Introductory Processes & ASSISTS

By
L. RON HUBBARD

INTRODUCTION

There are a vast number of processes that L. Ron Hubbard has developed that fall under the heading of Introductory and Demonstration processes. Many of these processes are in early publications of Dianetics and Scientology and on taped lectures. Until all of these processes can be compiled into a book, the processes contained in this pack have been compiled so that they are readily available for use.

Auditors and Case Supervisors use Introductory processes on beginning pcs as a case entrance and to handle many of the difficulties that people encounter in their daily lives. Often such auditing has been called "Life Repair" as it does that; it additionally prepares the pc's case for the more major Grade Chart actions. A published list of these Introductory processes and their references is a boon to auditors and Case Supervisors as it makes their work more accurate and effective, while saving time.

Field Auditors. Field Staff Members and Scientologists in general are often faced with how to give a new person a reality on auditing. There are many Demonstration processes which they can use which can be run on somebody who has had no previous auditing and which can give an immediate result. This is of great use in dissemination and for helping one's friends and acquaintances.

Parents often are faced with situations with their children that could be handled with processes and there are processes which will raise a child's general ability.

Even animals can be processed so one can raise the tone level of pets.

Assists are a must for any Scientologist to be able to do. They are not just for the professional auditor alone. There are many assists that require no formal training, but are extremely effective.

During the period from 1951 to 1955, L. Ron Hubbard developed a vast sea of technology that is of great use in Introductory and Demonstration sessions and in handling people. Because these processes do not appear in the Grades people could get the idea that this technology has been abandoned and could neglect it or even alter standard processes and try to dream up their own. Either way, people would be denied the results from L. Ron Hubbard's technology.

The point is, there is a body of technology that lies outside the Grades. It can be use for Introductory sessions, Demonstrations, "coffee shop" auditing, Assists and gives Scientologists something to get a new pc interested in.

Group Processing often contains Grade material but that does not bar it from being given to groups who are not in the middle of intensives or auditing programs. When asked to list gains and wins from auditing (meaning formal sessions) people also used to list the gains from group processing sessions L. Ron Hubbard had given at Congresses; they concidered them that important!

This compilation consists of a selection of some of these processes in order to make them immediately available, for use.

How to Use This Pack

Rather than simply provide a list of processes, the original articles and bulletins in which these processes are found are included, to give the theory. Also included are articles in which L. Ron Hubbard gives the theory of auditing and how to begin auditing a new pc

One should first read all the materials contained herein for the theory and descriptions of each of the processes, what they are for and how to run them. Then a process can be selected from the Contents page and the reference for that process found from the page number given.

Most of the processes given are run without a meter.

How to tell when a process is flat is given in HCO Bulletin of 3 February 1959, FLATTENING A PROCESS, at the beginning of the pack.

The processes are arranged in a general order in which they could be used in starting a case. This order need not be adhered to rigourously and frequently will differ in order to provide an individual program for each pc.

After the Introductory Processes there is a list of Remedies most likely to be used or needed and where these can be found. (It will be necessary to have THE BOOK OF CASE REMEDIES to hand as most of the remedies are contained in that book.) Next in the pack are the processes for children (the book, CHILD DIANETICS, will be needed for several of these processes). Assists are in the back of the pack.

Books Needed

The following books by L. Ron Hubbard will be needed in addition to this pack:

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY
THE CREATION OF HUMAN ABILITY
HANDBOOK FOR PRECLEARS
SCIENCE OF SURVIVAL
THE BOOK OF CASE REMEDIES
THE PROBLEMS OF WORK
CHILD DIANETICS.

For Group Processing there are:
GROUP AUDITOR'S HANDBOOK, Volume One
GROUP AUDITOR'S HANDBOOK, Volume Two

Administration

When these processes are used in formal auditing as a "Life Repair" program the usual rules of Auditor-C/S administration apply. But in less formal use, such as a Demonstration process run during dissemination (coffee shop auditing) those rules do not apply. On Scientologists who have received auditing or on pcs being newly started in auditing a report of the session should be written including what was run and the result and these put in or forwarded to the person's folder. Assists, especially emergency assists, do not require great formality but should be reported afterwards for the person's folder. A record of what Introductory processes have been run on a pc ensures that the same process is not run twice and give valuable data for a Case Supervisor should any repair be needed. Group Processing sessions are not written up for each person's folder.

None of these processes (except for an emergency assist) should be run on someone who is in the middle of an intensive or auditing program.

In the book, CHILD DIANETICS, "A record of each session should be kept. There is no need for it to be a verbatim account of every word, motion or flick of an eyelid of the preclear, but pertinent facts should be noted." LRH

The majority of these processes do not require that one be a classed auditor to run them (unless one is auditing professionally) but short training courses can be done in Scientology Churches and Missions which will greatly increase one's effectiveness and result. These do not take long and are well worth doing.

Remedies and Cautions

Some of the materials in this pack contain Creative processes ("Create. . .", "Invent. . . "Mock up ..." "Tell a lie" are creative processes) and these should not be run (re HCOB 11 Feb 60, CREATE AND CONFRONT). Nor should negative ARC or out-of-ARC processes be run (ref. PAB No. 101, GAMES CONDITIONS THEORY). Any version o "What could you go out of ARC with?" should not be run, (not that that is a process, it merely given for illustration.)

The remedies listed in the Contents are recommended for any difficulty that may be encountered. It should be noted that several of these remedies are not just for repairing a session upset, several of these are very effective as Demonstration processes and for use in dissemination (e.g., Remedies H, I, J).

Summary

There is a tremendous amount that can be done for the new pc, for persons new to Scientology, for children and for those who have suffered an injury or illness, that will help and assist. This compilation was originated by L. Ron Hubbard in order to make this technology more readily available to Scientologists for their use.

CONTENTS & REFERENCES

PTP/PROBLEMS PROCESSES

17.	TR 10, SHORT SPOTTING, "You notice that (nearby object)"	HCOB 4 Dec 57, CLEAR PROCEDURE CONTINUED, STEP ONE: PARTICIPATION IN SESSION BY THE PC
18.	TR 10, "You notice that (object).	" "
19.	CCH 0, (2 c) "Is there any place you would like to be more than here?", "Is there any place you should be rather than here?"	HCOB 15 Oct AD8, ACC CLEAR PROCEDURE
20.	"Describe that problem to me now.", "What part of that problem could you be responsible for?"	" "
21.	"Do you have anything worrying you so much that you will have a difficult time keeping your attention on auditing?" "Describe that problem to me." "Does that problem exist in present time now?"	HCOB 10 Aug AD8, ACC AUXILIARY PROCEDURE
22.	R2-20, USE OF PROBLEMS AND SOLUTIONS	Book, THE CREATION OF HUMAN ABILITY,

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23.	Melbourne 2	HCOB 30 Nov 59, ALLOWED PROCESSES 1ST MELBOURNE ACC
24.	Presession 37 (metered) ("What question shouldn't I ask you?")	HCOB 15 Dec 60, PRESESSION 37 also, HCOB 18 Nov 59, lST MELBOURNE ACC MATERIAL
25.	"What could you say to (papa, mama, wife, husband)?" "What could (. . .) say to you?"	Ability Major 6, BASIC PROCESSES
26.	ARC PROCESS 1961	HCOB 30 Nov 61, ARC PROCESS 1961
27.	Origins: a) "What origin of yours has been mishandled. Recall a time when you were pleased with that person." or, b) "What origin of yours has been handled properly?"	HCOB 15 Oct AD8 ACC CLEAR PROCEDURE

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28.	Scientology Auditing CS-1	HCOB 15 Jul 78, SCIENTOLOGY AUDITING CS-1
29.	Hellos and Okays on body parts	HCOB 8 Apr 58, AUDITING THE PC ON CLEAR PROCEDURE

30.	Responsibility on a body part	"	"
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(also see HCOB 15 Oct AD8, ACC
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32.	Confront on a body part	HCOB 15 Oct AD8, ACC CLEAR PROCEDURE
33.	CHOICE	PAB No. 69, SIX LEVELS OF PROCESSING
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39.	PREDICTION (R2-26)	Book, THE CREATION OF HUMAN ABILITY
40.	LAUGHING (R2-26)	" "
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43.	"Tell me something you would be willing to forget."	HCO TRAINING BULLETIN OF 6 Feb 57
44.	Objective Not Know	" "
45.	"What would you like to confront?"	HCOB 4 May 59, AN AFFINITY PROCESS
46.	CONSEQUENCES	Ability Major 6, BASIC PROCESSES
47.	SUBJECTIVE CONFRONTING-NESS PROCEDURE	HCOB 15 Oct AD8, ACC CLEAR
48.	List 5 problems . . .	Book, HANDBOOK FOR PRECLEARS
49.	Straight Memory	Book, SCIENCE OF SURVIVAL, Book Two
50.	Pleasure moments	Book, SCIENCE OF SURVIVAL, Book Two
51.	Imaginary Incidents	" "
52.	Hellos and OKs to pictures	Ability Major 6, BASIC PROCESSES and Ability Major 4, article 5
53.	a) "Who had that affliction?" or, b) Recall a time you saw that in somebody else." "Recall a time you decided this was a good thing."	Ability Major 4, article 2
54.	Differences and similarities	HCOB 18 Nov 59, I ST MELBOURNE ACC MATERIAL

55.	RISING SCALE	HCO TRAINING BULLETIN OF 6 Feb 57 and HANDBOOK FOR PRECLEARS, p. 2
56.	(An article that describes Merchants of Fear)	PAB No. 13, ON HUMAN BEHAVIOUR
57.	Overwhelm & Have	PAB No. 88. THE CONDITIONS OF AUDITING
58.	Hurdy Gurdy	Book, SCIENCE OF SURVIVAL, Book Two
59.	PTS remedy (Remedy N)	BOOK OF CASE REMEDIES
60.	Sub-Zero Releases (metered)	HCOB 2 Jan 67, SUB-ZERO RELEASES, EXAMINER'S SAFEGUARD

REMEDIES

61.	"What did I do wrong?"	HCOB 4 Dec 57, CLEAR PROCEDURE CONTINUED, STEP ONE: PARTICIPATION IN SESSION BY THE PC	
62.	Remedy A	BOOK OF CASE REMEDIES	
63.	Remedy B	"	"
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67.	Remedy N	"	"
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69.	Remedy P	"	"
70.	Remedy Q	"	"
71.	Remedy AL	"	"
72.	Remedy AO	"	"
73.	Remedy AS	"	"
74.	Remedy AQ	"	"
75.	Remedy AW	"	"
76.	Remedy AX	"	"
77.	Remedy BB	"	"
78.	Remedy BD	"	"
79.	Take a Walk	Book, THE PROBLEMS OF WORK	
80.	Look them over""		

PROCESSES FOR CHILDREN

(Note: these processes are not limited to children; they are also suitable as Demonstration and Introductory processes.)

81.	"Where did it happen?" "Where are you now?"	Ability Issue 110, TECHNIQUES OF CHILD PROCESSING
82.	Touch Assist ("Look at my finger.")	" "
83.	"Where is the (table, chair and other room objects)?"	" "
84.	Duplicative body parts "Feel my (arm)." "Thank you," "Feel your (arm), " "Thank you."	" "
85.	Child's version of TR5, "You make that body lie on that bed."	" "
86.	Establishing Affinity . (communication about things in present time)	Book, CHILD DIANETICS
87.	Directing attention to items or individuals within his environ having a high reality value for him.	" "
88.	Straightwire	" "
89.	"Analytical locks (Repetitive straightwire)	" "
90.	Imaginary incidents	" "
91.	Acting out incidents with dolls or toys	" "
92.	Drawing pictures	" "
93.	Handling upsets, misemotion, (crying, fear, tantrums)	" "
94.	Pleasure moments	" "
95.	Memory games	" "

STUDY INTRODUCTION

96.	Learning Process No. 1	PAB No. 110, EDUCATION
97.	Learning Process No. 2	" "
98.	LearningProcess No. 3	" "
99.	Learning Process No. 4	" "
100.	Learning Process No. 5	" "

ANIMAL PROCESS

101.   Reach and Withdraw   THE JOURNAL OF SCIENTOLOGY,
        (Note this process can also   Issue 15- G
        be used on babies)

DEMONSTRATION PROCESSES

(Almost all of the processes listed above can be used as Demonstration processes. For best results, choose a light process that the pc can do and which the auditor or FSM has a good reality on.)

        Pinch test (for demonstrating   HCOB 15 Jul 78, SCIENTOLOGY CS-1
        the E-meter)

ASSISTS

In addition to the Assist processes given above, the following Assists are enclosed. There are 65 Assist processes or actions many of which can be done by anyone, though some require auditor training. See HCOB 29 Jul 81, Issue I, FULL ASSIST CHECKLISTS FOR INJURIES AND ILLNESSES (in the back of this pack). (Note: there are many other Assists developed by L. Ron Hubbard, which will be compiled into a book.)

        Assists   HCOB 29 Jul 81, Issue I,
                                               FULL ASSIST CHECKLISTS FOR
                                               INJURIES AND ILLNESSES

GROUP PROCESSING

There are two booklets of Group Processing which have been published. While there have been many other Group Processing sessions developed by L. Ron Hubbard, these two booklets will enable a Group Auditor to deliver many hours of group processing, with remarkable gain!
(The full works of L. Ron Hubbard's Group Processing are being compiled into books.)

        Group Processing sessions   GROUP AUDITOR'S HANDBOOK, Volume 1
        Group Processing sessions   GROUP AUDITOR'S HANDBOOK, Volume 2

BOOK ONE AUDITING

        Dianetic sessions and Dianetic   Book, DIANETICS: THE MODERN SCIENCE
        co-auditing using the techniques   OF MENTAL HEALTH (also known as
        of "Book One".   "Book One")

FLATTENING A PROCESS

A process is flat when:

1.   There is the same lag from the moment the command is given until the time the preclear answers the command at *least* 3 times in a row.

2.   A cognition occurs.

3.   An ability is regained.

<div align="right">L. RON HUBBARD</div>

LRH:-.rd

HCO BULLETIN OF 21 APRIL 1960

Franchise Hldrs

PRESESSION PROCESSES

Have you ever wondered how to persuade a stranger to get audited? Have you ever had to "sell" a hostile family member Scientology before you could audit someone? Have you ever had trouble auditing anyone?

Well, you'll be pleased to know that these problems have been vanquished by some material I've developed. You see—I *do* think of you!

Pre-session processes are a new idea. They were hinted at in HCO Bulletin April 7, 1960. But there's more to it.

A pre-session process is a process that is used to get into session:

(a)   A stranger who isn't receiving well;
(b)   A person antagonistic to Scientology;
(c)   A person who ARC breaks easily in session;
(d)   A person who makes few gains in session;
(e)   A person who relapses after being helped;
(f)   A person who makes no gains in auditing;
(g)   A person who, having been audited, refuses further auditing;
(h)   Any person being audited as a check-off before session, aloud to pc or silently by auditor.

Pre-session processes parallel in importance the auditing of unconscious people. But I feel they have wider use and will assist dissemination enormously as well as improve graph gains.

These processes are four in number. They are designed as classes of processes to handle these four points:

1.   Help factor
2.   Control factor
3.   Pc Communication factor
4.   Interest factor.

Unless these four points are present in a session, it is improbable, in a great number of cases, that any real, lasting gain will be made. This is old data.

It is new data to consider these as *pre-session* points.

Before one has a pc in session he cannot really run a Model Session or any session at all.

The usual struggle is to start a session and then try to start a session by having the pc go into session.

This is a confusion of long standing and leads auditors to run processes like the CCHs when they could be running higher processes. The CCHs are often necessary, but not

necessary on a pc who *could* be put into session easily and could then run higher level processes for faster gains.

The only thing this changes about a Model Session (HCO Bulletin February 25, 1960) is the START. If a pc is in the auditing room and auditing is to be attempted, then one starts, not Tone 40, but formal. "We are going to begin auditing now." The auditor then goes over his check list and ticks off the pre-session points 1, 2, 3, 4, and satisfied, goes into the rudiments and carries forward a Model Session. Naturally, if he wants to put the pc into session with pre-session processes, when the pc is finally in session we would startle him out with a Tone 40 "START".

A pc who is running extraordinarily well and making fast gains should be checked over silently at beginning and then given "START" Tone 40 as in the Model Session and the auditor proceeds at once to rudiments. But this would be used only after the pc was really getting along. A new pc or new to the auditor should be pre-sessioned as above for many sessions.

A pre-session type of session might find the auditor not satisfied with more than the first two of the four points by session end. If so, end the session easily with a location of pc's attention on the room and simply end it by saying so.

While many processes may be developed out of the four classes of help, control, communication and interest, it is certain that these classes will remain stable, since these four are vital to auditing itself and imply no wrongness in the pc. All other known factors of life and the mind can be handled by a session and improved. But these four—help, control, communication and interest—are vital to auditing itself and without them auditing doesn't happen.

