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don't go past track in Dianetics don't recover. Even running them as "imaginary" as in *Science of Survival* advices suddenly breaks through for a stalled Dianetic case.

In this same way with young men and girls using "I knew you when you were _____" for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a roller coaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S&Ds.

BREAKDOWN

There are only 4 points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list. TRs out, metering out, poor R3RA, just plain untrained or not totally familiar with this rundown.

2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no-change case but no GF 40XRF done, old auditing not repaired by proper programing or pc too tired or too ill for the R3RA.

3. The rundown not fully and completely done but chopped or left incomplete (pc will still roller-coaster).

4. People who "can't run engrams"—which means a druggie who hasn't had a full NED Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS Rundown is flubbed by bad lists or poor R3RA or out-TRs or poor metering it really IS a mess. The rundown is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS Rundown is when the pc is set up and when it is noted the pc roller-coasters, not when he collapses with a temperature.

Roller coaster can also be caused by a bad Interiorization Rundown or Int repair, out-lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS Rundown is attempted.

The prerequisites for a PTS Rundown are covered in (2) and (4) above. It is not restricted to Expanded Dianetics but is a separate rundown developed before Expanded Dianetics.

BEHAVIOR OF RUNDOWN

Valence shifts occur rapidly and frequently in PTS Rundowns and should be noted on the worksheet.

The R3RA can sometimes be a bit of a long haul on a basic incident. Be sure with an L3RH. But get the postulate off the basic no matter how hard you have to

work at it. In the PTS Rundown, incidents can "develop." Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this rundown. And case conditions not previously remedied by other means can be remedied by this rundown.

END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this rundown. That is NOT the EP (but can require an Int Rundown if none has been done before).

THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLER–COASTERS.

FLOWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up. *Flow 1* is *to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

Flow 0 is the pc to himself because of the person (or place).

If you did F1 R3RA as "Locate a time you knew _____," you might get to the pc, pc to the person or the person to others. You would not get a clean motivator F1. This would leave the PTS chain partially run. This is also true of the ruds.

REDOs

If the pc does *not* recover, then reasons for failure (1) to (4) above should be checked into.

Then the lists and R3RA should be handled with L4BRB and L3RH.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the rundown. It might have missed. "True love" might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

SUMMARY OF REFERENCES

Here are the issues that directly cover the rundown:

HCO PL 20 Oct. 81R Rev. 10.9.83		PTS TYPE A HANDLING
HCOB 9 Dec. 71RD Rev. 28.3.89		PTS RUNDOWN, AUDITED
HCOB 20 Jan. 72R Rev. 8.12.78		PTS RUNDOWN ADDITION

HCOB 16 Apr. 72R Rev. 20.12.83	PTS RD CORRECTION LIST
HCOB 17 Apr. 72R Rev. 20.12.83	C/S Series 76R C/Sing A PTS RUNDOWN
HCOB 3 June 72RA Rev. 8.12.78	PTS RUNDOWN, FINAL STEP
HCOB 19 Jan. 68	S&Ds BY BUTTON
HCOB 16 Aug. 69R Rev. 25.9.78	HANDLING ILLNESS IN SCIENTOLOGY
HCOB 20 Apr. 72 II	C/S Series 78 PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION
HCOB 15 Dec. 68RB Rev. 28.4.89	L4BRB
HCOB 24 Apr. 72 I	C/S Series 79 PTS INTERVIEWS
HCOB 10 Aug. 73	PTS HANDLING

THE RUNDOWN

A. *PAST S&Ds:*

1. Collect up past S&D items (which should have already been verified on setups) or get the pc to tell you them if no folder. _____

2. On the earliest one ask if known before. If it so reads handle per steps 3–6. If not, pick next item and repeat this check for validity. _____

3. R3RA Triple/Quad the item using these commands:

   F1 **Locate a time when _____ did something to you.**
   (R3RA)

   F2 **Locate a time when you did something to _____.**
   (R3RA)

   F3 **Locate a time when _____ did something to others.**
   (R3RA)

   F0 **Locate a time when you did something to yourself because of _____.**
   (R3RA)

   _____

4. Triple/Quad ruds and overts on the item using these commands:

   a. **Did _____ ARC break you?**
   (ARCU CDEINR. E/S to F/N.)

b. **Did you ARC break _____?**

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

c. **Did _____ ARC break others?**

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

d. **Did you ARC break with yourself because of _____?**

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

ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

e. **Did _____ give you a problem?**

(E/S to F/N.)

f. **Did you give _____ a problem?**

(E/S to F/N.)

g. **Did _____ give others problems?**

(E/S to F/N.)

h. **Did you give yourself problems because of _____?**

(E/S to F/N.)

i. **Did you withhold anything from _____?**

(E/S to F/N.)

j. **Did _____ withhold anything from you?**

(E/S to F/N.)

k. **Did _____ withhold anything from others?**

(E/S to F/N.)

l. **Did you withhold anything from yourself because of _____?**

(E/S to F/N.)

m. **Did _____ commit an overt (harmful act) on you?**

(E/S to F/N.)

n. **Did you commit an overt (harmful act) on _____?**

(E/S to F/N.)

o. **Did _____ commit an overt on others?**

(E/S to F/N.)

p. **Did you commit an overt on yourself because of** _____**?**

(E/S to F/N.)

_____

_____

5. Run "can't have/enforced have" with these steps:

a. Clear "can't have," "couldn't have" as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear "enforced have" as MAKING SOMEONE ACCEPT WHAT THEY DIDN'T WANT. Have pc get the idea of these with an example or two.

_____

b. Run on the SP items "can't have/enforced have" as motivator repetitive, then overt repetitive, the Flow 3 terminal to others, others to terminal (four flows of two commands each, or five if pc Quad).

_____

c. After EACH item is handled with the four flows, Objective Havingness should be run.