One or more of these four items was awry in every pc who, one, did not take auditing, two, on whom gains were poor or slow, and three, who failed to complete auditing. So you see that is a number of pcs and the pre-session processes are the important remedy. Why make the same error again.

One of my jobs is to improve auditing results. This may be, as you may find, the biggest single step in that direction since Book One, since it includes them all. The auditor can *cause* help, control, communication and interest rather than hope they will come to pass. As such these four factors are practically clubs.

I would almost rather not give you some processes to fit these four conditions. I certainly desire you to be free in inspecting, understanding and employing them. What great art could arise from this innocent scientific quartet. I would rather you used them as a maestro rather than play sheet music.

How adroit, how clever, how subtle we could become with them!

Example of what I mean:

Grouchy car salesman. Knows that anything Scientologist friend Bill takes up is "rot". Hates people.

Scientologist approaches. Gets a scoff at Bill's enthusiasms.

Scientologist handles help. "Don't you think people can be helped?" Lazy argument, all very casual. Car salesman finally wins by losing utterly. He concedes something or someone could help him.

Another day. Scientologist approaches. Asks car salesman to move here and there, do this and that, all by pretending interest in cars. Really it's 8-C. All casual. Salesman wins again by losing.

Another day. Scientologist gets on subject of communication with car salesman. Finally salesman concedes he doesn't mind telling Scientologist about his shady deals. Does. Salesman wins and so does Scientologist.

Another day. Scientologist gets car salesman to see pictures or blackness by any smooth conversation. Salesman becomes interested in getting his flat feet fixed up.

Negative result: One scoffer less Positive result: One new pc.

Any way you handle them the Deadly Quartet *must* be present before auditing, or even interest in Scientology, can exist.

Talk about John Wellington Wells. The Scientologist can weave even greater magical spells with help, control, communication and interest.

Talk to a new club. What about? Help, of course. Get them to agree they could be helped or could help.

And when they ask you to come back talk about good and bad control. And when they want you again, it's communication you stress.

And interest of course, when you give *that* talk, will find you ready people.

In Scientology everybody wins. It's the only game in which everyone does. With these four factors you can't lose and neither can they.

As a Scientologist you know several processes under each heading. It's establishing each point in turn that's important.

Ah, what a shock you'll get on some pc when you find he wasn't ever interested in his own case. He was getting audited for his wife! You'll only find that out if you get the three forerunners flat first.

PROCESSES

On processes, under help you have two-way comm about help, two-way help, help in brackets, dichotomies of can-help can't-help, rising scale on help; lots of forms.

On control you have two-way comm, TR 5 (You make that body sit in that chair), CCH 2, old-time 8-C, object S-C-S, S-C-S, etc, etc.

On communication you have two-way comm, "Recall a time you communicated," etc, but much more basically, two-way comm to get off overts, O/W on the auditor, "Think of something you have done to somebody" "Think of something you have withheld from somebody" with occasional, "Anything you would like to tell me?" when meter acts up. Nothing helps communication like getting off fundamental overts that would keep pc out of session or ARC with auditor. That's the point of this step, whether done casually in a drawing room or in an auditing room. "Surely, Mrs. Screamstack, you can't sit there and tell me that, unlike the rest of the human race, you have never done a single wrong thing in your whole life!" Well, that's one way to knock apart a case at a formal dinner party.

Interest is the place where your knowledge of the mind comes into heavy play. But note that this is Number Four. How often have we used it for Number One and flopped ! That was because the correct One was missing, to say nothing of Two and Three! I can see you now trying to interest a family member with Four without teaching on the first three. Why, I've done it myself! Just like you.

I audited an official of a government after a dinner party for two hopeless hours one night. He knew he'd been run over. But he surely was no sparkling result. I shamefully and vividly recall now that, not touched by me, his idea of help was to kill off the whole human race!

The first steps of OT-3A will gain interest from almost anyone. Even the Black Fives will get confounded when they find what state their recalls are in.

AND THEN?

And then follow a gradient scale of gain. Find something the pc can do and improve it.

When the four points, the Deadly Quartet, are covered, we have the rudiments and they must cover facts, not glibitity.

After the four points you improve the case by gradient scales.

And you keep the four points established.

SUMMARY

If it takes you a hundred hours to establish the four points of sessioning, you'll still win faster because you will win.

If it takes only two hours the first time you do them on a pc, feel lucky.

Be thorough.

Establish the four points. Use a Model Session. Follow a course in processing of finding something the pc knows he can do and improve that ability.

And you'll have clears.

And if your use of the Deadly Quartet becomes as adroit and smooth as I think it will, we will have this planet licked and be scouting the stars before we're too much older.

At last, we've created the basic weapon in Scientology dissemination and processing that makes us a lot more effective on Earth than a lot of drooling politicians scrubbing their hands around an atomic warhead. By golly, they better watch out now.

But don't tell them. Just run (1) Help, (2) Control, (3) Communication and (4) Interest.

Now go tackle somebody who wouldn't buy Scientology—use the Deadly Quartet. And win!

L. RON HUBBARD

Fran Hldrs
HCO Secs
Assn Secs
D of Ps
D of Ts
Field Auditors

CREATE AND CONFRONT

The cycle of action (create, survive, destroy) and the communication formula (cause, distance, effect) with Axiom 10 (the highest purpose etc, creation of an effect) become identified in the mind with one another.

The preclear who is having a difficult time is on an inversion of the cycle of action (counter-create, counter-survive, counter-destroy).

Any preclear is somewhere on this cycle. The preclear who only gets death pictures or bad pictures is somewhere late on the cycle of action or late on an inversion cycle.

This preclear believes that every cause brings about a destruction.

Thus he falls out of communication, since any and all received communication will destroy him, he thinks.

All this is covered in the First Melbourne ACC Tapes and will probably not be covered to such a degree again. The Melbourne ACC Tapes are consecutive with the Philadelphia lecture series (fall 1952), and are a little out of the way of our present theory, but have a special place in know-how.

Out of this we now have an understanding of what a limited process is. Any process which makes the preclear create is a limited process and should be avoided. Such processes as "Tell a Lie" are creative processes.

The preclear has creation tangled up with cause and cause tangled up with the overt-motivator sequence. The thing that straightens all this out is any version of responsibility run with the pc at cause. Earlier the best we had to straighten this out was confront. Responsibility is confront and is very senior to confront as a process.

When a pc over-creates he accumulates the unconfronted debris. All you have to do to restimulate debris (stiffen up the bank) is to run the pc on some version of create process.

Havingness is a confront process and straightens out the create factor.

Havingness is the lowest version of responsibility; Confront is the next lowest; Overt-Withhold is the next; and at our present top for practical purposes is just plain responsibility. Actually all these are responsibility processes.

Create is bad only when one does not take responsibility for the creation.

The key process of all processes at this writing is being responsible for having been irresponsible.

There is a great deal of anatomy to responsibility. A great many answers lie waiting on its track. When one maligns another, he has not taken responsibility for the acts of that other person and so is separate from that other person.

One of the highest points of knowingness which is not at this time known is whether we are all one or if we are actually separate beings. Enough responsibility run achieves a subjective answer to this.

While several offshoots of this present technology are under test at this time it can be said with certainty now that the best version of responsibility for most cases is:

"What have you done to a (terminal)?"
"What have you withheld from a (terminal)?"

It will be seen at once that what could you do to and what could you withhold from a terminal is a create process, and is therefore slightly limited and leaves debris. Thus it can be said with finality overt/withhold rather than cause/withhold is the best process.

In the presence of ARC breaks, havingness is a must on any responsibility process and is always a good preventive for flops. Don't forget havingness. We know now that it is the lowest rung of responsibility. This becomes evident when we examine the withhold aspects of havingness.

Plain ordinary "What could you be responsible for" is of course a very fine process and oddly enough often goes lower (for a short run) than overt/withhold. Responsibility isn't just a high level process. It works where it works.

It is interesting that while running pure raw responsibility in its non-create form (what have you been responsible for) we see anew the old know-to-mystery scale revealed.

Factual Havingness can be run in its trio form with good results:

"Look around here and find something you could have"
"Look around here and find something you would permit to continue"
"Look around here and find something you would let vanish"

The old restrictions and know-how of running this still apply.

"Look around here and find something you could have" is of course a wonderful process. And whenever you run an hour and a half of any other version of responsibility you had better run half an hour of "Look around here and find something you could have" and be on the safe side.

SUMMARY

The data in this bulletin is far from merely theoretical. To some auditors it will come as an emergency super frantic hysterical rush item for they should shift over any version of responsibility they are running to the above versions.

Don't run any other version of overt/withhold than that given above. You can run responsibility as itself on any incident or terminal if the pc can take it. Run a half hour of havingness for every hour and a half of any responsibility subjective process.

NOTE

Instead of the CCHs for that low low level case, why not get it going with havingness as above and then find any terminal that ticks on a meter and run O/W on that terminal. Then run

more havingness. Then find another terminal that ticks and run O/W on that. Then run more havingness. And so on and on with the same pattern until you get the case shifted on the cycle of action and functional.

LRH:js.cden   L. RON HUBBARD

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1 December 1956

GAMES CONDITIONS THEORY

Prepared from the research papers of L. Ron Hubbard

THEORY: The most adequate answer to life's puzzle is GAMES. The ordinary concept of games or play is comprehensible to anyone.

Games have many factors. Some work well in processing, some don't, all explain life.

The basic game of a thetan is evidently *nothing versus something* as in the process "Make it solid." He can never really be something, thus can never really duplicate himself a solid—yet he makes solids across spaces out of game impulse.

PRACTICE: Always process toward a games condition. Never process toward a no-games condition. Always process games conditions. Never process no-games conditions. This is more complicated than you think.

All games are aberrative. All games are continuing by definition, since an unstarted game isn't a game and a finished game isn't a game.

In the following list we have the most processable games conditions and the most-to-be-avoided no-games conditions.

Each column of the list could be KNOWING or UNKNOWING—"knowing games condition" or "unknowing games condition," "knowing no-games condition" or "unknowing no-games condition."

Using both lists at a knowing games level, we have sanity. At an unknowing games level we have aberration, neurosis or psychosis.

GAMES CONDITION (Knowing or Unknowing)	NO-GAMES CONDITION (Knowing or Unknowing)
Not-know	Know
Forget	Remember
Interest	
Disinterest	
Attention	No attention
Self-Determinism	Pan-Determinism
Identity	Namelessness
Individuality	
Problems	Solutions

Can't Have	Have
(games have some havingness)	
Alive	Neither alive nor dead
Opponents	Friends alone
Facsimiles	No pictures or universes
Continued Solidity	No spaces or solids
Continued adherence	No friends or enemies
Loyalty, Disloyalty	
Betrayal, Help	
Motion	No motion
Emotion	Serenity
Continued action	Motionless
Hot, cold	No temperature
Thinking	Knowing
Hate	
(some Love)	
Continued doubt of result	Win-Lose
(Expecting a Revelation)	
No effect on self	Effect on self
Effect on others	No effect on others
Stop communication	No ARC
Change communication	No no-ARC
Into it	Out of it
Agitation	Calm
Noise	Silence
(some Silence)	
Control	No control
Start-Change-Stop	
(Change the most important)	
Responsibility	No responsibility

Inspecting these two lists we find all unlimited and highly workable processes under GAMES CONDITIONS. We find all *limited* and unworkable processes under No-Games Conditions.

We process the preclear playing as a game in all phases. We then avoid No-Games Conditions in processing.

It is true that the Games Condition List contains a regimen unworkable in life. It isn't supposed to be. It's aberrative and we process it.

The ONLY certain processes which can be run on No-Games Conditions are **Consequences (the penalty resulting from) and "Mock up a confusion to which (the no-games condition) could be a stable datum."**

Now behold that the list of No-Games Conditions is a summary of the NATIVE STATE of a thetan. That means that the Native State not only does not process but winds the preclear up in difficulties if processed.

To establish the native state run out the UNKNOWING GAMES CONDITIONS of the preclear.

From native state a thetan apparently descends thusly:

NATIVE STATE	SERENITY	KNOWING, NO-GAMES
TO	TO	TO

OPERATING THETAN	TONE SCALE	KNOWING GAMES CONDITIONS
TO	TO	TO
BODIES	ANTAGONISM	UNKNOWING GAMES CONDITIONS
TO	TO	TO
REACTIVE BANKS	MINUS TONE SCALE	UNKNOWING NO-GAMES CONDITIONS

Processing, however, does not take the exact reverse route. Operating at a level of knowing games conditions, auditing converts the unknowing games and no-games conditions of the preclear into knowing games conditions and into further knowing games conditions. A further goal of auditing may very well be the attainment of no-game. It would be a knowing no-game, however, not an unknowing, and it would not be actually a condition.

Bad condition of case would be unknowing condition concerning games. Good condition is knowing games condition. No condition would be native state.

——

[1953, ca. end July]

CASE OPENING

Here begins the first of the series of *Professional Auditor's Bulletins* which deal with the auditor's own case and which can be "self-audited." Later the auditor may care to use the steps of this series on difficult preclears.

I am assuming throughout this series that the auditor is a difficult case *but* to get to the top and *stay* at the top the auditor, whatever he believes his case to be, should follow through on these steps.

We are going to pursue the following course here: the body, the analytical mind, the reactive mind, the rehabilitation of force and perception. We are going to take, at one session every two weeks, quite a little time at this. You've been ruining yourself for a score or two of years so you can expect a score or two of weeks to get unruined.

Now, to begin, I have often offered a point to you which is nearly always missed—the mind and the body are part of a gradient scale of creation. The mind is at a high point on this scale, the body at a low point. The mind has all the capabilities of the body, but the body has lost many of the capabilities of the mind. Thus the mind can function independently of the body *so long as it does not have its attention continually on the body.*

When the mind fixates *wholly* upon the body we have that extreme degree of introversion visible in psychotics or neurotics. No exterior world remains—there is only the body. The dwindling spiral toward oblivion is this road of greater and greater fixation upon the body.

You can observe that the child is *very* exteriorized in interest, sympathy, projects and you can trace the curve of his growing unhappiness through a life which at last is most concerned with eating or the inability to eat.

The downward curve of any case is this curve.

How does the mind become fixated upon the body? If you know your engrams you can see the sudden introversion caused by a blow. Kick somebody and observe his attention turn to the point of contact and only then turn out again to resent the kick. If you keep on kicking him and if he cannot use the motion to kick you he will turn all the way inwards about kicks and be in apathy. He is now a body willing to accept the exterior directions of your mind.

The compounded poundings of a lifetime bring about, in the natural course of events, this fixation upon the body. To get well, you must reverse this course, not by going into the past where there were no kicks (the effort of the neurotic) but by reducing or erasing the impacts (as per Dianetics) or by extroverting the attention (as in Scientology). These two methodologies have been developed by myself in order to make people well. There are many

ways in Dianetics and Scientology to achieve this. None of these ways include shocks and impacts upon the body, as these, of course, reverse the process and parallel the dwindling spiral of the MEST Universe.

If you have studied Issue 16-G of the *Journal of Scientology, you* will understand the simplicities with which we are dealing. While there is much more to Scientology than will be found in 16-G, none of it exceeds these basics.

Some are so extremely dense or so spun in that such simplicity of background is subject to grave suspicion and some are so far gone on voodoo that this separation of high level mental awareness (the analytical mind) and low level awareness (the reactive mind) must, of course, be witchcraft or charlatanism. When we separate the analytical mind from the body we discover most often that it very unclearly perceives this universe. It knows it is *not* in the body but it can't see walls. It can't even move mountains. The *body is* convinced about walls; the analytical mind, more highly aware, *isn't* convinced about walls for it hasn't been hit by that many walls. Very much more aware of truth, the analytical mind, wonderfully serene, sees or doesn't see walls at choice. The point is, the conviction of the existence of a universe depends upon the chronic restimulation of impacts. A fabulously interesting, utterly unbelievable communication system, complete with its own time, comes about through these impacts. The reactive mind (the body) believes it utterly. It isn't sane to be MEST or to be a body. Watch the skidding psychotic and observe his greater and greater conviction that thought *is* MEST, that words *are* objects, and watch first his growing anxiety about the body and then his frantic efforts to retain sensation and then his loss of all. This cure is worth studying, for it is the cure of illness, aberration and difficulty on any dynamic.

The primary difference between the analytical mind and the body is the ability of the analytical mind to have nothing and the inability of the reactive mind, the body, to have nothing. The body *knows* things exist and *knows* there are things it must have and things it must not have. By *things* we mean things with molecules in them.

Thus in this first session, we are going to ask the preclear, namely you, to put some attention on your body—medically and dietetically.

You won't find in any of my lectures or writings any discounting of the physical ills of the body. They comprise 30% of the 100% of Man's ills. On the contrary, you will find me asking time after time to be aware of, to observe, that your preclear may be physically sick. Physical illness is predisposed by, precipitated by and prolonged by mental aspects and difficulties. But you don't run engrams on a preclear with a curable physical ailment. Cure the ailment or alleviate it and *then* run engrams.