_____

THE COMMANDS:

F1 1. **Did** _____ **run a "can't have" on you?**

Tell me about it.

2. **Did** _____ **force something on you you didn't want?**

Tell me about it.

(Run alternately to EP.)

F2 1. **Did you run a "can't have" on** _____**?**

Tell me about it.

2. **Did you try to force something on** _____ **that he (she, it) didn't want?**

Tell me about it.

(Run alternately to EP.)

F3 1. **Did** _____ **run a "can't have" on others?**

Tell me about it.

2. **Did** _____ **force something on others they didn't want?**

Tell me about it.

(Run alternately to EP.)

F3A 1. **Did others run a "can't have" on** _____**?**

Tell me about it.

2. **Did others force something on** _____ **that he (she, it) didn't want?**

Tell me about it.

(Run alternately to EP.)

F0   1. **Did you run a "can't have" on yourself because of** _____?

Tell me about it.

2. **Did you try to force something on yourself that you didn't want because of** _____?

Tell me about it.

(Run alternately to EP.)

_____

OBJECTIVE HAVINGNESS   _____

6.   Handle all past S&D items per above steps.   _____

B. *PAST PTS INTERVIEWS:*

7.   Collect up all past PTS interview items (which should
     have already been verified with C/S Series 78 on
     setups).   _____

8.   Check "known before" on earliest one. If it so reads,
     handle as below.   _____

9.   R3RA Triple/Quad the item.   _____

10. Triple/Quad ruds and overts on the item.   _____

11. "Can't have/enforced have" on the item followed by
     Objective Havingness.   _____

12. Repeat steps 8–11 on all valid past PTS interview
     items.   _____

C. *NEW S&Ds (3 S&Ds):*

13. Do 3 S&Ds per HCOB 16 Aug. 69R, HANDLING
     ILLNESS IN SCIENTOLOGY, assessment and
     L&Ns.   _____

14. Check the first item for "known before," handle if it
     so reads.   _____

15. R3RA Triple/Quad the item.   _____

16. Triple/Quad ruds and overts on the item.   _____

17. "Can't have/enforced have" on the item, followed by Objective Havingness. _____

18. Repeat steps 14–17 on the other items if valid. _____

D. *TROUBLED/WORRIED:*

19. L&N "Who have you known this lifetime who has troubled or worried you?" to BD F/N item. (Usually includes father, mother, wife or wives, husband, brothers, sisters, aunts, uncles, grandparents, lovers.) _____

20. Check item for "known before," if it so reads: _____

21. R3RA Triple/Quad. _____

22. Triple/Quad ruds and overts. _____

23. "Can't have/enforced have" followed by Objective Havingness. _____

E. *BEEN AFTER:*

24. L&N "Who have you 'been after' this life?" to BD F/N item. _____

25. Check "known before" and if it reads: _____

26. R3RA Triple/Quad. _____

27. Triple/Quad ruds and overts. _____

28. "Can't have/enforced have" plus Objective Havingness. _____

F. *PLANETS:*

29. L&N "What place or planet have you known before this lifetime?" to BD F/N item. _____

     (On pcs who have had Grade VA, do not list the above question. Instead, L&N "What planet have you known before this lifetime?" to BD F/N item.)

30. R3RA Triple/Quad. _____

31. Triple/Quad ruds and overts. _____

32. "Can't have/enforced have" plus Objective Havingness. _____

33. D of P interview the person AFTER the rundown is "complete" to be sure the person is now all right (not PTS). _____

READING FLOWS

Each flow of each process on the rundown is checked for a read before it is run. This includes Dianetics, ruds, "can't have/enforced have." You do not run unreading flows.

REPAIR

Auditor errors during the rundown are handled with L4BRB, L3RH and C/S 53 if necessary.

A really big snarlup on the rundown that won't clear up is handled with HCOB 16 Apr. 72R, PTS RD CORRECTION LIST.

If pc gets ill or roller-coasters after the rundown is complete, the PTS RD CORRECTION LIST, HCOB 16 Apr. 72R, is done and whatever was missed is cleared up.

SUMMARY

The PTS Rundown as revised is very direct and powerful. The L&N blows each aspect apart. Don't miss on it with auditor flubs. Get it drilled thoroughly before it is delivered.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Cramming Officers
C/Ses

Cramming Series 8

C/S Series 70

HOW TO WRITE UP A CRAMMING ORDER

There is a certain technology on how to write up a cramming order.

1. Isolate the exact outnesses in the folder.

2. Order those HCOBs or PLs crammed.

3. Now look in a slightly wider circle around the data flunked and get which *basic* is involved (e.g., Auditor's Code, TRs, metering, handling the session, handling the pc, etc.) and get that crammed, too.

The C/S can have a feeling the intern or auditor is doing something peculiar in a certain area (e.g., weak TR 1 or slow TR 2; or can this auditor see the pc, meter and worksheets all in the same range of vision?) and request that this be looked into and handled.

There is a great spirit of cooperation between the Cramming Officer and the C/S.

Together they are building a better Bridge in their org and Keeping Scientology Working.

L. RON HUBBARD
Founder

Assisted by
Qual Aide

HCO BULLETIN OF 16 DECEMBER 1971RB
REVISED 24 SEPTEMBER 1978

Remimeo
Int RD Checksheet
HGC Auditors
C/Ses
Class V Grad
  Checksheet

C/S Series 35RB

Interiorization Rundown Series 10

INTERIORIZATION ERRORS

Refs:

HCOB	11 Apr.	71RE	NED Series 20
	Rev. 8.4.88		L3RH, DIANETICS AND INT RD REPAIR LIST
HCOB	16 Sept.	78	NED Series 28 POSTULATE OFF EQUALS ERASURE
HCOB	4 Jan.	71R	Int RD Series 2
	Rev. 24.9.78		EXTERIORIZATION AND HIGH TA THE INTERIORIZATION RUNDOWN REVISED
HCOB	24 Sept.	78RB I	Int RD Series 4RB
	Rev. 4.2.89		THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB	24 Sept.	78 II	Int RD Series 13 PREASSESSMENT, AESPs AND INT

Almost all the errors in an Interiorization Rundown are Dianetic errors. Most are very ordinary, even corny.