All right. Now observe the mental curve of a physically ill person. It approximates, in the various stages of the sickness, the various depths of the tone scale. A physically ill person is a mentally ill person. In the sanitariums *if* they had anybody there to observe it, some percentage of their "insane" are only ill physically, but this chronic physical illness is bad enough to make them act insane. One notable case comes to mind of a psychiatrist electrically shocking an inmate many times to discover finally (without any embarrassment, being professionally beyond shame) that the patient was in continual agony from cancer. An operation arrested the cancer. The electric shock was not so easily repaired.

Very well, not to infer anybody is insane, be aware that a chronic low tone, anxiety and insecurity *can* stem from a prolonged but not entirely suspected physical illness which in this day of Aureomycin may be cured.

Being particular about my practice, unlike some people I won't name, I always send a preclear to a medico before I audit whenever I suspect some chronic illness for maybe the medico can cure it quickly. If he can, then I can audit with speed. Auditing a physically sick preclear is *slow* work. In many instances where Dianetics failed in auditors' hands, the auditor didn't look at his preclear. He audited a preclear who secretly took drugs, who was ridden by

some disease, who didn't eat properly—in other words the failure was a failure to observe the simple rule that when a man is thirsty, while auditing might help a bit, it's easier to give him a drink of water.

All right. In this session, I am going to ask you to see if you aren't thirsty or hungry or sick before we go into your engrams.

How about dropping in on the local insurance examiner for a fast three-dollar checkover, asking him in particular to look for any possible chronic illness.

Now, it is 70% possible that whatever worries you or (if it is) makes your case hard to run, is psychosomatic. Let's wipe out the 30% chance that any trouble you're having is a physical stick on the tone scale, not a mental one.

Of course, you may be having no trouble with your own case. Fine. But if you are holding on to your bank and your body like mad, remember that it may be because your body is holding on to you.

In those around you and in preclears, you will find it very sound advice to observe for physical ills as well as mental. It may be true that *all* ills are mental BUT it may be possible to cure something fast with a simple diet change.

As for food—I can tell you at once, without even looking you over that you are deficient across the boards. I'm no food faddist and I would use Gaylord Hauser for you know what, but I've fed men on three expeditions and during an entire war and modem rations are so deficient in vitamins and minerals that it's a wonder you stagger around at all. Get this—the B1 normal of the average being comes about only through administering in tablet form about 250 mg. per day. By knocking B1 out of the body I can reproduce any and every kind of restimulation. It is a bumper between the restimulable engram and the preclear.

As for the body itself, it was made to be used—worked. Not used, it goes to the devil quickly. The favorite whine of America is "I don't want to work." You might as well say "I want to be sick." The American Banker has sold America and a lot of Great Britain on the glories of getting enough saved so one can retire. Death and retirement, if you care to look at the statistics, are damned close together. Retiring or "going away for a rest" are usually followed by illness. The only ambition of a sane body is to be permitted to work in harness until it drops dead in harness.

Now you happen to be using a body. Before we worry about your mind let's clean up the primary communication relay point, the body. And for two weeks, let's do these things:

1.   Clean up your MEST, get done the various odd jobs you've "been meaning to do."

2.   Bring yourself up to date socially and give a letter or a ring or a personal call on people you've neglected.

3.   Take a one-hour walk *every* day, simply starting away from home *very early* (dawn is best) for half an hour and then walk back, a different direction every day. (If you can't walk, get out in the yard and throw things for half an hour. If you can't throw, spit at something for half an hour—and I mean throw and spit literally.)

4.   Get a physical examination and if anything is chronic get it cured.

5.   Take twice a day 100 mg. of B1 (200 mg. total) and supplement it with 250 mg. of vitamin C.

If you will do these things, you will be ready in a couple of weeks for some auditing. And if you feel you're in such top condition you need no auditing, I dare you to do the above and feel the change.

This is good advice. But it is better than advice. It's an invitation to start living.

If you won't take it, then you want auditing to supplant living and you think processing will furnish you with an easy regimen or a painless suicide.

How about it?

L. RON HUBBARD

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5 June 1956

S C I E N T O L O G Y
TRANSLATOR'S EDITION

by L. Ron Hubbard, Ph.D., C.E.

Continued from PAB 86

SCIENTOLOGY PROCESSING

Scientology is applied in many ways to many fields. One particular and specialized method of application of Scientology is its use on individuals and groups of people in the eradication of physical illnesses deriving from mental states and the improvement of their abilities and intelligence. By processing is meant the verbal exercising of a patient (preclear) in exact Scientology processes. There is a great deal of terminology and precision in these processes and their use and they are not combinable with older mental activities such as psychiatry, psychology, psychoanalysis, yoga, massage, etc. However, these processes are capable of addressing or treating the same ills of the mind as are delineated by older methodology, with the addition that Scientology is alone in its ability to successfully eradicate those psychosomatic ills to which it is addressed and is the only science or study known which is capable of uniformly producing marked and significant increases in intelligence and general ability.

Scientology processing, amongst other things, can increase the intelligence quotient of an individual, his ability or desire to communicate, his social attitudes, his capability and domestic harmony, his fertility, his artistic creativity, his reaction time and his health.

An additional sphere of activity allied to processing is Preventive Scientology. In this branch of processing an individual is inhibited or restrained from assuming states lower than he has already suffered from. In other words the progress of tendencies, neuroses, habits and deteriorating activities can be halted by Scientology or their occurrence can be prevented. This is done by processing the individual on standard Scientology processes without particular attention to the disability involved.

Scientology processing is called "auditing" by which the auditor (practitioner) "listens and commands." The auditor and the preclear (patient) are together out-of-doors or in a quiet place where they will not be disturbed or where they are not being subjected to interrupting influences. The purpose of the auditor is to give the preclear certain and exact commands which the preclear can follow and perform. The purpose of the auditor is to increase the ability of the preclear. The Auditor's Code is the governing set of rules for the general activity of auditing. The Code follows:

THE AUDITOR'S CODE

1. Do not evaluate for the preclear.
2. Do not invalidate or correct the preclear's data.
3. Use the processes which improve the preclear's case.
4. Keep all appointments once made.
5. Do not process a preclear after 10 p.m.
6. Do not process a preclear who is improperly fed.
7. Do not permit a frequent change of auditors.
8. Do not sympathize with the preclear.
9. Never permit the preclear to end the session on his own independent decision.
10. Never walk off from a preclear during a session.
11. Never get angry with a preclear.
12. Always reduce every communication lag encountered by continued use of the same question or process.
13. Always continue a process as long as it produces change and no longer.
14. Be willing to grant beingness to the preclear.
15. Never mix the processes of Scientology with those of various other practices.
16. Always remain in good two-way communication with the preclear during sessions.

The Auditor's Code governs the activity of the auditor during sessions. The activity of the Scientologist in general is governed by another broader code.

THE CODE OF A SCIENTOLOGIST

As a Scientologist, I pledge myself to the Code of Scientology for the good of all:

1. To hear or speak no word of disparagement to the press, public or preclears concerning any of my fellow Scientologists, our professional organization or those whose names are closely connected to this Science.

2. To use the best I know of Scientology to the best of my ability to better my preclears, groups and the world.

3. To refuse to accept for processing and to refuse to accept money from any preclear or group I feel I cannot honestly help.

4. To punish to the fullest extent of my power anyone misusing or degrading Scientology to harmful ends.

5. To prevent the use of Scientology in advertisements of other products.

6. To discourage the abuse of Scientology in the press.

7. To employ Scientology to the greatest good of the greatest number of dynamics.

8. To render good processing, sound training and good discipline to those students or peoples entrusted to my care.

9. To refuse to impart the personal secrets of my preclears.

10. To engage in no unseemly disputes with the uninformed on the subject of my profession.

As it can be seen, both of these codes are designed to protect the preclear as well as Scientology and the auditor in general. As these codes evolve from many years of observation and experience by a great number of people, it can be said that they are intensely important and are probably complete. Failure to observe them has resulted in a failure of Scientology.

Scientology can do what it can do only when it is used within the limits of these two codes. Thus it can be seen that the interjection of peculiarities or practices by the auditor into Scientology processing can actually nullify and eradicate the benefits of that processing. Any hope or promise in Scientology is conditional upon its good use by the individual and its use in particular within the limits of these two codes.

THE CONDITIONS OF AUDITING

Certain definite conditions must prevail and a certain methodology must be followed in order that processing may be beneficial to its fullest extent.

Probably the first condition is a good grasp of Scientology as a Science and its mission in the world.

The second condition would be a relaxed state of mind on the part of the auditor and the confidence that his use of Scientology upon the preclear will not produce a harmful result.

The third requisite should be finding a preclear. By this it is literally meant that one should discover somebody willing to be processed and having discovered one so willing should then make sure that he is aware that he is there being processed.

The fourth requisite would be a quiet place in which to audit with every precaution taken that the preclear will not be interrupted or burst in upon or unduly startled during processing.

All requisites for auditing from here on are entirely concerned with procedures and processes. By auditing procedure is meant the general model of how one goes about addressing a preclear. This includes an ability to place one question, worded exactly the same way, over and over again to the preclear no matter how many times the preclear has answered the question. It should include the ability to acknowledge with a "good" and "all right" every time a preclear executes or completes the execution of a command. It should include the ability to accept a communication from the preclear. When the preclear has something to say the auditor should acknowledge the fact that he has received the preclear's communication and should pay some attention to the communication. Procedure also includes the ability to sense when the preclear is being over-strained by processing or is being unduly annoyed and to handle such crises in the session to prevent the preclear from leaving. An auditor should also have the ability of handling startling remarks or occurrences by the preclear. An auditor should also have the knack of preventing the preclear from talking obsessively since prolonged conversation markedly reduces the havingness of the preclear and the sooner long dissertations by the preclear are cut off the better for the session in general. Processes, as distinct from procedures, consist of utilizing the principle of the gradient scale to the end of placing the preclear in better control of himself, his mind, the people and the universe around him. By gradient scale is meant a proceeding from simplicity toward greater difficulty, giving the preclear always no more than he can do, but giving him as much as he can do until he can handle a great deal. The idea here is to give the preclear nothing but wins and to refrain from giving the preclear loses in the game of processing. Thus it can be seen that processing is a team activity and is not itself a game whereby the auditor opposes and seeks to defeat the preclear and the preclear seeks to defeat the auditor, for when this condition exists there are little results in processing.

The earliest stage of auditing consists in taking over control of the preclear so as to restore to the preclear more control of himself than he has had. The most fundamental step is then location, whereby the preclear is made to be aware of the fact that he is in an auditing room, that an auditor is present and that the preclear is being a preclear. Those conditions will become quite apparent if one realizes that it would be very difficult for a son to process a father. A father is not likely to recognize anything else than the boy he raised in his auditor. Therefore the father would have to be made aware of the fact that the son was a competent practitioner before the father could be placed under control in processing. One of the most elementary commands in Scientology is **"Look at me, who am I?"** After a preclear has been asked to do this many

times until he can do so quickly and accurately and without protest, it can be said that the preclear will have "found" the auditor.

The preclear is asked by the auditor to control, which is to say, start, change and stop (the anatomy of control) anything he is capable of controlling. In a very bad case this might be a very small object being pushed around on a table, being started and changed and stopped each time specifically and only at the auditor's command until the preclear himself realizes that he himself can start, change and stop the object. Sometimes four or five hours spent in this exercise are very well spent on a very difficult preclear.

The preclear is then asked to start, change and stop his own body under the auditor's specific and precise direction. In all of his commands the auditor must be careful never to give a second command before the first one has been fully obeyed. A preclear in this procedure is walked around the room and is made to start, change the direction of and stop his body, one of these at a time, in emphasis, until he realizes that he can do so with ease. Only now could it be said that a session is well in progress or that a preclear is securely under the auditor's command. It should be noted especially that the goal of Scientology is better self-determinism for the preclear. This rules out at once hypnotism, drugs, alcohol or other control mechanisms used by other and older therapies. It will be found that such things are not only not necessary but they are in direct opposition to the goals of greater ability for the preclear.

The principal points of concentration for the auditor now become the ability of the preclear to have, the ability of the preclear to not-know and the ability of the preclear to play a game.

An additional factor is the ability of the preclear to be himself and not a number of other people such as his father, his mother, his marital partner or his children.

The ability of the preclear is increased by addressing to him the process known as the Trio. These are three questions, or rather commands.

1.   **"Look around here and tell me what you could have."**
2.   **"Look around here and tell me what you would permit to remain in place."**
3.   **"Now look around and tell me with what you could dispense."**

No. 1 above is used usually about ten times, then No. 2 is used five times, and No. 3 is used once. This ratio of ten, five and one would be an ordinary or routine approach to havingness. The end in view is to bring the preclear into a condition whereby he can possess or own or have whatever he sees, without further conditions, ramifications or restrictions. This is the most therapeutic of all processes, as elementary as it might seem. It is done without too much two-way communication or discussion with the preclear and it is done until the preclear can answer question one, two and three equally well. It should be noted at once that twenty-five hours of use of this process by an auditor upon a preclear brings about a very high rise in tone. By saying twenty-five hours it is intended to give the idea of the length of time the process should be used. As it is a strain on the usual person to repeat the same question over and over, it will be seen that an auditor should be well disciplined or very well trained before he audits.

In the case of a preclear who is very unable, "can't have" is substituted for "have" in each of the above questions for a few hours until the preclear is ready for the Trio in its "have" form. This can-can't is the plus and minus aspect of all thought and in Scientology is called by a specialized word, "dichotomy."

The rehabilitation of the ability of the preclear to not-know is also rehabilitation of the preclear in the time stream, since the process of time consists of knowing the moment and not-knowing the past and not-knowing the future simultaneously. This process, like all other Scientology processes, is repetitive. The process is run, ordinarily, only after the preclear is in very good condition and is generally run in an exterior well-inhabited place. Here the auditor,

without exciting public comment, indicates a person and asks the preclear, **"Can you not-know something about that person?"** The auditor does not permit the preclear to "not-know" things which the preclear already doesn't know. The preclear "not-knows" only those things which are visible and apparent about the person. This is also run on other objects in the environment such as walls, floors, chairs and other things. The auditor should not be startled when for the preclear large chunks of the environment start to disappear. This is ordinary routine and in effect the preclear should make the entirety of the environment disappear at his own command. The environment does not disappear for the auditor. The end goal of this "not-know" process is the disappearance of the entire universe, under the preclear's control, but only for the preclear. It will be discovered while running this that the preclear's "havingness" may deteriorate. If this happens he was not run enough on the Trio before he was run on this process. It is only necessary in such a case to intersperse **"Look around here now and tell me what you could have"** with the "not know" command to keep the preclear in good condition. Drop of havingness is manifested by nervous agitation, obsessive talk or semi-unconsciousness or "dopiness" on the part of the preclear. These manifestations indicate only reduction of havingness.

The reverse of the question here is **"Tell me something that you would be willing to have that person (indicated by the auditor) not-know about you."** Both sides of the question have to be run (audited). This process can be continued for twenty-five hours or even fifty or seventy-five hours of auditing with considerable benefit so long as it does not react too violently upon the preclear in terms of loss of havingness.

It should be noted that, in running either havingness or "not-know" on a preclear, the preclear may exteriorize. In other words it may become apparent, either by his observation or because the preclear informs him, that the auditor has "exteriorized" a preclear. Under "The Parts of Man" section there is an explanation of this phenomenon. In modern auditing the auditor does not do anything odd about this beyond receive and be interested in the preclear's statement of the fact. The preclear should not be permitted to become alarmed since it is a usual manifestation. A preclear is in better condition and will audit better exteriorized than "in his head." Understanding that an actual ability to "not-know" is an ability to erase by self-command the past without suppressing it with energy or going into any other method is necessary to help the preclear. It is the primary rehabilitation in terms of knowingness. Forgetting is a lower manifestation than "not-knowingness."

ACC AUXILIARY PROCEDURE

For Optional Use

THIS IS A ROUGH DRAFT

1. Start Session.

2. Clear auditor with pc—"Who should I be to audit you?"

    "What is it all right for me to do?"

    "Look at me. Who am I?"

3. Get pc into session.

    Establish goals for session.

    "What question shouldn't I ask you?" Handle resultant answers with Straightwire as indicated.

    "Do you have anything worrying you so much that you will have a difficult time keeping your attention on auditing?"

    Handle pt problem by Responsibility or Problems of Comparable Magnitude. "Invent a problem of comparable magnitude to that problem." "Describe that problem to me." "Does that problem exist in present time now?"

    Run two-way bracket on Help. "How could you help me?" "How could I help you?" Flatten for the session. (Every time you audit somebody this should be touched on and flattened so that it will stay flat at least for that session. To flatten it for all time or for all sessions would be impossible.)

    Check for ARC breaks. If they exist, take them up two-way comm, and also re-flatten above two-way bracket on Help.

    WHEN AUDITOR AND PC ARE CLEARED FOR SESSION, ONLY THEN BEGIN ON CASE. THIS IS TRUE OF ALL SESSIONS AND ALL CASES. KEEP PC IN SESSION WITH ABOVE STEPS, USED WHENEVER PC WANDERS OFF IN SESSION. OF COURSE, DO NOT INTERRUPT UNFLATTENED PROCESS TOO SUDDENLY TO GET PC BACK INTO SESSION. ALWAYS USE COMM BRIDGES WHENEVER YOU CHANGE THE COURSE OF THE SESSION.

    CLEAR ALL COMMANDS. ASK FOR OPINION OF KEY WORDS BUT NOT IN SUCH A WAY AS TO MAKE THIS ASKING A PROCESS. THE PC'S IDEA OF WHAT THE KEY WORDS ARE IS THE PC'S IDEA, AND A REPETITIVE ASKING FOR OPINION IS NOT A PROCESS BUT AN INVALIDATION.

4. Where pc's idea of the following words is obviously impossible to make any process move, do the following on the words CHANGE, PROBLEM, HELP, CREATE, RESPONSIBILITY, PLEASED. A mis-definition on these words can keep a whole case from moving. It is not necessarily true that clearing these words clears a person. To reorient these

words run the following process: "Invent a person" (and when pc has, do not acknowledge, but add:) "Tell me his idea of (key word)." This is a repetitive question.

5. Clear up psychosomatics as feasible with "What sort of a (limb, organ, body) would please people?" "Tell me a person that that would please." This is actually one command with two questions which are used repetitively until psychosomatic or illness is markedly alleviated. This is done to give pc confidence in the auditor and certainty that something can happen in processing. It will only work if the first four steps are complete and in good working order.

6. Clear up desires about new or different states of mind with "What sort of a mind (personality as needful with those who cannot understand what a mind is) would please people?" "Tell me a person that that would please." This is actually one auditing command with two questions. There is no acknowledgment after the first question, only after the second. This is used repetitively.

7. Isolate basic Rock by any method. Run Rock Help bracket on it.

Or, boost out with "What sort of a (Rock as found) would please people? Tell me a person that that would please." See above for running directions.

8. Run general Help and Step 6 as given, first one then the other until case is clean, taking up any of above as needful to keep auditor and pc cleared and in session.

If you do these things with any case you should wind up with a clear. The length of time it takes depends upon the auditor's skill in getting the auditing done and is much less modified by "severity of case".

L. RON HUBBARD

1 April 1958

PROCEDURE CCH

Compiled from the Research Writings and Taped Lectures of L. Ron Hubbard

(The following series of PABs are devoted to an elucidation of Procedure CCH and should by no means be taken as a complete exposition of that procedure. This course of information will be fully covered in the newly completed but as yet unpublished basic handbook for all auditors: "The Student Manual" by L. Ron Hubbard, which is the most comprehensive book ever issued from the pen of LRH on auditing procedure and all that a Scientologist should know about how to audit and practice.

Further, the numbers of the CCHs don't necessarily agree with "The Student Manual" except from CCH0 to 5, since these PABs are based on a workable procedure called Procedure CCH [Long Form], given by LRH to the HGC staff auditors here in Washington, D.C., in 1957.)

CCH ZERO:

CCH 0 is firstly establishing the Rudiments of the session, discussing the goals of the preclear for the intensive—also established at the beginning of each separate session—handling the present time problem and clearing the auditor for the preclear. The latter has become very important in modern auditing.

One establishes the session by calling the preclear's attention to the room, the auditing environment, to let him know that he has arrived for a session. This can be done by light "Locational Processing." At this point one doesn't have to belabor the Rudiments.

Following this there is a discussion of the preclear's goals for the session and intensive and making sure that these goals are not wild or completely outside the preclear's reality. He may, for instance, want to be an Operating Thetan while hiding in mystery and he will thus not achieve that goal unless he has full reality on it. In other words, the auditor makes sure that the goals which the preclear has set for himself are goals which the preclear can work towards and attain without much difficulty.

The auditor then defines for himself—but does not inform the preclear of—his own goals and intentions for this session so that he does not grope blindly with techniques without knowing which way and why he is guiding the preclear. Often auditors work in the dark without setting goals for themselves toward which to guide the preclear. Best of all is when the auditor can align the preclear's and his own goals for the intensive.

After this the auditor must inquire if the preclear has any pressing present time problem which needs immediate attention. It is fairly safe to say that every preclear on earth today has a present time problem. The more the preclear has the easier they can be handled. If the problem is not pressing and will not interfere with the processing, then the auditor can continue further.

Should there be a scarcity of problems the preclear will hold on to and dramatize that problem and the situation has to be remedied either with Problems of Comparable or Incomparable Magnitude or by Locational Processing.

A lot here depends upon auditor judgment of the case (and it is, of course, best to have preclears tested at the London or Washington Academies to aid the auditor), but should the preclear be too low to handle the present time problem, the auditor should only run Locational Processing to bring the preclear up to present time. Preclears who are very low toned do not even vaguely have their thinkingness under control, and to run "problems" would be a waste of time.

Since many preclears do not know much about their condition or what they are working towards, LRH has found a very good way to clear this matter. This process is a Rudiment called "Clear the Auditor" and known as "Help." It is surprising, after running this process for an hour or so, to find that many preclears do not believe that they can be helped by anybody and are unclear as to what the auditor can do for them.

This is the best way of clearing the auditor and making the fact that they can be helped to help themselves clear to them.

The commands for this process are as follows:

"Could I help you?" "How?"
"Could you help me?" "How?"
"Can I help anybody else?" "Who?" "How?"
"Could you help anybody else?" "Who?" "How?"
"Do other people ever help other people?" "How?"
"Do men ever help women?" "How?"

and the auditor just does this on a big, long bracket.

Of course, it is necessary to see that the preclear does not give machine answers and that he is fairly sure that this can be done. Two-way communication here is important and a lot of it could be used.

This process becomes a fantastic way of dealing with the preclear and is valuable in many ways. For example, you can take Father and Mother valences which are usually aberrative and run them on Help in brackets.

Running Help is necessary on a case that is hung up, because the only reason he is sitting there is to "waste" help. You can run such a case on any process, no matter how excellent, on a basis of "wasting help" until the case simply cannot find enough ways to waste help and he goes down the tone scale.

One has to understand that the case which isn't changing is trying to waste help. It isn't a case of "finding the auditor" in the Rudiments nowadays, but of "clearing the auditor." The only point on which he can be cleared is "Help"—**"Can I help you?" or "Can you help me?"** and asking "How?" each time to keep the command real to the preclear and applicable. No conditional answers are accepted and the preclear has to find *real* answers.

The whole purpose of CCH 0 to quote from "The Student Manual," is *"to make known the beginning of a session to a preclear and the auditor so that no error as to its beginning is made; to put the preclear in a condition to be audited. "*

CCH 1:

CCH 1 is known as "Give Me That Hand," and is one of the most effective entrances to cases yet devised. Apart from having great beneficial effects it is also used as a Rudiment. For

example, soon the preclear finds that there is a mass sitting in front of him (the body of the auditor) and that he is occupying a mass in the chair—and thus the environment takes on a more real shape.

To illustrate this better, here is a brief description from an LRH lecture to the Washington, D.C., HGC staff auditors: "Most preclears are completely unaware of their own body or that of the auditor. GMTH brings the preclear back onto the Scale of Reality, which runs this way (from the top of scale down):

Postulates, Agreements, Solids (masses, terminals), Communication Lines But No Terminals, which dwindles into Confused And Complex Communication Lines, and eventually into No Lines—and you've got mystery.

"Applying the Scale of Reality to GMTH, you have a preclear who is in mystery. You take his hand often enough with an acknowledgment ('Thank you') at the execution of the command and he slowly, through some dope-off, becomes aware of a solid line of communication—your arm grasping his hand to his arm—and that becomes more solid until he goes through the complexities and confusions of communication lines and gets them straight enough to recognize a solid terminal sitting in front of him (the auditor's body sitting there, a mass, a terminal). He thus gets into communication with a solid terminal. As he comes upscale he does not have to use solid comm lines to communicate but can do so by agreements (symbols, words) and higher upscale just by postulate.

"As Opening Procedure by Duplication demonstrated the accuracy of the Know to Mystery Scale, so Give Me That Hand proves the accuracy of the Sub-Zero Tone Scale and the Reality Scale. Preclears will go into dope-off and a state of confusion, engrams will fly off as the complexities and confusions of comm lines fade into where his and your hands will become real to him. He will most likely recognize you as the first real terminal he has ever had."

This is a Tone 40 process.

Tone 40 has been defined as *"Giving a command and just knowing that it will be executed despite any contrary appearances. "* (This is not the 18th ACC definition.) In other words, Tone 40 is positive postulating.

"The Student Manual" has the following to say about the procedure and the running of this unique process: "Physical action of taking hand when not given and then replacing it in the preclear's lap and 'Thank you' ending the cycle. It is Tone 40, with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way, verbally or physically." However, one can freeze the process after a cycle of action has been completed if one is sure that something is occurring which needs further "fishing" for a cognition.

This is the first step to the control of the preclear's body, which is the basic element of Control-C-H (CCH). We first have to bring the preclear's body under your and then his control before we can attempt to bring his attention or thinkingness under control. And processing follows that basic pattern all the time—control of body, attention and thinkingness.

This is a very precise process, being Tone 40, and Tone 40 demands accurate precision into which one has to be trained to be efficient. Further information will be found in "The Student Manual," which will be published shortly, or in the Validation Courses run in Washington, London or by Gold Seal Certificate holders.

As a last note on this process, there is a negative side to this if your preclear is "withholding" communication from you and it simply runs in smooth Tone 40 as follows: **"Don't give me that hand." "Thank you."**

The preclear will get frantic after a while and want to give you his hand. By telling him to withhold his hand, and acknowledging it so that he receives the acknowledgment, you are

telling him to do what he has been doing all his life and consequently ruin that mechanism which has been "withholding" all the while, when you take over the automaticity.

Ability

L. RON HUBBARD

Dear Fellas —
With this issue and
material under development,
the goals, the rosiest ones,
of Dianetics and Scientology
are becoming an actuality.
We can win by commanding
the environment against a
school of thought — Niceology —
which only conforms to it.
This is your Training Manual.
We have more for your
friends and students. I
recommend 50 hrs of Union Station
(page 26) audited or self-audited
for every auditor.
We're winning in Washington —
Best
Ron

Basic Processes

RUDIMENTS: One: Awareness of the auditor, the auditing room, that an auditing session is in progress. Two: Two-way communication on a casual basis. Three: The delivery of the question. Four: Communication lag. Five: The acknowledgement of the question. Six: The duplication of that exact question.

<div align="center">I</div>

1. I.   FIND A PC.

2. II.   ESTABLISH THE EXISTENCE OF THE AUDITOR.

3. III. ESTABLISH THE EXISTENCE OF A SESSION: LOCATIONAL PROCESSING.

> "Notice a chair in this room."
> "Notice the ceiling."
> "Notice the floor."
> "Notice ..., etc."

4. IV.   TWO-WAY COMMUNICATION RECALLING PC'S SECRETS (see *Dianetics, 1955!)*

5. V.   DISCUSS PRESENT TIME PROBLEM, IF ANY.

6. VI.   HELLO'S AND OK'S TO PICTURES (article 5, *Ability* Major 4, "Straight Wire—A Manual of Operation"):

> "Recall a moment."
> Hello's and OK's to and from any picture or blackness.
> Bring back the picture.

> "Recall a moment."
> Hello's and OK's any pictures or blackness.
> Bring back vanished pictures.

> (SPLITTING UNIVERSES)

7. VII. PROBLEMS AND SOLUTIONS (R2-20, *Creation of Human Ability):*

> "What problem could you be to yourself?"
> "Give me another problem you could be to yourself."
> "Another ..., etc."

> "What solution could you be to yourself?"
> "Give me another solution you could be to yourself?"
> "Another ..., etc."

8. VIII. THINK A THOUGHT:

> "Think a thought."
> "Think another thought."
> ". . . another thought, etc."

> "Receive a thought."
> "Receive another thought."
> ". . . another thought, etc."

(ASSIGN, INVENT, MAKE TYPE PROCESSES)

9.   IX.   CONSEQUENCES:

"What would happen if you were apathetic?"
Repeat, etc.

"What would happen if you got angry?"
Repeat, etc.
APPLY TO TONE SCALE AND AWARENESS SCALE.

II

X. ELEMENTARY STRAIGHT WIRE (ABOVE 1.0):

"Give me something you wouldn't mind forgetting."
Hello's and OK's to any pictures.
Put back any pictures.
Repeat, etc.

"Give me something you wouldn't mind remembering."
Hello's and OK's to any pictures.
Put back any pictures.
Repeat, etc.

(STRAIGHT WIRE ON SECRETS, KNOWINGNESS)

III

XI.   OPENING PROCEDURE OF 8-C (A, B, C) (ABOVE 1.9):

A.   "Do you see that (large object or area such as a wall)?"
"Go over to it and touch it."
"Now look at that (another large object or area)."
"Go over to it and touch it."
Repeat, etc.

Exact spots. "Do you see that black mark on the left arm of that chair?"
"Go over to it and put your finger on it."
"Take your finger off of it."
Do this with many precise spots.

B.   "Find a spot in this room."
"Go over to it and put your finger on it."
"Now let go of it."
"Find another spot."
Over and over, etc.

C.   "Find a spot in this room."
"Decide when you are going to touch it and then touch it."
"Decide when you are going to let go and let go."
Repeat, many spots, etc.

IV

XII.   OPENING PROCEDURE BY DUPLICATION (ABOVE 2.6):

Have pc become familiar with two objects.

"Go over to the (book)."
"Look at it."
"Pick it up."
"What is its color?"
"What is its temperature?"
"What is its weight?"
"Put it down in the same place."

"Go over to the (other object)."
"Look at it."
"Pick it up."
"What is its color?"
"What is its temperature?"
"What is its weight?"
"Put it down in the same place."

"Go over to the (first object)."
Etc. Repeat. Run for hours.

V

XIII. REMEDY HAVINGNESS (ABOVE 3.1):

"Mock up a (planet, man, brick, boulder)."
"Make a copy of it."
Explain "copy" if unknown by pc.
"Make another copy of the original."
"Make another copy of it."
"Make another copy of it."
"Make another copy."
"Another copy."
"Another."
"Another."
Etc. as many as pc can comfortably make.

"Now push them together and push them into the body."

"Mock up a ...."
"Copy it."
Many copies, as above.
Have pc push them into the body.

Repeat many times.

Have pc mock up and copy as above, and:
"Throw them away—have them disappear in the distance."
Etc. many times.

VI

1.   XIV. SPOTTING SPOTS IN SPACE (ABOVE 3.6):

"Spot a spot in the space of this room."
"Spot another spot."

Etc. many spots.

"Spot a spot in the space of this room."
"Walk over to it. "
"Put your finger on it."
"Let go."
Etc. many times.

Intersperse:
"How big is the spot?"
"Does it have any color?"
"Does it have any mass?"
And similar questions until spots have no mass, simply locations.

VI

2. XV. ROUTE ONE: 5, 6, 7 (FOR EXTERIORIZED PC):

(5) "What are you looking at?"
"Make a copy of it. "
As many as pc can COMFORTABLY make.
"Push them into yourself." (Not the body) (Alternate with "Throw them away.")
 To do this, the pc will assume actually two or more locations at once.

"Can you find a nothingness somewhere around you?"
"Now make another one just like it."
Have him make many like the first nothingness.
Have pc push them into himself or throw them away.
As many as the pc can comfortably make.

(6) "Locate the two upper back corners of the room (those behind pc's body). Hold on
to them, and don't think."
Have pc do this for at least two minutes.

Alternate with:
"Find two nothingnesses."
"Hold on to them and don't think."
At least two minutes by the clock.

(7) "Let go." "Find a place where you're not."
Many places.
Repeat 5, 6, 7, many times.

THE H.A.A. SHOULD BE CONVERSANT WITH ALL THE FOLLOWING:

ASSIGN some INTENTIONS.

Waste, accept, INVENT:
    Wrongnesses
    GAMES
    Bad conditions

MAKE some TIME.

Three spots in your body. Three spots in the room (will exteriorize pc).

INVENT a dangerous mock-up.

What kind of a mock-up SHOULD you put up? What kind of a mock-up COULD you put up? What kind of a mock-up should you be able to DESTROY? What kind of a mock-up could you DESTROY?

RECALL SOME SPACE. All right. Is it TOO MUCH or TOO LITTLE? (Can be used with HELLO'S and OK'S.)

Someone who doesn't think you're insane. Someone you don't think is insane (eases pc found worried).

If pc fails R1—4: What could you OCCUPY? What could you BE?

In what could you PARTICIPATE?

WHO or what IS MAKING ALL THE SPACE?

What is EXTERIORIZATION?

What do you want CHANGED? What do you want UNCHANGED?