IT IS VITAL TO CORRECT AN INT RD ERROR AS A FIRST ACTION.

There is one Int RD error that is not a purely Dianetic error and that is the error of doing anything else at all before an Int RD is done properly or an Int RD error is fully corrected.

The Int RD error may be that the Int button run did not read on the meter, or read only because of an MU on the word, yet was run. (HCOB 4 Jan. 71R) This classifies as "running an unreading item."

A common Int error is that the pc is not cleared on the concept of interiorization and the words and commands, so he is being audited over misunderstoods.

Or the Int RD could have been overrun. The EP is reached on F2, let us say. The auditor keeps on going past the win. This will hang up the rundown. One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on. Another way is pc has a big cog, big win. Auditor keeps going on with the RD.

When a pc is exteriorized by auditing and is then audited further without being given an Interiorization Rundown, his TA will go high or low and he may be very upset. Heavy masses may come in and he may also get ill.

Int RD errors also may go back to earlier Dianetic errors. A number of unflat incidents invite the overrun of these if they also occur on a Dianetic chain.

To clean up a balled-up Int RD chain or incident, one may have to find and clean up the Dianetic error it is sitting on *during* the cleanup of the Int RD error.

Int RD errors, goofs, etc., are handled by using an Int RD Correction List Revised, HCOB 29 Oct. 71RA.

This must be excellently metered so that the original error is not further compounded by misassessment of the correction list and a falsely reading item taken up.

Auditors who can't run ordinary R3RA with great success should not be let near an Interiorization RD, as their lack of smoothness in handling Dianetics will wreck the Int RD.

Auditors who cannot read a meter flublessly should not be let near an Int RD or an Int RD Correction List or the End of Endless Int Repair RD.

HUBBARD CLASS V GRADUATE AUDITORS

An excellent Hubbard Class V Graduate Auditor can easily repair a messed-up Interiorization Rundown after a folder study and by use of an Int RD Correction List Revised, HCOB 29 Oct. 71RA and, as indicated, The End of Endless Int Repair RD, HCOB 24 Sept. 78RB I, Int RD Series 4RB.

A Hubbard Class V Graduate Auditor with an excellent Dianetic record of wins can be given an Int RD to do or to correct IF HE IS STAR–RATED ON THE INT PACK AND THE TWO–WAY COMM PACK.

REPAIR

Wherever you see a TA high and a pc in trouble, your first suspicions should be:

1. Audited past exterior in auditing without an Int RD being done.

2. Int RD botched by being unnecessary (none of the Int buttons read or read only on MUs) or overrun or auditor goofs in the session.

3. A previously messed-up Dianetic action has gotten fouled up with the Int RD.

4. The Int command was improperly cleared (such as "means go in and out again," "means trapped," "meant leaving," etc.).

5. Firefights and worries over the high or low TA have ensued after an Int ballup has occurred.

6. Some major action like grades or items or Power have been run twice.

7. A C/S has hopefully kept on getting the pc audited without detecting the real reason as a flubbed Int RD and without getting the Int RD and any repair fully FESed.

PERCENTAGES

The percent of misrun Int RDs is high, many being unnecessary or overrun.

The liability of leaving them unrepaired is high.

Reasons for high TA are averaging out close to 100% as an unrun or a flubbed and unrepaired Int RD.

EXTERIORIZATION IN SESSION

When a pc exteriorizes in session, it is the end phenomenon for that process or action. One gently ends off in any case. If the pc has not had an Interiorization Rundown, it is vital, in his next session, to check Int (per HCOB 24 Sept. 71RA, Int RD Series 11R, INTERIORIZATION RUNDOWN CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW) as the first action. All manner of physical and emotional upsets can result, including a high TA, if this step is omitted.

INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC'S FIRST EXTERIORIZATION.

No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.

If even years after an Int RD the pc has a high TA or a low TA, then Int trouble is at once suspected and the original Int RD and any repair of it is suspect and *must be handled*.

The Int RD Correction List Revised (HCOB 29 Oct. 71RA) has been designed to straighten out Int RD errors. L3RH handles the Dianetic errors. Where Int Correction Lists have been done and the pc still has headaches or other Int troubles, a thorough FES must be done FIRST on any Int repairs and the Int RD itself BEFORE another correction list or other action is ordered.

Isolate any errors and get them cleaned up by an auditor who can read a meter and run and repair Dianetics standardly.

If Int troubles persist and the C/S is certain that any and all errors have been fully repaired and cleaned off the line, he orders the End of Endless Int Repair RD (HCOB 24 Sept. 78RB I, Int RD Series 4RB). This should totally handle Int.

Or if the C/S is in doubt about how to handle and gets into a mess trying to repair chains, he can cut directly onto the End of Endless Int Repair Rundown and he will get someplace.

There is no real trick to either running a correct Int RD or repairing a flubbed one.

The whole clue is whether or not the auditor can audit plain, ordinary, garden-variety R3RA and is able to read a meter.

So when ANY auditor audits a pc past exterior and the pc's TA goes high, he should be checked out fully on the Int RD Checksheet so he won't continue to commit the error.

And when ANYONE is going to run an Int RD he must:

A. Be an expert New Era Dianetics Auditor and Class V Graduate.

B. Be star-rated on all the Int RD Series.

C. Be able to read a meter flublessly.

And when any C/S is confronted with high TAs or low TAs and doesn't handle at once by getting an Int RD properly run or properly repaired, he must be rechecked on the New Era Dianetics pack and the Int RD pack.

DIANETIC C/S-1

A very careful Dianetic C/S-1 must be done on a previously unindoctrinated pc before he is run on an Int RD.

Otherwise, it's all too new.

A C/S-1 isn't auditing.

The pc who can't do what the auditor says or can't correct an erroneous action is lost.

A fully safe pc would be one who when he goes exterior in auditing is made to do the Hubbard New Era Dianetics Course at once before he even gets any ruds put in and not audited again until he *is* a Hubbard New Era Dianetics Auditor. He'd be a pc who was relatively safe.

A pc who does what an inexpert auditor says without question can really get fouled up! Uneducated pcs require really flawless top-notch auditors. The auditor who can audit an uneducated pc is a jewel. He really has to know his business. Because the pc does whatever he says. And if he says wrongly, then there goes the session. Ever notice pc corrections in a worksheet? "I think you bypassed an F/N." "This feels overrun." "I *had* Grade I last year." Such auditors are not fully enough trained to handle wholly green pcs!

SIMPLICITY

Honest fellows, it's as easy to run an Int RD as it is to run "an ear pain."

It isn't even mysterious or tough.

IT IS ONLY VERY IMPORTANT TO DETECT WHEN IT NEEDS TO BE DONE OR REPAIRED.

There are no mysteries.

Some auditors have got me feeling like I'm trying to teach them to chew soft bread!

L. RON HUBBARD
Founder

HCO BULLETIN OF 17 DECEMBER 1971RB
REVISED 24 SEPTEMBER 1978

(HCOB 2 December 1970 Revised)

Remimeo
Int RD
  Checksheet
Cl V Grad
  Checksheets

Interiorization Rundown Series 15

C/S Series 23RB

INTERIORIZATION SUMMARY

Int Rundowns can be hugely successful, but also INTERIORIZATION CAN BE BADLY MISRUN.

The following references cover the subject of interiorization/exteriorization:

HCOB	4 Oct. 78	Int RD Series 1 INTERIORIZATION HANDLING SIMPLIFIED
HCOB Rev. 24.9.78	4 Jan. 71R	Int RD Series 2 EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED
HCOB Rev. 23.9.78	30 May 70R	Int RD Series 3 INTERIORIZATION INTENSIVE 2-WAY COMM
HCOB Rev. 24.9.78	24 Sept. 78RA I	Int RD Series 4RA THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB	25 Sept. 78 I	Int RD Series 5 QUAD COMMANDS FOR INT BUTTONS
HCOB Rev. 23.9.78	11 Apr. 70R	Int RD Series 6 AUDITING PAST EXTERIOR
HCOB Rev. 24.9.78	6 May 70R	Int RD Series 7 BLOWS—AUDITING PAST EXTERIOR
HCOB Rev. 23.9.78	20 Aug. 70R	Int RD Series 8 INTERIORIZATION RUNDOWN MUSTS
HCOB Rev. 24.9.78	13 Jan. 71R	Int RD Series 9 EXTERIORIZATION
HCOB Rev. 24.9.78	16 Dec. 71RB	Int RD Series 1O C/S Series 35RB INTERIORIZATION ERRORS
HCOB Rev. 24.9.89	24 Sept. 71R	Int RD Series 11 INTERIORIZATION RUNDOWN CORRECTION DRILL: DATE TO BLOW/ LOCATE TO BLOW
HCOB Rev. 24.9.78	29 Oct. 71RA	Int RD Series 12 INT RUNDOWN CORRECTION LIST REVISED
HCOB	24 Sept. 78 II	Int RD Series 13 PREASSESSMENT, AESPs AND INT

HCOB	25 Sept. 78 II		Int RD Series 14 STAR–RATE CHECKOUTS FOR INTERIORIZATION RUNDOWN
HCOB Rev. 24.9.78	17 Dec. 71RB		Int RD Series 15 C/S Series 23RB INTERIORIZATION SUMMARY
HCOB	16 Oct. 78 II		Int RD Series 16 C/S Series 102 C/S CHECKLIST OF INT ERRORS
HCOB Rev. 15.9.78	26 June 78RA II		NED Series 6RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB	12 Jan. 75		QUADS REINSTATED
HCOB	4 Apr. 71-1RC		C/S Series 32RA-1RC USE OF QUAD DIANETICS
HCOB	21 Apr. 70		2-WAY COMM C/Ses
HCOB	3 July 70		C/S Series 14 C/Sing 2-WAY COMM
HCOB	17 Mar. 74		TWO–WAY COMM, USING WRONG QUESTIONS

The examination of Interiorization Rundowns done in the field discloses that some auditors engaged in running it have not been fully checked out on it. HCO PL 26 Aug. 65 gives the correct way to do a star-rate checkout. Clay demos must also be correctly done. These are covered in HCOB 11 Oct. 67 and HCOB 10 Dec. 70R I.

These HCOBs on star-rates and clay demos, the Int RD Series, the above-listed issues on R3RA, Engram Running by Chains (NED Series 6RA), Two-Way Comm sessions and Quads make the necessary pack for checking out an auditor before letting him near an Int Rundown. And all interiorization materials as above MUST BE CHECKED OUT STAR–RATE AND IN CLAY before a C/S permits one of his auditors to run it on a pc.

UNNECESSARY

The Int buttons MUST be assessed before clearing, and then any reading button cleared before it is run. The auditor must ensure that if a button read on an MU, it is first cleared, then reassessed for read. If one or more of the buttons is validly reading, one does an Int Rundown per HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED.

If there aren't any reads, even after Suppress, Invalidate, Misunderstood and False have been applied to the Int button list, one does NOT do an Int Rundown on the pc, as it is unnecessary and classifies as "running an unreading item."

When this test is omitted, you get an unnecessary Int RD being done on a pc.

This would eventually have to be repaired.