OTHER PEOPLE (R2—46) to be run ONLY in railroad terminals, large bus terminals and airports. Use live people. Tell me something you REALLY KNOW about that person. What would you PERMIT THAT PERSON TO KNOW ABOUT YOU? (This process is known as "Union Station.")

What could you say to (papa, mama, wife, husband)?
What could (......) say to you?

Find something COMFORTABLY REAL. (Eases pc found uncomfortable.)

Use HELLO'S and OK'S to the spots in Change of Space.
(R1—9 *Creation of Human Ability*)

See the space in that room? MAKE it. See the space in that (another) room? MAKE it. Alternate.

WHAT ARE YOU DOING? WHAT ARE YOU DOING THERE?

COGNITION

COGNITION IS AWARENESS OF AWARENESS. Example: An individual has been studious since age five. Preclear is run on studiousness. Preclear says, "Well, I'll be darned!" Auditor says, "What happened?" Preclear says, "I have been studious since I was five years of age! This is remarkable in view of the fact that until this very moment I never had the slightest notion that I was being studious. Remarkable."

This is an example of COGNITION. The awareness of awareness of a condition permits the lessening or vanishment of that condition. The awareness of awareness of a scarcity permits the lessening or vanishment of that scarcity.

Cognition is of the highest importance in processing. A process used, when it is the right process for the case, should normally bring about a cognition on the part of the preclear and when there has not been a cognition the process is not the correct process, or it has not been run fully.

The most important communication lag is the cognition lag. A process should not be left for the next higher process until there has been a cognition on the process or the considerations addressed in the process.

GRANTING OF BEINGNESS

A process has not been the correct process or has not been run correctly, or has not been run long enough if there has not been in the preclear an increase in his ability to grant life to others and to his environment.

ACKNOWLEDGEMENT

A. The auditor must acknowledge every answer, every command carried out, every comment, every communication, every attempt to communicate on the part of the pc. He should further invite communication wherever the preclear desires or needs to communicate.

B. The auditor must be willing to grant beingness (life) to the preclear.

C. The auditor must be alert to the pc at all times.

D. The auditor must be real to the pc at all times.

E. Cognition (awareness of awareness) is the goal of any process. The pc must be invited to impart any new cognition which he has gained during a session, or between sessions. A major cognition resulting from any process is generally a flattening of that process. The next process can then be delivered.

F. Acknowledgement is given by the auditor by the use of: "OK," "Good," "Fine," "All right," "OK, good," "All right, fine," etc.

G. The auditor does not use: "That's right, I agree," or "Yes, that's correct," or "Now you've got it," or any such phrases denoting validation. This is not acknowledgement, but is evaluation, either the auditor evaluating for the preclear or the preclear evaluating for the auditor, neither of which are auditing situations.

ACC Instructors
ACC Students
Assoc Secs
HCO Secs

ALLOWED PROCESSES 1ST MELBOURNE ACC

The following processes are to be run in the last three weeks of the ACC at the option and discretion of the Instructors in consultation with individual auditors:

Melbourne 1.

Arduous Case Assessment by dynamics and other means: Overt-Withhold Straight Wire only on terminals having mass and no terminals of significance only. General terminals preferred.

Melbourne 2.

Preclear put in two-way comm with auditor by "Think of something you are willing to let me know." "Think of something you could withhold." And by other means if indicated by Instructor. Occasionally auditor asks, "How are you going?" "Is there anything you would like to tell me?" This is followed by "What would you like to confront?" alternated with "What would you rather not confront?"
Two-way comm is re-established frequently by above method where pc is in or near PT on process.

Melbourne 3.

Establish two-way comm with the pc and get tone arm down by getting off all overts and withholds on any dynamic.
Run dynamic assessment. Run small amounts of alternate create with large amounts of alternate confront on the same terminal create was run on.
Commands of Alternate Create: "What part of a .....would you be willing to create?" "What part of a .....would you rather not create?"
Commands of Alternate Confront: "What part of a (same terminal as used for create) could you confront?" "What part of a ......would you rather not confront? "
Alternate means two questions run one after the other consecutively, one command positive followed by one negative.

Melbourne 4.

Two-way comm established and continued by auditor with pc during session. Get the stories, establish the overts, pinpoint incidents in time helpfully for pc.

Melbourne 5.

Assists on body to be run by Communication Processes. "From where could you communicate to a ....(body part)?" Assists for PT location to be run with "To what could you communicate from this room?"
Any other ways of cracking cases now known will be run only by Instructors.

L. RON HUBBARD

AUDITING THE PC ON CLEAR PROCEDURE

We must not lose sight of the fact that only TWO processes clear a pc. All others only support these TWO and make it possible to run these two.

These processes are:

1.   Help, CCH Ob

2.   Step 6, Mock-ups. Keep it from going away, Hold it still, Make it more solid.

First in auditing we have to get pc to sit there and be willing to be audited. We have for this many processes. Best is TR 5 "You make that body sit in that chair" "Thank you".

Next we are continually confronted with keeping pc in session. This is done with good ARC. No process can supplant good auditor ARC. Pc must know auditor is interested in him. This does not mean auditor does not control pc or let him gabble but it does mean that pc and auditor have ARC.

The next condition which must be met is the eradication of present time problems. This is done by "What part of that problem could you be responsible for?"

Psychosomatics may come under head of a p.t. problem. One runs hellos and okays on the terminal to improve reality on it. "Say hello to that (body part)—have it say okay to you. Have it say hello to you. You say okay to it." One can also run "What part of that (body part) can you be responsible for?" One can also have pc mock up "unknown (body part)". One can also clear help on that body part. As a psychosomatic is a concentration of attention it fulfills the condition of a p.t. problem which is "any worry that keeps a pc out of session, which worry must exist in present time in the real universe". One can run all of these on a resistant psychosomatic.

One should clear help on objects and terminals connected with the pc's job.

One should clear help on the terminals of the various dynamics.

With an E-Meter needle nul and free on help, one can go to Step 6. This doesn't mean that one should not later return to help. It may be Step 6 must be approached with S-C-S and Connectedness. The needle will tell. A heavily stuck needle is worse than a wildly surging one. Connectedness clears stuck needles.

Step 6 can be run just as in the book "Clear Procedure." [See page 172.] If it is too tough for pc, run help and responsibility on pictures.

Then complete Step 6 with great thoroughness.

Rising Scale Processing Modern Version is very good. However, even though it works low scale, it is in reality an OT process, not a clear process. Rising Scale can be run on any consideration. The basic is "Get the idea it is impossible to reach anything". "Now Postulate that you can reach everything." There is no fancier version. There are other buttons besides reach. The basic command is get the idea negative. Postulate the positive.

This is clearing. It works as well as one directly approaches the task of clearing with the above.

But clearing cannot happen in the presence of

1. A present time problem not flat.

2. Poor auditor-pc ARC.

3. Putting the pc at the effect end of life in or out of session during an intensive.

4. Detouring into contributory processes in the belief they will clear rather than set up a case. And

5. Leaving untouched zones of irresponsibility and zones of refused help.

I wish you good luck in clearing.

<div style="text-align:center">Best,</div>

<div style="text-align:center">L. RON HUBBARD</div>

[1954, ca. mid-February]

TWO ANSWERS TO CORRESPONDENTS:
THE NON-PERSISTENCE CASE AND RIDGE RUNNING

Here are two answers to correspondents which are of interest to other auditors:

1. THE NON-PERSISTENCE CASE

"You write about a preclear that cannot persist for more than half a second. You say that it does not matter whether he is attempting to do a mock-up, a concept, a matched terminal or a feeling. I have not had this complaint from other auditors, but there is a general type of case known as the 'non-persistence case.' This is a gradient scale, of course, which starts in with the preclear who puts up a mock-up but, due to blackness, the thing disappears almost immediately. It disappears so fast he cannot see it. Of course, he himself will go on putting up mock-ups as long as you tell him to go on putting up mock-ups, and soon he will have one that he can perceive. The energy he puts up there is too slight when in contest with the tremendous saturation abilities of the blackness with which he is surrounded. Now your statement here is quite unique. I would say offhand that this person is in extremely bad condition and is actually a Step VII. I would start in training this person on reaching and withdrawing from MEST, and I would keep him on this until he had a wonderful sense of reality about being able to hold on to MEST. Just use Step VII as given in Issue 16-G.

"The basic trouble with this preclear is, of course, in the matter of location. If you recall the Prelogics, theta locates things in time and space and creates space and things to locate in space. Close order drill for a military squad on the part of the sergeant eventually places the sergeant in the position of being able to evaluate for every private there. This is probably the only reason privates can be made to attack machine gun nests. Now the trouble with your preclear is impersistence. He cannot locate anything anywhere, but actually he cannot stay anywhere. He is racing around in his mind at such a mad rate that he is unable to take a stand anywhere against anything. This sounds like a very severe dispersal case running on enough fear to defeat the Russians. His solution is to keep running. You are asking him to stand still and hold something. He knows he cannot hold anything. The obvious thing to do with this preclear is to give him some close order drill yourself until you are able to evaluate enough for him to make him start evaluating a little bit for himself.

"The way I would handle this case would be to have the preclear move to various parts of the room and stop still while I counted ten. Then I would move him to another part of the room and have him stop still while I counted ten again. In other words, I would move him around until he would listen to me. He would do this with his physical body well enough, and after that one could tell him with some effect upon him that he should do this or that. Now I would have him take his hands and reach towards the realest thing in the room to him and pick it up and examine it and then put it down and withdraw from it. I would have him go and pick it up and move it to some other part of the room and withdraw from it again. I would have him do this with numerous objects until he was perfectly confident of being able to reach and withdraw

from MEST. I would keep this up until this preclear was stable beyond stable. Only then would I go into processing with him. I would have him do mock-ups and then go straight into SOP 8. He could use, of course, 'remembering something real' and so forth with great effectiveness.

"This brings to mind the fact that the occluded case is too fixed, he is fixed in position and does not conceive himself able to move. He also could use a lot of reaching and withdrawing, but in the case of an occluded case who tended to persist too long and was very slow in his replies, who insisted on holding his mock-ups endlessly, I would ask this case to put himself in various parts of the room or the yard, and I would move him this way and that, until he suddenly realized he could control his own body. The occluded case really does not realize he can control his own body. A very funny and effective method of bringing him into this realization is to have him sit down and flap his hands vertically up and down with considerable violence, and simply to keep on flapping his hands until he realizes fully and completely that it is he who is flapping his hands. You would be surprised at the reaction on this even when used on a very sane individual.

"In closing let me assure you that when you hit on work in any form, run best with Expanded Gita in brackets, you are heading into the center of what's wrong with a human being."

2. RIDGE RUNNING

"An interesting variation of ridge processing is to consider the ridge, as preclears often do, as an entity or a being with a life of its own. This is generally used when the preclear says that he has a spirit or a guiding angel or is haunted by a dog at his throat or some such thing, which the auditor knows is only a ridge activated by the preclear himself.

"Instead of trying to disabuse him of the idea, the auditor makes the preclear process the ridge as an auditor, which is to say he makes the preclear into an auditor for the ridge. Circuit cases and occluded cases are always sitting way up above the case processing something else as though they were an auditor, and an auditor auditing them is actually an auditor auditing a person who is auditing a ridge. Hence the slow progress of such cases.

"In any event, in this method of handling ridges, the auditor has the preclear make the ridge find the two upper corners of the room, just as Step III in SOP 8, and make the ridge hang there from the two upper corners of the room and not think (that is to say, the ridge isn't supposed to think). The astonishing part of this technique is that it will generally show up some sort of a double overt act mechanism. This will immediately come to view. The auditor should resist the temptation to audit the overt act but just continue with this process. The ridge may turn into some kind of a bird, or some horrible figure with a gruesome face, but after a while the preclear loses his fear of the thing. After all, he does have it hanging up there, black and ugly though it may be, on the two upper corners of the room. The preclear may have removed this thing from his own eyes or from his mouth or from his chest or from his stomach and hung it up.

"After the ridge has been suspended there for some time (for ridges of this character do not easily dissipate when grounded), the auditor then has the preclear move it all around the room, turn it upside down, put it behind him, put it under his feet, until the preclear is at length entirely contemptuous of the thing and bored with it, at which time he will throw it away.

"This does not resolve the case but it takes considerable pressure off the case and is one of the steps of upward progress. There are no instances on record yet of the ridge exploding when treated in this fashion, and no particular reason why there should be such instances."

L. RON HUBBARD

HCO TRAINING BULLETIN OF 3 SEPTEMBER 1957

To: Dir Tr
     All Instructors
     Assoc Sec
     Tech Dir

HCA/HPA COURSE PROCESSES

The following are the only processes to be run in actual student auditing. (All Formal Auditing.) They are to be run as they appear on the Training schedule. All other processes are to be coached.

1.   RUDIMENTS in full.

2.   ARC Straightwire: "Recall something that was really real to you." "Thank you." "Recall a time when you were in good communication with someone." "Thank you." "Recall a time when you really liked someone." "Thank you." The 3 commands are given in that order and repeated in that order consistently. (FOR TRAINING ONLY.)

3.   Static Preparation. "Recall a moment of loss."

4.   Control Trio. Commands: "Notice that (object)." "Get the idea of having that (object)." Flatten this, then "Notice that (object)." "Get the idea it would be all right for it to remain as it is." Flatten, then "Notice that (object)." "Get the idea of making it disappear." (WITH EMPHASIS ON "REMAIN".) (All with proper acknowledgments.)

5.   OP BY DUP, old style—book and bottle. "Go over to the book." "Look at it." "Pick it up." "What is its color?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." Then same commands with a bottle (or ashtray, etc). (All with proper acknowledgments.)

6.   Training 5: "Seat that body in that chair" comm bridged occasionally to "Touch that chair" and back to "Seat that body in that chair".

<div style="text-align: right">L. RON HUBBARD</div>

HCO BULLETIN OF 4 DECEMBER 1957

Clear Procedure as of Dec 3, 1957, is supplemented by a tape made at Auditors' Conference of Nov 30, 1957.

This current bulletin supplements HCO Bulletin of Dec 3, 1957, which is the Introduction. There will be a series of these, giving a bulletin to each step. The entire series will be published in a photolitho booklet called CLEAR PROCEDURE which will be ready for the December Congress and which will cost $2.00 in the U.S. and 10 shillings in Great Britain. Both booklets will be published by the HCO and will be copyrighted internationally. The booklet published in Great Britain will be a photolitho of the U.S. photolitho copy. The booklet may not be published in whole or in part by anyone but the HCO.

CLEAR PROCEDURE CONTINUED
STEP ONE: PARTICIPATION IN SESSION BY THE PC.

We have long known that ARC was important. Just how important it is was established by some tests I made in London in 1956 wherein every time the pc showed any restlessness or other signs of loss of havingness, instead of remedying havingness I carefully searched out any fancied break of ARC and patched it up. The "loss of havingness" vanished. In other words loss of ARC is even more important than loss of havingness since a repair of ARC restores havingness. Lack of havingness is only one symptom of a lack of communication.

There are two ways an auditor, according to long practice, can err. One of these is to permit two-way communication to a point where the pc's havingness is injured. The other is to chop communication to such a degree that havingness is injured. There is a point past which communication is bad and short of which lack of communication is bad. Here we have auditor judgment at play. Because the pc will fidget or go downscale in tone when his havingness drops an auditor can SEE when the pc's havingness is being lowered. Because a pc will go anaten or start to grind into the process an auditor can tell whether or not the pc feels his communication has been chopped. When either happens the auditor should take action—in the first instance by shutting off the pc's outflow and getting to work and in the second instance by making the pc talk out any fancied communication severance.

Participation in session by the pc is not something the auditor sees to at the beginning of the session and then forgets for the rest of the intensive. This step is continued throughout the intensive and is given as much attention as any process being run at the time. The auditor's attention is always therefore upon two things—first the continued participation in session and second the action of the process.

Grouped under this head we would also have ways and means of getting the pc into session in the first place. An unconscious pc used to be an apparent road block. A downtone, antagonistic, you-can't-help-me pc was also a rough one. These two things are countered by always carefully starting a session and following through on standard CCH 0.

It is as important to open a session with a baby or an unconscious person as it is with any other preclear. It doesn't matter whether the pc is answering up or not. It is only necessary to assume that the pc would answer if he could answer and that the mechanics of voice and gesture are simply absent from the answer. Therefore one always carefully starts every session, paying attention to what is happening, where it is happening, who is there, help, goals and problems. Obviously anaten or inability to control the body are the present time problem of the unconscious person or the child. One can actually audit this with a plain question and simply

assume after a bit it has been answered, then give the acknowledgement and ask another question just as though the pc were in full vocal action. Auditors still fall for the belief, very current, that "unconscious" people are unable to think or be aware in any way. A thetan is seldom unconscious regardless of what the body is doing or not doing.

PRESENT TIME PROBLEM is a highly vital point of PRECLEAR PARTICIPATION. If a preclear is being nagged too thoroughly by a PT Problem auditing can actually send him downhill if done without addressing the problem. A whole intensive, even seventy-five hours can be wasted if the auditor does not clear the PT PROBLEM.