FLUBBED R3RA

When the auditor does not do flubless auditing, errors occur in the auditing itself. These will hang up an Int RD.

QUADS OR TRIPLES

DO NOT RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT. A TRIPLE PC CAN BE QUADED *AFTER* INT HANDLING IS COMPLETE, BUT IT IS NEVER DONE ON INT HANDLING OR INT REPAIR. (Ref: HCOB 4 Jan. 71R.)

OVERRUN

It *usually* happens that an Int RD is overrun. The EP is reached on F2, let us say. The auditor keeps on going past the win.

This will hang up the rundown.

One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

Another way is pc has a big cog, big win. Auditor keeps going on with the RD. (HCOB 24 Sept. 71R, Int RD Series 11, INTERIORIZATION RUNDOWN— CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW)

Also see HCOB 24 Sept. 78 I, THE END OF ENDLESS INT REPAIR RUNDOWN.

REPAIR OF INT

If even years after an Int RD the pc has a high TA or a low TA, then Int trouble is at once suspected and the original Int RD and any repair of it is suspect and *must be handled*. (HCOB 16 Dec. 71RB, C/S Series 35RB, Int RD Series 10, INTERIORIZATION ERRORS)

The Int RD Correction List Revised (HCOB 29 Oct. 71RA) has been designed to straighten out Int RDs. L3RF handles the Dianetic errors. Where Int correction lists have been done and the pc still has headaches or other Int troubles, a thorough FES must be done FIRST on any Int repairs and the Int RD itself BEFORE another correction list or other action is ordered.

Isolate any errors and get them cleaned up by an auditor who can read a meter and run and repair Dianetics standardly.

With any errors cleaned off the line, if Int troubles persist, the C/S orders The End of Endless Int Repair RD (HCOB 24 Sept. 78RA I, Int RD Series 4RA). (HCOB 16 Dec. 71RB, C/S Series 35RB, Int RD Series 1O, INTERIOR-IZATION ERRORS)

TWO–WAY COMM

There is a two-way comm step that follows a day or so after an Interioriza-tion Rundown.

An auditor doing this step, preferably the same auditor, MUST BE CHECKED OUT ON TWO–WAY COMM.

No C/S should permit any auditor to do any two-way comm until the auditor has been checked out on:

HCOB	21 Apr. 70	TWO–WAY COMM C/Ses
HCOB	3 July 70	C/S Series 14
		C/Sing 2–WAY COMM
HCOB	17 Mar. 74	TWO–WAY COMM,
		USING WRONG QUESTIONS

and has been drilled on two-way comm until he can do it correctly and comfortably.

PREASSESSMENTS, AESPs NOT USED ON INT

The Int Rundown and its repair do NOT include the use of New Era Dianetics preassessment (nor any form of AESPs).

The rule is, WHEN HANDLING INT YOU ADDRESS ONLY INT, NOTHING ELSE. DO NOT RUN PREASSESSMENT OR AESPs ON INT. (HCOB 24 Sept. 78 II, Int RD Series 13, PREASSESSMENT, AESPs AND INT)

C/Sing INT

The correcting of an Interiorization Rundown is far harder than making sure that auditors can do the usual in the first place.

Nearly all a C/S's hard work comes from auditors not well trained on courses (indifferent courses) and failing to check auditors out well on the materials *before* permitting them to deliver a new rundown.

The correction of Int is hard since, until it is complete, other auditing is inadvisable. One, however, gets the Int Rundown done.

The End of Endless Int Repair Rundown has vastly simplified the handling of Int repair. (Ref: HCOB 24 Sept. 78RA I, Int RD Series 4RA, THE END OF ENDLESS INT REPAIR RUNDOWN)

INT IS A REMEDY

The Int RD is a simple and precise REMEDY which stabilizes a pc after exteriorizing and permits him to be further audited.

When a pc exteriorizes in session, it is the end phenomena for that process or action. One gently ends off in any case. If the pc has not had an Interiorization Rundown, it is vital, in his next session, to check Int (per HCOB 24 Sept. 71R, Int RD Series 11, INTERIORIZATION RUNDOWN—CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW) as the first action. All manner of physical and emotional upsets can result, including a high TA, if this step is omitted.

INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC'S FIRST EXTERIORIZATION.

No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.

One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

Maybe it wasn't needed.

So if it wasn't needed, it will eventually have to be repaired. (HCOB 24 Sept. 71R, Int RD Series 11, INTERIORIZATION RUNDOWN—CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW) (Repair with an Int RD Correction List Revised, HCOB 29 Oct. 1971RA, and/or an End of Endless Int Repair RD, HCOB 24 Sept. 78RA I, Int RD Series 4RA.)

The Interiorization Rundown is a REMEDY designed to permit the pc to be further audited after he has gone exterior.

In the case of Dianetic Clears or Scientology Clears and OTs, as they are not to be audited on Dianetics, the REMEDY would be the End of Endless Int Repair RD.

The Int Rundown is NOT to be sold or passed off as a method of exteriorizing a pc. Nor is the End of Endless Int Repair Rundown. This is very important.

It is general auditing on usual Dianetics and Scientology actions that brings about exteriorization.

When the pc goes or is found to be exterior and Int proves to be charged on checking, one then orders the Interiorization Rundown. Otherwise the TA will misbehave.

The rundown is a REMEDY USED AFTER EXTERIORIZATION HAS OCCURRED BY REASON OF GENERAL AUDITING.

Anxiety to *get* exterior will prompt a pc to buy and a Registrar to sell an Interiorization Rundown. It is in effect just more auditing as far as the Registrar is concerned. When a pc has gone exterior, the Registrar can insist on his buying enough hours for the remedy.

The Int Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

DISABILITY

If an auditor can't smoothly audit a rundown as simple as an Int Rundown, then he is exposed as being unable to run standard Dianetics and should be cleared of his misunderstoods and overts and retrained.