The preclear generally doesn't know he has one which is nagging him, for the rough PT Problems go into the apathy band and below into forgetfulness rather rapidly. Therefore the auditor should ferret out the PT Problem with an E-Meter. Adroit use of an E-Meter does not include evaluating for the preclear but it certainly does include ferreting out PT Problems. The E-Meter is also used for valences and sometimes psychophysical difficulties. (Auditor: Use the word "psychophysical" rather than psychosomatic and stay out of a medical field.)

THE RUNNING OF A PT PROBLEM today is the most. PT Problem, valences, psychophysical ailments, all run beautifully with "Mock up something worse than (terminal)" or "Invent something worse than (terminal)". To run this it is necessary to isolate the TERMINAL most intimately connected with the PT Problem (or the valence or psychophysical difficulty). One then CLEARS THE COMMAND (and you always better do that with any command) and lets go.

The whole idea of WORSE THAN is the whole of the dwindling spiral. People who are "trying to get better" and "be more perfect" and "think the right thought" lose all control of "getting worse", "being imperfect", and "thinking the wrong thought". All these WORSE THANs are then left on automatic and we arrive at something less than optimum. In fact we arrive with the dwindling spiral. We also arrive with the "point of no return". We also arrive with the declining ability to heal or get well. And we also arrive with old age.

After running "worse than" on the PT Problem, we proceed with other parts of CCH 0. Clearing help will be found quite beneficial. But to get a pc to participate who is downright ugly about it, running help is usually only a partial solution. When these only ones get going they really snarl on the subject of getting audited. Here CCH 1 is of benefit. No questions asked. But this of course defeats the purpose of STEP ONE.

PARTICIPATION OF THE PC in the session is necessary in order to place the pc somewhat at the cause point in the actual fact of auditing. This fits the definition. You can always change a body or recover it from some illness by auditing without much helping the pc himself. Therefore the pc, while under auditor control, is still somewhat at cause what with comm bridges and clearing commands, etc. But he is made to feel no bad effects from being AT EFFECT if ample ARC is used. In other words, the pc can't be entirely at cause in a session or he would be self-auditing, which isn't good, but he can be salvaged from being a total effect by good ARC. When the ARC drops out that DOES leave the pc at more or less total effect, a thing you have probably noticed.

The things to be done in CCH 0 should be done thoroughly at intensive's beginning and should be glanced at whenever a new session starts and should get a bow when a new command is used. But all CCH 0 is is a collection of mechanical aids to assist the pc's participation in the session and to assist the auditor in ARC. Although CCH 0 must be used always, it is not a total substitute for ARC.

The sum of CCH 0 is find the auditor, find the auditing room, find the pc, knock out any existing PT Problem, establish goals, clear help, get agreement on session length and get up to the first real auditing command. CCH 0 isn't necessarily run in that order and this isn't necessarily all of CCH 0, but if any of these are seriously scamped, the session will somewhere get into trouble.

When the participation of the pc ceases in a session, he must be gotten back into session by any means and then participation is re-established. A pc is never permitted to end a session on his own choice. He seeks to end them when his participation drops out of sight.

The trick question "What did I do wrong?" re-establishes ARC.

The problem of handling a pc who is not co-operative, who does not wish to participate, is a highly special problem. In the first place it is the pc's engrams that do not want to continue, in the second place it is the engrams which are doing the talking. One ordinarily tackles this case with a formal opening of session, brief but positive, and then sails in with CCH 0, just as though the person were unconscious, which, of course, the person is.

Participation by an unconscious person, while covered above, requires the additional refinement of technique. ONE MUST ALWAYS FIND SOMETHING THE PRECLEAR CAN DO AND THEN BETTER THAT ABILITY. An unconscious person is usually lying in bed. If not, the command must be varied to fit the environment. But the best command is something like "You make that body lie in that bed." A slightly upper grade process to a person sitting in a chair is "You seat that body in that chair." In such cases a grip on the pc's hand and the use of a slight squeeze each time the auditor acknowledges considerably speeds the process.

There is another special case—or maybe it isn't so special. There are many people who cannot tackle a present time problem with a process. If the auditor sought out a PT Problem and then ran "something worse than a related terminal" or a "problem of comparable or incomparable magnitude" he would find the pc digging in hard, unable to handle the process. Thus some judgment must be used in such cases. Don't run a PT Problem on somebody in very bad shape casewise.

There is an awful lot to know about starting sessions. The bad off case and the case in very good condition alike require special handling. For the case just mentioned who cannot handle a PT Problem with a process, there is always locational (TR TEN). TR TEN will run a PT Problem or anything else if slowly. Thus many a person with a PT Problem can only participate in a session to the extent of TR TEN, "YOU notice that (object—wall, floor, chair, etc)." By introducing in the auditor's and pc's bodies as a couple of the items being spotted along with everything else we eventually wind up with "find the auditor, find the auditing room, find the pc". And we get there without a PT Problem being in full bloom.

In running "You notice that object" there are some things that MUST be observed. Most important of these is this one: ANY PROCESS WHICH TURNS ON A SOMATIC MUST BE CONTINUED UNTIL IT NO LONGER TURNS ON SOMATICS. This is true particularly of TR TEN, 8-C and TRIO. The case hangs right there until the process is flat, whether in one day, one year or six. Another thing which must be stressed is the inclusion of the auditor's and pc's bodies. Because some pcs WHEN EXTERIORIZED snap back in when they see the body is no reason to avoid it in TR TEN. Another thing is to make the pc use his eyes to view the objects and if he doesn't turn his eyes toward them, then it is up to the auditor to use manual direction of the head and even pry the eyes open. No balks are ever permitted in auditing. If TR TEN is being run at a problem, every now and then the auditor pauses and discusses the problem again with the pc in order to keep it in restimulation until TR TEN can run it out.

The high case is a worse problem than auditors commonly believe. In the first place a high case can "blow" a situation out of the bank with considerable ease and if the auditor insists on sledge-hammering it out with a process, then pc participation blows rather than a facsimile.

High case participation can also be misunderstood in that there are a lot of cases that think they are high which aren't. Here's how you tell a real high case from a bogus ("I can do everything") case. A thetan in good shape can be cause. When he looks at something in the bank it becomes the effect. A bogus high case can think anything he wants without anything having an effect on the bank. You want to watch this point because here is the definition of OT thoroughly at work. Pc at Cause. A case that has pictures and everything and is impatient to get

on with it BUT DOES NOT MARKEDLY ALTER THE BANK WITH THINKING ALONE is not a high case but an old "wide open case" of Dianetic days.

Two-way communication AS A PROCESS is the key to all this. If you put a pc on an E-Meter and locate a present time charge, you can, if the pc can somewhat handle his bank, get him to two-way comm the incident flat very quickly—in five or ten minutes at the most. This is all the process used. It would take an actual E-Meter run to give you a full reality on this.

Here we are looking at the basic difference amongst cases. That difference lies in the ability to knowingly CAUSE. Bodies are the same, they all react alike. Banks differ only vaguely and only in content and significance. Engrams are engrams and they all behave alike. There is only ONE DIFFERENCE amongst pcs. We called this BASIC PERSONALITY in BOOK ONE. We can be a lot more simple about it now that I have my teeth into the subject a few more feet. The difference is DEGREE OF KNOWING CAUSABILITY. What do we mean by CAUSE? The basic, old Scientology definition is still at work. CAUSE-DISTANCE-EFFECT. Joe knowingly shoots Bill. Joe is at Cause, Bill is at Effect. Mary gives John a present. Mary is at Cause, John is at Effect. Bill says Boo to Joe. Bill is at Cause, Joe is at Effect. But when we introduce KNOWING CAUSE and CAUSE AT WILL into this CAUSE-DISTANCE-EFFECT idea we see we have something else added. The person at Cause is there because he knows he is there and because he is willingly there. The person at Cause is not at Cause because he does not dare be at Effect. He must be able to be at Effect. If he is afraid to be at Effect, then he is Unwilling Cause and is at Cause only because he is very afraid of being at Effect. Education can show a person he can be at Effect without liability. Then he can be at Cause without HAVING TO BE BECAUSE HE DOESN'T DARE BE AT EFFECT. Auditing in its whole operation is teaching the pc this. Pc slides from terrified effect to tolerated effect to knowing cause with regard to any incident he contacts IF HE IS AUDITED PROPERLY. The pc who has to get rid of all his engrams because he has to get rid of them because it's all too horrible winds up, with good auditing, into a tolerance of the pictures since he has learned he can tolerate them and so can swing around to Cause.

So we have this great difference in pcs. DEGREE OF KNOWING CAUSABILITY is the extent that he is willing to be at Cause and the extent he is willing to know he is at Cause plus the ability to cause things.

You will see this on an E-Meter in PT Problem handling. Bill has a PT Problem. It drops a dial when first contacted. The auditor, using his UNDERSTANDING of Scientology, two-way comms on it. The incident discharges and no longer registers after a few minutes. Mary has a PT Problem. It drops steeply on the E-Meter. The auditor tries to two-way comm on it. The charge remains the same or Mary begins to disperse. She doesn't hold to the subject. The auditor at length finds that two-way comm only serves to run down her havingness. The charge remains on the meter dial. What is the difference between Bill and Mary? Bill can be at knowing cause, Mary is either obsessive cause or heavy effect. Bill can blow facsimiles. Mary cannot. On Mary the auditor is very wise to enter upon TR TEN.

One version of TR TEN is called Short Spotting. "You notice that (nearby object)." So long as the pc can see with his eyes the object or feel the auditor's hand on it the process works. It is spotting right up close. If run with mediumly near and far objects (such as the room wall) it is very effective in getting a case going. It has given some cases their first reality on auditing. BUT the rule still holds here about somatics. When a somatic is turned on with a process, turn it off with that process. See Auditor's Code 13. This is entirely true of Short Spotting. In that it almost always turns on somatics, when you start it, you have to flatten it and that's often lengthy.

Remember this about pc participation. A low case can't handle the bank, therefore you keep high ARC and kid-glove him through a session. A very high case doesn't need dynamite, therefore you retain his participation by going as rapidly as you can. A medium, average case needs ARC, something of dynamite, something of kid-gloves, something of two-way comm.

And IN ALL GOOD AUDITING CASES IMPROVE. Just because you start a pc low doesn't mean he'll always stay low. Check the case often. See if his CAUSABILITY is rising. If it isn't, he isn't improving and you better go easier or heavier. PROBABLY when a case doesn't improve you didn't handle a PT Problem. THAT IS THE ONLY THING WHICH CAN KEEP A CASE FROM GAINING. So check every session for one.

There are probably thousands of ways to gain the participation of the pc, there are probably thousands of ways to open a session. There are probably an infinite number of tricky things you can do. However, this breadth of choice should not obscure the following.

1. A pc who is not participating in the session is not at Cause.

2. An auditor who isn't able to maintain ARC, who isn't able to "Freeze" a process for a short time, even a tone 40.0 process, and re-establish ARC, will not get results.

3. The end-all of processing is the attainment of a goal, the goal of OT. One always processes the problems and difficulties of the pc, he does not process the process. Processes only assist in processing the pc. They will not do anything by themselves. Processes are a road map to the goal of OT, they are nothing in themselves. The target is the condition, the disabilities of the pc. How one achieves the eradication of these difficulties is secondary to the fact of their eradication. Scientology is a route attained after several thousand years of no attainment by Man and the route is important and valuable and must be travelled correctly, but the concern is the pc, not the route.

4. A new auditor can be adrift with his tools. He is uncertain as to what he is attacking. He should have reality on engrams, locks, key-ins, secondaries, the time track, the key buttons of Scientology such as Communication, Control and Havingness. Given an understanding of all these and the theory of Scientology itself he can almost pilot his way through a case with two-way comm. But two-way comm will not work if one doesn't understand all the above. So two-way comm is not conversation. The pc has had a few trillion years of that and it hasn't made him well, so two-way comm is a highly specialized thing, done with full understanding of the thetan, bank and body. Good two-way comm means participation by the pc.

5. Scientology is a precise commodity, something like engineering. A pc is a precise thing, part animal, part pictures and part God. We want the ability to handle things and the God, and the less unthinking responses in the pc, the better off he will be. Therefore a PC WHO ISN'T COGNITING regularly is being processed beyond his ability to do and it is necessary to drop back downscale to find something he CAN DO.

6. The golden rule of processing is to find something the preclear CAN do and then to improve his ability to do it. At once you will have participation. The highest ability one pc had was to get drunk: a resolution of his case was entered upon by having him invent ways to get drunk.

7. The attention span of children and psychos is not necessarily a factor since it is only the phenomena of dispersal against mental blocks, keying in of incidents. The auditor can pay attention to it or not as he likes. Short, regular sessions on people with limited attention span get more gain per week than a steady grind since the participation is maintained.

8. The auditor remains at Cause in all sessions without forbidding the pc to be at Cause. See the rules in DIANETICS: THE ORIGINAL THESIS.

L. RON HUBBARD

HCO BULLETIN OF 15 OCTOBER AD 8

ACC CLEAR PROCEDURE

The Goal of the Auditor: to help the preclear re-establish confidence in his ability to confront Thetans, Thought, Time, Life, Energy, Matter and Space.

The theory of auditing: the preclear has lost confidence in his ability to face existence and its parts and has difficulty in participation. He is trapped in many of those things he has failed to confront or has been prevented from confronting or has prevented others from confronting or didn't exist.

By gradient scales his confidence in confronting Thought, Time, Life, Energy, Matter and Space is improved. The rule is, "Find something the preclear can confront and improve that ability." This normally begins with some part of an auditor. In less able cases, it begins with a thought of the auditor's or the preclear's.

Auditing is not erasure. Erasure dramatizes lost things to confront.

Where an auditor can be confronted and makes corny errors, the preclear stops being able to confront—hence the graph goes down on ARC breaks only. Therefore, the stress on smooth auditing.

A present time problem makes it hard for the preclear to confront the session. Therefore the stress on handling present time problems.

Auditing has as its sole liability confronting on a via—it may look to the auditor that he is using the pc (preclear) to confront things and this can be restimulative if the auditor doesn't know what he is doing. If the auditor is actively preventing the pc from confronting anything or has as his goal never permitting the pc to confront, there's trouble to hand.

ARC, in auditing, is:

A = the ability to be in or at a distance from something.

R = the ability to co-exist with something.

C = the ability to transmit thought between two or more points.

Thus we see that the minimum of two anything is needed for the conditions of ARC to occur.

In actuality the thetan incurs no liability in confronting or not confronting, being in or not being in things and thus a total confronting or total non-confronting are attainable goals. The thetan believes things about confronting or necessities to confront or not to confront and so becomes aberrated (not straight-lined). To confront, knowing is necessary. Unknown

confronting or not confronting, when uncovered, gives us the phenomenon of "cognition"—and that is the definition of it.

Auditing is that process which restores confidence in confronting and undoes necessity to confront Thought, Time, Life, Energy, Matter and Space.

Theory of Auditing

It should be realized that an optimum Clear Procedure should take a preclear from the lowest possible levels up to clear. Earlier procedures (1957-1958) did not attempt to address every case but were content to handle about 50% of the preclears. The remainder had to have special address just as cases. Therefore, auditors adopted the idea that on one hand there was Clear Procedure and on the other hand low level procedure—they did not place one above the other in a gradient scale to clear. This particular Clear Procedure does that.

In use it should be realized that different cases require different emphasis. An easy case would not demand a tedious command clearing, suspicious probing to break non-existent occlusions or emphasis on the lower steps. Indeed, these lower steps could be skipped up to CCH 0.

It is all a matter of judgment, how long and hard to run which. Two errors are potential: both rest on accurate case estimation. The commonest is to overestimate the level of the case. And not uncommon, to audit a high level case with very low level processes. The answer is to audit the case one is auditing, not some other case or one's own case.

Since estimation and auditor-sensitivity are subject to variety and error one cannot cleanly estimate the length of time required to clear anyone. Only approximations are possible and these are varied by possible environmental difficulties of the preclear during auditing: i.e., daily present time problems of crushing magnitude.

We are not today in the area of thousands of hours, however. We are in the area of hundreds of hours in any case, sane or insane. I cite an example: a woman suffering from a postpartum psychosis was audited *600* hours on CCH 1, 2, 3, 4 before she turned sane long enough for the auditor to snap off the case the valence of her dying brother, at which moment she turned stably sane. Only then could she have been audited on less fundamental steps. However, auditors are not concerned with the insane but often address relatively unconscious people. This example is cited as the most extreme time in auditing we have on record with modern technique.

I would not be surprised that, with all variables introduced, some case required 800 hours to clear. On a jigsaw puzzle test such a case would have failed to have fitted a single piece in the first 30 seconds, by our present method of estimation.

There are several means of establishing an idea of length of time in processing from present state to clear. The minimum in any case would be three weeks (75 hours); the probable maximum would be 1,000 hours. Between these extremes, we have most people. The peak of the cure would probably be around 250 hours, as estimated by older clearing methods.