The only real trouble one gets into on an Int Rundown stems from the inability of the auditor to run a smooth, good-TRed R3RA session. Pcs are not hard to run on it.

C/S WINS

A C/S cannot win at all if he is continually having to make up for flubby auditing by the auditor.

Therefore, the C/S must be very sure his auditors are fully checked out on things they are to run before running them.

If there is no Qual Staff Training Officer or no Cramming, a C/S can fully afford to do the training and cramming himself. Otherwise, he will lose far more than that time in C/Sing for auditors not checked out.

By the skill of his auditors you know the C/S. Not by his unusual solutions after flubs.

The Int Rundown is too easy to do to have any trouble—the trouble comes when the auditors are not checked out beforehand, star-rate and in clay on new things they are to run.

L. RON HUBBARD
Founder

Remimeo

C/S Series 71

D OF P OPERATES BY OCAs

A Director of Processing is a director of PROCESSING of cases.

All his functions are involved with this. He MUST understand his title and what its duties involve.

It is his job to get people PROCESSED.

To do this he has to KNOW (a) what people there are to be processed, (b) how much processing they will need, (c) what facilities can be maintained and expanded to get processing done and (d) to see that the processing is paid for and occurs.

The D of P does not have to be a C/S or to know C/Sing.

ALL HE HAS TO KNOW OF TECH IS HOW TO READ AN OCA, IQ, APTITUDE AND OTHER TESTS.

He does not even have to open a folder. If all he ever looked at was a pc's OCA (Oxford Capacity Analysis or by some other name), the D of P would win every time.

If the D of P considered his job as "To raise OCAs with paid-for processing and to be sure the pc is happier" he would be performing his duties.

To raise OCAs one has to know how to "read" an OCA. That's easy. It says how right on its border. Unacceptable, Needing Improvement, Desirable, etc.

An OCA with any point on the left side of the graph in low or undesirable range means the pc is out of valence. Any low point on the right side of the graph means the pc is crazy.

If the graph is not in the desirable range and the pc happy and looking better, the HGC has not done its job yet.

The D of P goes wholly on the idea of MORE AUDITING when he wants to raise a graph or IQ.

It's not up to the D of P what is audited, only that auditing is done. The C/S, if he knows his business, will say *what* is audited. The D of P just knows MORE AUDITING. A D of P can tell by the OCA improvement and improvement of

660

TONE and APPEARANCE of the pc and what the pc says in an interview whether the required high-quality result has been achieved. If it has not, then it's MORE AUDITING.

The REGISTRAR can have very similar functions as to graphs and where there is no D of P the REGISTRAR must do these things.

A D of P who has a backlog is a dog. It means he isn't getting auditors or recruiting Academy students or getting people to auditor intern and isn't BEING by DEFINITION a D of P.

If there is an "ARC broken field," look at the D of P. He didn't see that the OCA was raised and that the pc was happy before he left the org.

A good D of P has a potential processing line of EVERY OCA EVER GIVEN BY THE ORG.

He is in the business of raising graphs and making people happy with their auditing IN PAID VOLUME. If his HGC isn't turning out 700 well done hours a week, he's failing. If he is, he's a success. If he turns out more, a second HGC is needed.

The traffic cop is the D of P.

He has to know what traffic he will have and what traffic he does have.

He can be defeated by a poor Registrar, a poor C/S and a poor Qual. Therefore he has the right to demand these people get hatted. But he only has the right if he himself is hatted and doing his job. Given that, he can demand Comm Evs.

If a D of P exists, knows his job and does it, an org will become prosperous.

The first thing he has to know is the *meaning* of his TITLE.

The second thing is that his job is getting OCA graphs raised IN PAID–FOR VOLUME.

(By current US rates a D of P should be running at least a $17,000 cash gross of auditing through an HGC each week to be considered a competent D of P.)

Any "field ARC breaks" is a direct reflection on the D of P. He didn't raise graphs and see people were happy before leaving.

During periods when the post of D of P was empty or "not on the org board" or not filled, the org has slumped.

The post is very important.

It is also a very simple, direct post.

Its duties are covered in C/S Series 25 along with others. But his use of the OCA is not listed there.

Procurement of auditors is currently the weakest point of a D of P's duties. Without this he cannot deliver volume. I have known Ds of P to train auditors themselves to have auditors and others to train Academy graduates after the course to have quality.

There are no limits on what a D of P can do—

So long as he is DIRECTING PROCESSING and RAISING OCAs *in paid volume*.

L. RON HUBBARD
Founder

Remimeo

C/S Series 72

USE OF CORRECTION LISTS

A current survey shows that the weakest point in C/Sing done in orgs is failure to use prepared lists for case correction.

There are some other points. For some reason C/Ses are being inventive instead of following the C/S Series and doing standard repairs and grades.

Probably the failure to use prepared correction lists derails the use of standard actions.

There are very few actions which do not have their own correction lists.

THERE IS NOTHING IN DIANETICS AND SCIENTOLOGY AS MIRACULOUSLY WORKABLE AS CORRECTION LISTS.

The only things which prevent the list from working are:

a.   AUDITOR'S METERING

b.   AUDITOR'S TRs.

METERING

When the auditor's meter is habitually placed where he cannot see (1) the meter needle, (2) the worksheet and (3) the pc WITH ONE DIRECTED LOOK, then he misses reads.

All three have to be seen at once.

The faults are:

i.   Eyesight poor

ii.   Glasses rims obscure one while looking at another

iii. Position of the meter.

It is a standard cramming action to look into these points WHENEVER A CORRECTION LIST IS SAID TO BE BLANK.

For example a GF is done by Auditor A on Monday. It is done again by Auditor B on Tuesday. Reads are found by B. This means Auditor A is missing reads.

THIS IS FAR MORE COMMON THAN BELIEVED.

TRs

When an auditor can't be heard or is overwhelming the pc, the list won't be valid.

An auditor's TRs show up more quickly on a correction list than anything else.

A pc ARC broken by TRs 0 to 4 will not read properly on a correction list.

NUMBERS OF LISTS

The number of correction lists is large.

It is unthinkable to do Word Clearing without ever using a Word Clearing Correction List. Yet we find folders with bogged Word Clearing sessions where the list was never used.

There is the Green Form for general case upset, the Green Green Form for Solo, L1C for ARC breaks over a period, L3B for Dianetic bogs, L4B for listing and nulling goofs, Int RD Correction List for Int–Ext corrections, a Power Correction List for Power, GF 40R for resistive cases, C/S 53 and Hi–Low TA for TA misbehavior, L7 for Clearing Course, and others.

C/Ses trying to "solve cases" without using correction lists is like trying to repair flat tires without puncture patches. It just CAN'T BE DONE.

THE PRIMARY TOOL OF A C/S IS PREPARED CORRECTION LISTS.

It is not inventive ways of "solving cases."

METHOD OF USE

Where you have inexpert auditors, you always order Method 5, which is just a full rapid assessment. Then the C/S sorts out the reads and C/Ses what to do as *very* well covered on the lists themselves and the C/S Series.

Then the auditor does the C/S.

A Green Form is *always* done this way. It will bog on any other method like 3.

There are different methods of handling lists. L1C is always done Method 3, carrying each read as it is found earlier-similar to F/N.

A GF 40R is done Method 3 and then the engrams are run for each read where engrams are indicated.

It's up to a C/S to use correction lists, to coach his auditors into proper list use and to get corrected any misuse.

A C/S who can't or doesn't use prepared correction lists isn't a C/S at all but a "person puzzled about cases."

Correction lists, standard programs and the Grade Chart and grade commands and materials; these are the tools of the C/S.

There are NO others.

A C/S is one who uses these things. He is supervising that they are used when they are supposed to be.

L. RON HUBBARD
Founder

Remimeo
All Orgs
All Missions
All C/Ses
All Auditors
Tech/Qual

Solo C/S Series 10RB

C/S Series 73RB

THE NO–INTERFERENCE AREA CLARIFIED
AND RE–ENFORCED

Refs:
THE CLASSIFICATION GRADATION AND AWARENESS
CHART OF LEVELS AND CERTIFICATES

HCOB 12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
HCOB 12 Nov. 81RD	GRADE CHART STREAMLINED FOR
Rev. 20.4.90	LOWER GRADES
HCOB 12 Sept. 78R	DIANETICS FORBIDDEN ON CLEARS AND
Rev. 2.12.85	OT's
HCOB 26 May 71R	C/S Series 38R
Rev. 23.10.83	TRs COURSE AND AUDITING
	MIXING MAJOR ACTIONS
HCOB 28 Sept. 82	C/S Series 115
	MIXING RUNDOWNS AND REPAIRS
HCOB 27 Mar. 84	C/S Series 119
	STALLED DIANETIC CLEAR: SOLVED

Modifies:

HCOB 3 Feb. 72	R6EW–OT III NO–INTERFERENCE AREA

MAJOR ADVANCES

Two phenomenal technical advances made in recent years—New Era Dianetics and the technology resulting in the NED for OTs levels—have, by their nature, made it especially necessary to clarify and re-enforce the No-Interference Area.

These two powerful developments alone represent giant strides in the refinement of the technology. With their release in 1978 we were suddenly making Clears and OTs more rapidly than ever before.

One result of the research which culminated in NED and the NED for OTs levels was the discovery that Dianetics must not be run on Clears and pre-OTs. This required a full review of auditing materials to align all of the various levels and actions with that vital technical rule.

With the additional developments which followed upon the heels of these advances—the Purification Rundown, the Happiness Rundown, the shift in the Grade Chart which puts Grades 0 to IV before NED, the Clear Certainty Rundown and Sunshine Rundown, the new Solo Auditor Course Part I which can be

done in orgs, OT Preparations and Solo Auditor Course Part II done at Saint Hills or higher orgs, all of these major advances in themselves—I made certain that brand-new NED Clears moving up the Grade Chart through OT III, the NED for OTs levels and beyond would have available the tech they need, both auditing wise and training wise, each step of the way.

Some C/Ses and auditors have had confusions regarding the No-Interference Area and have not fully aligned the technical developments made in recent years with the basic principle and rules regarding the No-Interference Area. Some pcs, as a result, have been audited on actions which were not needed or which they should not have been given between Clear and OT III.

The route to Clear and OT is now swifter. It needs to be very well defined and handled standardly, from an administrative as well as a technical viewpoint.

Therefore, I have revised and updated this HCOB to state exactly what can and cannot be delivered in the No-Interference Area.

CLARIFICATION AND RE–ENFORCEMENT OF THE NO–INTERFERENCE AREA

The No-Interference Area is still the No-Interference Area, with exclamation points!

It is defined today as:

THE ZONE FROM NEW OT I TO OT III COMPLETION (FOR THOSE WHO WENT CLEAR ON NED) OR FROM R6EW TO OT III COMPLETION (FOR THOSE WHO DID NOT GO CLEAR ON NED).

This is the critical band of the Gradation Chart.

On Flag it was learned the hard way that you don't do other major auditing actions between these points.

Example: Pre-OT doing OT III is given the End of Endless Int Rundown. Result: You will have nothing but trouble, trouble, trouble. Right action: Get the pre-OT through Solo OT III to completion.

The rule is: FROM NEW OT I TO OT III COMPLETION (FOR THOSE WHO WENT CLEAR ON NED) OR FROM R6EW TO OT III COMPLETION (FOR THOSE WHO DID NOT GO CLEAR ON NED) ONE DOES NOT DO ANYTHING EXCEPT KEEP THE PC WINNING.