Anxieties to attain faster push-button clearing defeat most research. These speed methods violate the reality of the preclear and too thoroughly evaluate for him. *In all cases* of clearing it is only the reality of the preclear which milestones the gains. That reality requires a certain speed of advance. While being audited, also, a preclear is living, and his surroundings require his attention. Man is somewhat cautious. He must adjust himself within his own ideas of security. The auditor always knows what is wrong with the preclear long before the preclear finds out. One must permit the preclear to find out! That discovery is only assisted, never blackjacked into being (see *Psychiatry: The Greatest Flub of the Russian Civilization,* by Tom Esterbrook). The patient is part of the therapy—a lesson the Russ school never learned.

Therefore, Clear Procedure starts where it should, CCH 1.

In running the CCHs, a set procedure is followed not only with the single process but with the series. One will discover that only one of the series of CCH 1, 2, 3, 4 bites the first time through. It is useless to run very long on the ones that don't bite. Example: An auditor does CCH 1 for an hour—no bite. He does CCH 2 for an hour or so-no bite. He does CCH 3 and it *bites* He does it for a few hours and CCH 3 levels off a bit. Now he returns to CCH 1 and finds it bites. He flattens it a bit, does CCH 2 for an hour, CCH 3 for a couple of hours and when he starts CCH 4, now this one bites! He flattens it in a few hours, goes back to CCH 1, etc.

The processes CCH 1, 2, 3, 4 are all of a piece. They are done in series fashion, not as individual items.

CCH 1, 2, 3, 4

Number: **CCH 1**

Name: Give me that hand, Tone 40.

Commands: "Give me that hand." Physical action of taking hand when not given and then replacing it in preclear's lap. And "Thank you," ending cycle. All Tone 40 with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way verbally or physically. May be run on right hand, left hand, both hands, each one flattened in turn.

Position: Auditor and preclear seated in chairs without arms, close together. Auditor's knees both to auditor's left of preclear's knees, outside of auditor's right thigh against outside of preclear's right thigh. This position reversed for left hand. In both hands preclear's knees are between auditor's knees.

Purpose: To demonstrate to preclear that control of preclear's body is possible, despite revolt of circuits, and inviting preclear to directly control it. Absolute control by auditor then passes over toward absolute control of his own body by preclear.

Training Stress: Never stop process until a flat place is reached. To process with good Tone 40. Auditor taught to pick up preclear's hand by wrist with auditor's thumb nearest auditor's body, to have an exact and invariable place to carry preclear's hand to before clasping, clasping hand with exactly correct pressure, replacing hand (with auditor's left hand still holding preclear's wrist) in preclear's lap. Making every command and cycle separate. Maintaining Tone 40. Stress on intention from auditor to preclear with each command. To leave an instant for preclear to do it by own will before auditor does it. Stress Tone 40 precision. To keep epicenters balanced. CCH l(b) should also be flattened.

History: Developed by L. Ron Hubbard in the 17th ACC, Washington, D.C., 1 957.

Number: **CCH 2**

Name: Tone 40 8-C.

Commands: "Look at that wall." "Thank you."
         "Walk over to that wall." "Thank you."
         "With the right hand, touch that wall." "Thank you."
         "Turn around." "Thank you."
Run without acknowledging in any way any origination by preclear, acknowledging only preclear's execution of the command. Commands smoothly enforced physically. Tone 40, full intention.

Position: Auditor and preclear ambulant, auditor in physical contact with preclear as needed.

Purpose: To demonstrate to preclear that his body can be directly controlled and thus inviting him to control it. Finding present time. Havingness. Other effects not fully explained.

Training Stress: Absolute auditor precision. No drops from Tone 40. No flubs. Total present time auditing. Auditor turns preclear counterclockwise, then steps always on preclear's right side. Auditor's body acts as block to forward motion when preclear turns. Auditor gives command, gives preclear a moment to obey, then enforces command with physical contact of exactly correct force to get command executed. Auditor does not check preclear from executing commands.

History: Developed by L. Ron Hubbard in Washington, D.C., in 1957 for the 17th ACC.

Number: **CCH 3**

Name: Hand Space Mimicry.

Commands: Auditor raises two hands, palms facing preclear, and says, "Put your hands against mine, follow them and contribute to their motion." He then makes a simple motion with right hand, then left. "Did you contribute to the motion?" "Good." "Put your hands in your lap." When this is flat the auditor does this same thing with a half inch of space between his and the preclear's palms. When this is flat auditor does it with a wider space and so on until preclear is able to follow motions a yard away.

Position: Auditor and preclear seated, close together facing each other, preclear's knees between auditor's.

Purpose: To develop reality on the auditor, using the reality scale (solid communication line). To get preclear into communication by control + duplication.

Training Stress: That auditor be gentle and accurate in his motions, giving preclear wins. To be free in two-way communication.

History: Developed by L. Ron Hubbard, in Washington, D.C., in 1956, as a therapeutic version of Dummy Hand Mimicry. Something was needed to supplant "Look at me. Who am I?" and "Find the auditor" part of rudiments.

Number: **CCH 4**

Name: Book Mimicry.

Commands: Auditor makes a simple or complex motion with a book. Hands book to preclear. Preclear makes motion duplicating auditor's mirror-image-wise. Auditor asks preclear if he is satisfied that the preclear duplicated the motion. If preclear is and auditor is also fairly satisfied, auditor takes back the book and goes to next command. If preclear says he is and auditor is fairly sure preclear isn't, auditor takes back book and repeats command and gives book to preclear again for another try. If preclear is not sure he duplicated any command, auditor repeats it for him and gives him back the book. Tone 40 only in motions. Verbal two-way quite free.

Position: Auditor and preclear seated facing each other a comfortable distance apart.
Purpose. To bring up preclear's communication with control and duplication. (Control + duplication = communication.)

Training Stress: Stress giving preclear wins. Stress auditor's necessity to duplicate his own commands. Circular motions are more complex than straight lines.

History: Developed by L. Ron Hubbard for the 16th ACC in Washington, D.C., 1957. Based on duplication developed by LRH in London, 1952.

CCH 0

(1) *Start Session* by saying "Start of Session". Don't discuss things and then start session and startle preclear, who thought he was in session all the time. To do this throws pc out of session. Also, you can't end a session that was never started.

(2)(a) *Establish Auditor.* Clear auditor with pc. Discuss any successful auditing in the past, even successful doctoring. Shake pc loose from heavy ARC with past practitioners, not by running down practitioners, but getting pc to realize he has been helped. Develop this into process, "Who should I be to help you successfully?" Get it flat, then run "What am I doing?"

(2)(b) *Establish Preclear.* Put preclear more in session with goals—"What would you like to accomplish through Scientology?" "What would you like to accomplish in this session?" The foregoing two we care little about. We now hit this hard: "What are *you willing* to have happen in this session?" We get a final clear answer to this even if it takes an hour of two-way comm. Then we establish, "What are you absolutely certain will happen in (finite period of time such as ten minutes or one hour)?"

(2)(c) *Establish problems, if any.* Run "Is there any place you would like to be more than here?" When this is threshed out, "Is there any place you *should* be rather than here?" This may bring any present time problem to view. If it does, audit it with "What part of that problem could you be responsible for?" If pc is too agitated to run this or if two-way comm cuts his havingness badly, run Factual Havingness: "Look around here and find something you have." When this can be left, "Look around here and find something that you would continue." When this can be left, "Look around here and find something you would permit to vanish." Then return to first again. (The order may be reversed. Some cases may run 250 of the third before finding one of the first or second.) Factual Havingness can resolve present time problems, which are always and only threats of loss.

If preclear seems hard to audit, is in propitiation, does obsessive agreement, has hypnotic eyelid flutter, or in general seems unnatural about talking or not talking, you can put pc into session and get present time problem most rapidly by spending real time on this: "What question shouldn't I ask you?" and sort it out on a meter, with two-way comm, then ask question again, etc., until pc is really talking to the auditor. The goal of present time problems or problems is to get pc in session. The goal of this, "What question shouldn't I ask you?" is not to learn the pc's secrets but to get pc to talk freely to auditor. Accomplishing this one thing on a hitherto non-advancing pc is a great thing and will make the pc advance faster than anything else. *Get the pc to talk to you honestly.*

Then take up present time problems directly: "Do you have a present time problem?" Preclear says he does but needle on meter doesn't move. Ask question a few more times—"Is there anything worrying you?" you can say for variation. If needle still doesn't drop, forget it. IF NEEDLE DROPS pursue it and *run only the problem that drops.* Don't run problems that don't drop! Keep your eyes on the meter while handling pc with present time problems, expand what falls, not something else. Pc can't confront his problems, therefore the drop vanishes easily, comes back and drops again. This can fool an auditor badly if he doesn't watch his meter and take up to run and discuss only the drop. (Note: If the meter is "Stage Four" [idle swing, not clear but pc can't affect meter, which only swings up, *sticks,* falls and so forth on same pattern—a Stage Four needle has a stick in the top of its oscillation, a clear needle doesn't] or if it is too stuck to show a fall on a problem, play safe, run Factual Havingness or Connectedness.)

This exact way to run a present time problem can make a full intensive.

Command (when problem located): "Describe that problem to me now." Make sure pc does. ACCEPT ANY VERSION PC GIVES YOU, BUT ONLY FOLLOW THROUGH ON A VERSION THAT DROPS ON METER. If the version drops, run the following for two or five commands, "What part of that problem could you be responsible for?" Then whether drop on meter vanishes or not, say, "Describe that problem to me now." If the described problem did not drop, buy it but don't run it, say again, "Describe that problem to me now." If you can handle this type of problem-handling, if you got pc to really talk to you, you can practically clear a case on this since it gets out of case the *succumb postulates* that war against betterment. This is the scale of succumb problems from the bottom up: How to go unconscious; How to feel nothing; How to go insane; How to escape; How to die; How to get shed of responsibilities so one can die; How not to care; How to endure; How to get better; How to Live; How to live better. There are inner levels. The basic problem is a "whether" (all problems are "whether" or "how"): *Whether to Survive or Succumb.* Decisions to do either are, if obsessive, the stable data in the center of the major confusions. When a pc is sitting there in heavy succumb postulates his goals and the auditor's goals are on opposite vectors. Therefore, preclears who don't get better *aren't* trying to get better no matter how much they say they are. Hence a whole case can run on this provided some havingness is also run from time to time.

In brief, this is where running a present time problem well gets to.

Remember, a problem is not a condition or a terminal. It is a "how" or "whether". It is a doingness, not a person. "My wife" is no answer to a present time problem question. "How to live with my wife" is a problem. "Whether or not to live with my wife" is a problem. "My wife's illness" is not a problem. "How to cure my wife's illness" is a problem.

Sometimes a pc will come right down on an old stable decision about the problem and say, "It isn't a problem to me now." The auditor must not buy this. He wants to know "Why?" until pc is off the old solution and can go on describing problems.

How to be audited. How to stay in session. Whether the auditor has pc's interest at heart. Such present time problems are very much in order to ask about.

To completely flatten any problem it is necessary to run not "responsible for" but "Invent a problem of comparable magnitude to that problem." This is run in the same way as above, but is given more commands for each version handed out by the pc. This is the problem command if you want it flat forever. Don't lose this process or command from your repertoire.

(2)(d) *Getting Auditor and Pc established.* Take up any ARC breaks with pc or any breaks between pc and past auditors. Always clear away ARC breaks. Don't dodge them as an auditor.

Explaining why the break occurred is an Auditor's Code violation—Evaluation.

Saying that the ARC break didn't occur or was the pc's fault is an Auditor's Code violation—Invalidation.

When an auditor fails to take responsibility for the ARC break he loses the responsibility of running the session—which, of course, causes a session to cease to exist.

The relative destructive value of an ARC break is greater than the failure.

ALWAYS HANDLE CCH 0 in every session well except when giving not a session but an Assist only.

TR 11

TR 11. ARC Straight Wire. That process best calculated to orient pc in his past is ARC Straight Wire.

Commands: "Recall something that was really real to you." "Thank you." "Recall a time when you were in good communication with someone." "Thank you." "Recall a time when you really liked someone." "Thank you." The three commands are given in that order and repeated in that order consistently.

Position: Auditor and preclear seated facing each other at a comfortable distance.

Purpose: To give the student reality on the existence of a bank. This is audited on another student and is audited until the other student is in present time. It will be found that the process discloses the cycling action of the preclear going deeper and deeper into the past and then more and more shallowly into the past until he is recalling something again close to present time. This cyclic action should be studied and understood and the reality on the pictures the preclear gets should be thoroughly understood by the student. The fact that another has pictures should be totally real to the student under training.

History: Developed by L. Ron Hubbard in 1951 in Wichita, Kansas. This was once a very important process. It has been known to bring people from a neurotic to a sane level after only a short period of application. It has been run on a group basis with success but it should be noted that the thinkingness of the individuals in the group would have to be well under the control of the auditor in order to have this process broadly beneficial. When it was discovered that this process occasionally reduces people's havingness, the process itself was not generally run thereafter. It is still, however, an excellent process with that proviso, a reduction of havingness in some cases.

Many cases have achieved their first step upward with the process. It is a process which, known, gives the pc the comfortable feeling that he at least has stopped getting worse and that there is something that permits him to hold his own.

In the 20th ACC Lectures I described how all entheta receives its charge from theta. ARC in the bank makes ARC breaks possible. A re-orientation of ARC can be more important than one realizes. The way to blow ARC breaks can be more ARC. Even a psychotic may rise up to merely neurotic on ARC Straight Wire.

The cyclic aspect of ARC Straight Wire must receive attention.

You don't want to know *what* when he recalls something, you want to know *when.* Ask, "When was that?" frequently and you will see pc slide into past and then return to present time as a regular cycle. Don't end the process while pc is still in past. Don't finish the process with a comm bridge that leaves him in the past. Just warn him that the process will soon end, and stop it when pc's recall was of a near present time thing.

You get lots of past lives in view this way. Buy them.

Lasting and easily obtained results were gained in 1956 by using just two processes. With the 1958 Theory of Auditing (above) it is easy to see why. These are basically confrontingness processes. They were S-C-S and Connectedness.

I developed these two for use in combination for a standardization of processing for a whole firm that was having its employees processed in London in 1956. The results were so good that Mary Sue Hubbard, while Director of Processing London, used the same regimen on *all* preclears with uniformly astonishing results.

The exact regimen used in that period was as follows: simple S-C-S on objects with pc and auditor seated at a table. Then S-C-S on the body. Then "Keep it from going away" and "Hold it still" on two small objects with pc seated, using first one object then the other and

always touching them with his hands at command. Finally, subjectively, on facsimiles, "Keep it from going away," and "Hold it still." Throughout, Connectedness was used to bolster havingness as needed with the command, "You make that (indicated object) connect with you."

The regimen as given here was superseded because auditors, unsupervised, tended to complicate the processes and not until a short time ago did we learn that the best answer to an auditor's desire for "more information" was a repetition of what he was told the first time. He didn't understand the original and so wanted a new one. Further, in supervised processing, there has been a frailty in that the auditor sometimes reported, "I did what you said and it didn't work." An unwary supervisor then gives him a *new* process to do. A wary one says in reply to the above, *"What* didn't work?" and usually discovers that the supervisor's directions were neither remembered nor run. This set of factors has accounted for many abandonments of SOPs (standard operating procedures) which were in actuality working like mad, only the people they were given to never used them, only said they did, and fed bad data back. It is the role of a supervisor to get the process he gave out *run,* not another version of it.

CCH 3(c)

The rationale behind S-C-S was simple: it placed the pc in the auditor's control. And it placed the pc's body under his own control. But there is more to S-C-S than this since it is also a confrontingness process.

CCH 3(c)

Name: S-C-S on a person. (Start, change and stop on a person.)

Commands: There are three sets of commands, each one of which is run until it is relatively flat. The commands are as follows: "Now we are going to start the body.

When I say start, you start that body in this (indicated) direction. All right, Start." The commands for "Change" are as follows (indicating four positions on the floor one after the other): "This we are going to call Spot A. This we are going to call Spot B. This we are going to call Spot C and this we are going to call Spot D. Do you have that? All right, when I say Change, I want you to change the position of that body from A to B. All right, Change." (The same applies for the other positions.) The commands for "Stop" are as follows: "Now I want you to get that body moving in (indicated) direction, and when I say Stop, I want you to stop that body. All right, move that body. Stop." Each one of the commands is followed with the question, "Did you start that body?" "Did you change the position of that body?" "Did you stop that body?"

Position: Auditor and preclear ambulant. Auditor accompanies preclear as he walks and occasionally touches him and turns him around manually as needed to assist the preclear.

Purpose: To give the preclear good control of his body and to exteriorize him.

Training Stress: Stress is on precision of the motion and command.

History: Developed by L. Ron Hubbard in 1955 as an exteriorization process. First discovered in 1952 was the fact that a person, which is to say a thetan, stays as close to an object as he has confidence in his controlling of it.