A person between New OT I and the completion of OT III (for those who went Clear on NED), may only audit on New OT I, OT II and OT III.

A person between R6EW and the completion of OT III (for those who did not go Clear on NED), may only audit on R6EW, Clearing Course, New OT I, OT II and OT III.

Pre-OTs in the No-Interference Area may only be audited on repairs for those levels (by a trained and qualified Advanced Courses Review Auditor), as covered by standard C/Sing HCOBs regarding these Solo levels.

Pre-OTs progressing well in the No-Interference Area should not be interfered with by Sec Checking or anything else. However, when a pre-OT is stalled or moving slowly, any of the actions listed below, as appropriate, can be ordered by a qualified C/S (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED):

1. Nonaudited PTS handlings

2. Confessionals and O/Ws

3. The handling of postulates, considerations, attitudes, evil purposes or evil intentions (False Purpose Rundown)

4. Service Fac handling (bracket method only, no R3RA)

5. Disagreement Checks.

A pre-OT in the No-Interference Area would never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), lower grades, any Clay Table Processing, TRs or any Int Rundown.

For those who went Clear on NED, Power Processing (Grade V or VA), R6EW and the Clearing Course would also not be given.

THE AREA BETWEEN CLEAR AND NEW OT I
FOR THOSE WHO GO CLEAR ON NED

A person who goes Clear on NED gets his Clear Certainty Rundown and Sunshine Rundown at an org qualified to deliver them, then does the Solo Auditor Course, Part I. From there he is promptly routed to a Saint Hill Org or higher for OT Preparations, Solo Setups, Eligibility for OT Levels Check and to continue on up the Bridge.

Orgs must not hold on to Clears unnecessarily and anyone who is Clear but not OT III had better be pushed up to OT III fast because otherwise he is at risk.

Persons who go Clear on NED and who are progressing and doing well should not be interfered with; however, when a Clear is stalled or moving slowly, any of the actions listed earlier under the "Exception" section may also be given to pcs between Clear and New OT I.

ADDITIONAL SERVICES THAT MAY BE DELIVERED
BETWEEN CLEAR AND NEW OT I FOR THOSE
WHO GO CLEAR ON NED

A person between Clear and New OT I may also receive the following actions to prepare him to move onto the OT levels:

A. PTS Rundown and Suppressed Person Rundown, but no R3RA

B. Scientology Drug Rundown

C. Method One Word Clearing

D. Int handlings if required, including End of Endless Int, but no R3RA

E. The Happiness Rundown and any other such special rundowns that do not include R3RA, such as the Asthma or Allergy Rundown, Auditing Repair List for People from Est or Scientology Marriage Counseling

F. Primary Rundown

G. The Flag-only rundowns of L10, L11, L12

H. Super Power

I. Professional TR Course (with Clay Table Processing)

J. The Hubbard Key To Life Course

K. The Hubbard Life Orientation Course.

A person between Clear and New OT I would never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), Power Processing (Grade V or VA), R6EW or the Clearing Course.

THE AREAS BETWEEN OT LEVELS
FOLLOWING COMPLETION OF OT III

Pre-OTs completed on OT III or who are completed on any other OT level may never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), Power Processing (Grade V or VA), R6EW, Clearing Course or lower grades. In the instance of someone who did not make lower levels before New OT I, yet started on the OT levels anyway (called a "bypassed case" per confidential AO materials), the person, after OT III, could be put back to complete some lower action that he had not honestly attained. This would ONLY be done at an Advanced Organization, by a qualified AO C/S.

The only other restrictions that apply to pre-OTs between any OT level following the completion of OT III are:

a. Pre-OTs in the area between the start of New OT V (Audited NOTs) and the completion of New OT VIII (Truth Revealed) may not receive the Happiness Rundown or the Flag-only rundowns of L10, L11, L12.

b. Pre-OTs in the area between the beginning of New OT VI (Solo NOTs Auditing Course) and the completion of New OT VII (Solo NOTs) may not receive any other auditing, with the exception of those services allowed in the No-Interference Area (between the start of New OT I and the completion of OT III) for pre-OTs who are stalled or moving slowly.

TRs

Never order TRs after Solo materials study or before OT III is attested.

TRs should be done before or during Solo study but not after materials are issued. And TR courses may not be done from then on to OT III.

A partially completed earlier TR course found to be hanging up a pc on Solo grades can be handled to completion and should be. This does not mean long additional hours of TR 0, nor does it mean auditing a pc on TRs Clay Table Processing. It usually means word clearing on the TR materials and rehab.

MAJOR ACTIONS

It is a very losing game to throw a major rundown in between R6EW (or New OT I for those who went Clear on NED) and OT III. The result is a mess.

The way to recover such a blunder is to get the pc rehabbed or to a rest point and then finish up the Solo grades to OT III attest and then complete the rundown.

SET UP

It is VERY important that a pc be fully set up with Purification Rundown, Objectives and any other needed drug handling steps, lower grades and any other needed lower Grade Chart actions, before he goes onto NED and goes Clear.

AUDITING SKILL

None of this states that you cannot improve a pc's auditing skill between Clear/R6EW and OT III (excepting only TRs).

BIG wins are to be had by doing so.

THE MAJOR CAUSE OF FAILURE ON SOLO GRADES IS THE INABILITY TO AUDIT.

The sources of failure on Solo are:

1. No or incomplete drug handling actions

2. Incomplete NED (Did not go Clear on NED but was incorrectly declared Clear when he had not made it.)

3. Case not set up

4. Inability to audit.

SUMMARY

Realize that from Clear (or R6EW) to OT III you have a closed band for other major actions.

So don't let people onto Solo auditing who have points 1–4 out.

If it has happened, patch it up as you can and let the pre-OT get on with it.

L. RON HUBBARD
Founder

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