GP-3

Connectedness. The basic form of any havingness process is Connectedness. After one flattens S-C-S, one then runs Connectedness on the preclear.
Commands.

(a) "You get the idea of making that (object) connect with you." (Auditor points.)

(b) If pc isn't looking at object with Mest body's eyes, use following: "Look at that (object)." "You get the idea of making that object connect with you."

(c) On blind humans: "Feel that (object)." "You get the idea of making that object connect with you."

There is a new version of havingness called Factual Havingness. It is used in conjunction with any subjective process such as those subjective processes which follow.

Factual Havingness Commands.

"Look around here and find something you have."

"Look around here and find something that you would continue."

"Look around here and find something you would permit to vanish."

Confrontingness

The earliest clearing process, made more workable by repetitive commands and a broad understanding achieved in the ensuing 11 years, is made part of the most modern (1958) procedure.

I was clearing people in 1947 by getting them to look at locks, secondaries, engrams, circuits and the physical universe. I cleared a lot of people in about 100 hours each. All I did was renew their confidence in being able to "look at" their pictures. I turned on sonic, tactile, the works, with renewing confidence, lessening fear.

Three years later, *Dianetics: The Modern Science of Mental Health* was written. Its processes are slanted toward teaching people to audit and are the result of people not doing and saying they did. *Dianetics: The Modern Science of Mental Health* processes are good. They are the best training processes re banks there are. They train an auditor better than they clear a pc.

We now return to earliest clearing with what we now call *Confrontingness.* See "Theory of Auditing" above.

In general, we persuade the pc to confront things at his own gradient scale of willingness.

We find an ability to confront and we improve it.

Body Confrontingness

This is close to a specific for a chronic somatic.

Auditor: "What part of that body can you confront?"

Pc: "Elbow."

Auditor: "What part of that elbow can you confront best?"

Pc: "The wrist."

Auditor: "Thank you."

This is the whole cycle of the command. The auditor does not correct the pc when "part of" becomes some other part of the body.

Subjective Confrontingness

General version:

"What mental view can you confront?" "What part of it can you confront best?" "Thank you."

The above wording allows for dark fields and other phenomena and runs easily on an occluded case.

For a person who has pictures and sensations, a more specific form using "pictures", as well as "emotions", "feelings", "sounds", "thoughts", etc., can be used.

There can be and will be many versions of confrontingness given. Suffice here that the above work well and can form an entirety of clearing. They are a refinement, a simplification of the first version of clearing and should work as well today.

Participation

We must not overlook the factor of *participation* in life. *Participation* in session is necessary for processing to work. It is achieved by bettering the factor "Confronting".

Auditing toward the goal of total non-confront is eventually to achieve total non-participation. This is highly undesirable.

Destruction as an impulse has as its goal the removal of the need to confront. When one can confront he does not need to destroy. Unwillingness to confront is the source of most *"have to be* processed". One is asking the auditor to destroy "all these horrible things". Obsessive confronting is almost as bad. "Can't confront it so I'll prove I can by confronting it forever—and I'll keep on creating it to prove I can confront it." The mechanics of the bank can be worked out on such a basis.

Participation is only possible when one can also confront. Gradient scale of confronting can lead to participation without being overwhelmed.

Survival

All processes since the earliest endeavors in this search have aligned on "Survive". Continuance in Factual Havingness expresses this factor. The postulate to Survive is invalidative of the fact that a thetan cannot do otherwise. The whole key to brainwashing and punishment is that they make a thetan postulate survival which is "continuous confronting". This is handled by various versions of confronting.

Creating

A reactive bank comes from obsessive creating. A thetan's answer to being threatened or struck is to create. His basic training is all aligned along creating something. This factor is used in various ways in processing, usually inherent in a process.

Help

Probably the first thing that will have to be taken up in some cases is the subject of Help. To this degree Help is part of CCH 0 in establishing an auditor-preclear relationship. People who do not volunteer to be audited at all will require help orientation as the first step. Five hours on Help with such a person, using a two-way bracket, is often well spent. But such a bracket must be exceptionally well audited, without ARC breaks, to begin an intensive or to repair ARC breaks.

Aside from the above, Help is of vast importance.

The first burning question, when we approach Help as a process, is, "What condition would you have to be in to get help?" This is usually the condition the pc is in. The repetitive command for this is, "Mock up (or invent) somebody in such a condition that they would receive help."

HELP ON THE ROCK

The "Rock" is the thing the preclear uses to reach people. It is an object far back on the track. It is confrontingness on a via.

The E-Meter is used to locate a stuck object. This is a "lock on the rock". (The stuck can be freed by using Connectedness on the room, always.)

Help Bracket on the Rock

Use in this exact order, one command at a time:

How could a _____ help itself?
How could you help a _____ ?
How could a _____   help you?
How could I help a   _____?
How could a help me?
How could another person help a _____?
How could a _____   help another person?
How could others help a _____?
How could a _____ help others?
How could you help yourself?
How could I help myself?
How could you help me?
How could I help you?

The command words, but not as a whole phrase, are cleared often (every 3 brackets) and the pc is asked for his *opinion only* of the word "help" and the item. His answer is not challenged.

General Help Bracket

How could you help yourself?
How could you help me?
How could I help you?
How could I help myself?
How could you help another person?
How could I help another person?
How could another person help you?
How could another person help me?
How could another person help another person?

Responsibility

The basic clearing process using responsibility is, "You make a picture for which you can be wholly responsible."

This, flattened, can make a clear.

It uses the fact that a person is making his whole bank anyway and it persuades him to realize it.

Some version of responsibility is required to end all clearing.

Assignment of responsibility is at the bottom of the search for phenomena and magic to clear people.

Answers

Everyone who does not change in processing is being an answer. He "has it made".

Therefore, there is an opposite side to problems. That is answers.

"Mock up a problem for which you are (or your condition is) the answer."

Origins (Originations)

The original version was: "What origin of yours has been mishandled?" "Recall a time when you were pleased with that person."

A shorter version is, "What origin of yours has been handled properly?"

Any creation is an origin in a communication line, for the purposes of auditing. Hence the importance of origins.

THE BUTTONS

There are certain buttons which depress clearing if the pc has erroneous definitions for them. These are:

CHANGE, PROBLEM, HELP, PLEASED, CREATE, RESPONSIBILITY, CONFRONT.

Various processes redefine them in action. This is such a process:

"Invent a person who likes (the button)."

STEP 6

A cleared person is no longer in confusion about Help or who makes the mock-ups. "Help and Step 6" were the early 1958 clues to clear. These are still used as tests and even when their running is brief, they must be run.

Caution: It is almost fatal to run Step 6 if the rock is not out.

How to Run Step 6:

Select simple nonsignificant objects. Run: "In front of that body you mock up a _____ and keep it from going away." "Did you?" "Thank you."

Then use all directions from the body—"Behind that body . . . ," "To the left of that body . . . ," "To the right of that body . . . ," "Above that body . . . ," "Below that body ...."

Run 6 objects each on 6 sides of the body on "Keep it from going away," then proceed to "In front of that body you mock up a   and hold it still." Same procedure, then "In front of that body you mock up a   and make it a little more solid." (There is no acknowledgment by auditor after pc mocks it up and keeps it from going away, etc., or the "Did you?"—there is acknowledgment only after full command is executed. Otherwise acknowledgments will thin the pc's mock-ups.)

Note: The objects should be simple at first, leading on up to complexity. But at first, keep them simple and nonsignificant.

Read and understand *Scientology 8-8008,* and use an E-Meter throughout.

A valuable side process here: "Decide to make a mock-up. Decide that will ruin the game. Decide not to do it." Also this one: "Decide to make a mock-up everyone can see. Decide that would ruin the game. Decide not to do it."

* * *

In the above there are several roads to Clear. But there are also several levels of case to be cleared. Experience tells one what to run. Auditing skill alone gets the experience across.

The original 1947 processes were defeated in the hands of others by lack of auditing drills and skill.

Help and Step 6 do not work on low level cases to make clears of everyone—hence the CCHs.

By doing all of the above on every case you would certainly have clears in all cases. As your experience increases you can begin to omit steps.

You will finally be able to adjust the processes to the exact cases you do.

Get the preclear in session, run something. You'll win.

ACC AUXILIARY PROCEDURE

For Optional Use

THIS IS A ROUGH DRAFT

1.   Start Session.

2.   Clear auditor with pc—"Who should I be to audit you?"

"What is it all right for me to do?"

"Look at me. Who am I?"

3.   Get pc into session.

Establish goals for session.

"What question shouldn't I ask you?" Handle resultant answers with Straightwire as indicated.

"Do you have anything worrying you so much that you will have a difficult time keeping your attention on auditing?"

Handle pt problem by Responsibility or Problems of Comparable Magnitude. "Invent a problem of comparable magnitude to that problem." "Describe that problem to me." "Does that problem exist in present time now?"

Run two-way bracket on Help. "How could you help me?" "How could I help you?" Flatten for the session. (Every time you audit somebody this should be touched on and flattened so that it will stay flat at least for that session. To flatten it for all time or for all sessions would be impossible.)

Check for ARC breaks. If they exist, take them up two-way comm, and also re-flatten above two-way bracket on Help.

WHEN AUDITOR AND PC ARE CLEARED FOR SESSION, ONLY THEN BEGIN ON CASE. THIS IS TRUE OF ALL SESSIONS AND ALL CASES. KEEP PC IN SESSION WITH ABOVE STEPS, USED WHENEVER PC WANDERS OFF IN SESSION. OF COURSE, DO NOT INTERRUPT UNFLATTENED PROCESS TOO SUDDENLY TO GET PC BACK INTO SESSION. ALWAYS USE COMM BRIDGES WHENEVER YOU CHANGE THE COURSE OF THE SESSION.

CLEAR ALL COMMANDS. ASK FOR OPINION OF KEY WORDS BUT NOT IN SUCH A WAY AS TO MAKE THIS ASKING A PROCESS. THE PC'S IDEA OF WHAT THE KEY WORDS ARE IS THE PC'S IDEA, AND A REPETITIVE ASKING FOR OPINION IS NOT A PROCESS BUT AN INVALIDATION.

4.   Where pc's idea of the following words is obviously impossible to make any process move, do the following on the words CHANGE, PROBLEM, HELP, CREATE, RESPONSIBILITY, PLEASED. A mis-definition on these words can keep a whole case from moving. It is not necessarily true that clearing these words clears a person. To reorient these

words run the following process: "Invent a person" (and when pc has, do not acknowledge, but add:) "Tell me his idea of (key word)." This is a repetitive question.

5.   Clear up psychosomatics as feasible with "What sort of a (limb, organ, body) would please people?" "Tell me a person that that would please." This is actually one command with two questions which are used repetitively until psychosomatic or illness is markedly alleviated. This is done to give pc confidence in the auditor and certainty that something can happen in processing. It will only work if the first four steps are complete and in good working order.

6.   Clear up desires about new or different states of mind with "What sort of a mind (personality as needful with those who cannot understand what a mind is) would please people?" "Tell me a person that that would please." This is actually one auditing command with two questions. There is no acknowledgment after the first question, only after the second. This is used repetitively.

7.   Isolate basic Rock by any method. Run Rock Help bracket on it.

      Or, boost out with "What sort of a (Rock as found) would please people? Tell me a person that that would please." See above for running directions.

8.   Run general Help and Step 6 as given, first one then the other until case is clean, taking up any of above as needful to keep auditor and pc cleared and in session.

      If you do these things with any case you should wind up with a clear. The length of time it takes depends upon the auditor's skill in getting the auditing done and is much less modified by "severity of case".

                                                          L. RON HUBBARD

PRESESSION 37

A presession is run without a model session.

Presession 1 and 37 are the only presessions now in regular use.

Presession 37 is a method of getting off withholds. This problem is the primary case problem. Presession 37 resolves it. This presession is now the proper way to run "What question shouldn't I ask you?"

The auditor runs "What question shouldn't I ask you?" for a few times.

Then the auditor runs "Think of something you've done." "Think of something you have withheld." Alternated for a short time (maximum five minutes).

Then the auditor runs "What question. . ." a few more times.

If the pc develops an evasion system such as "You shouldn't ask me if I have murdered anybody," the auditor asks it. The pc says, "No, I never have," etc. Then the auditor must reword "What question . . ." to "What question would embarrass you?" or "What would you hate to have the police or your husband or whatever find out about you?" Vary "What question" so that you get off the withholds.

Always run Presession 37 until you have a no-response to question needle with E-Meter sensitivity at 16.

The O/W on this is to keep up the havingness.

FORMULA 16

A formula is always run in model session early in the case or to get it moving again.

Formula 16 is as follows:

> Failed help is run with:

> "Whom have you intended not to help?"

> "Whom have you helped?"

This is run for about 10 minutes, then the following is run for about twenty commands or so:

Assess PT terminals. Take first one that falls. Assess every time. Run:

"What unkind thought have you had about (terminal)?"

Then switch back to the above failed help version.

This is for cases that don't respond well on ordinary O/W.

FORMULA 17

Help is run as two-way failed help on an assessed terminal which has to do with a healing profession or religious or mystic person.

Then "What unkind thought have you withheld from a person?" is run for havingness.

This is for the person who has been to healers, hypnotists, spiritualists, psychologists, ministers, religious family members, psychoanalysts, etc, etc. This also works on doctors, psychologists, etc.

One makes the assessment list from general terminals and specific persons connected with pc's past. One assesses each time from the list and takes the first one that drops. The drop is barely run off before switching to the thought O/W on "a person".

Two-way failed help is run as follows:

"How could you fail to help a .... ?"
"How could a .... fail to help you?"

Positive failed help:

"How could you help a .... ?"
"How could a .... help you?" should also be run if indicated. (If pc insists they helped.)

L. RON HUBBARD

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HCO BULLETIN OF 15 JULY 1978

Remimeo

(Cancels BTB 8 Jan 71R, Auditing CS-1
for Dianetics and Scientology)

**SCIENTOLOGY
AUDITING CS-1**

The Scientology CS-1 is to give a pc new to Scientology or a previously audited pc, as needed, the necessary data and R-Factor on basics and auditing procedure so that he understands and is able and willing to be audited successfully.

NOTE: Some pcs who have been trained or audited previously may protest that they know the terms and procedure. If this happens, acknowledge with excellent TRs and without invalidation or evaluation and tell them that this CS is intended to make auditing more effective for all pcs. If the auditor uses excellent TRs and good R-Factor, no ARC breaks should ever occur and the pc will have tremendous wins.

It is not necessary to reclear those sections of this Scn CS-1 which the pc may have already covered in a recent and thorough Dianetics CS-1, *provided* the auditor is *certain* of the pc's understanding of the terms.

The auditor should be fully familiar with this issue as well as:

HCOB 17 Oct 64 III ALL LEVELS GETTING THE PC SESSIONABLE
HCOB 5 Apr 69   NEW PRECLEARS, THE WORKABILITY OF
                    SCIENTOLOGY
HCOB 16 Jun 70   C/S Series 6 WHAT THE C/S IS DOING

He will need to take a very thorough look at what has to be covered with the pc in this CS-1 and *know* his materials very well and have them ready in the CS-1 session for reference and clearing any misunderstoods or questions the pc may have.

The following will be needed in the auditing room:

Technical Dictionary
Admin Dictionary

A good English dictionary

A good dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself).

Scn CS-1 Definitions Sheet—Attachment No. 1 of this issue.

The Basic Scientology Picture Book
Fundamentals of Thought

HCOB 14 Oct 68R,   The Auditor's Code

Demo Kit

and the auditor makes full use of these as necessary. If further references are

needed, ensure source materials are used.

A.   Have the pc define each Scientology (or other) term, using the references. (Note: *You don't* ask: "Do you know what this word means?" You ask: "What is the definition of _____?")

When he has done so, have him give you a sentence or two using the term correctly. Where it applies, have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item using a demo kit. Cover by exact definition all terms used.

B.   Check for any questions (or misunderstoods) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

SCN CS-1 PROCEDURE:

1.   Give pc the R-Factor that you are going to do a Scientology Auditing CS-1 to familiarize him with auditing procedure and any basic data that may require clarification.

2.   Clear the word: Scientology.

3.   Clear the words: a) auditing   d) Clear
                                   b) auditing session   e) preclear
                                   c) auditor

4.   Clear the words: a) thetan
                               b) mind
                               c) body

Have pc use the demo kit as well as the references to ensure he gets the relationship between these.

5.   Now clear the words: a) picture   c) reactive mind
                                    b) mental image   d) bank picture

Have the pc give you examples of how the reactive mind works on a stimulus response basis, and have him demo it.

6.   Clear with the pc:

a)   the communication cycle.

Get the pc to give you examples he has observed. Have him demo the communication cycle.

b)   the auditing comm cycle.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

You can also ask him questions like: "Have you eaten dinner?" (or breakfast or lunch) and when he replies, ask: "What did you do when I asked you that question?"

7. Go over the TRs with the pc, demonstrating each with him, until he has a good idea of how they are used in auditing.

8. Clear the words: a) charge   b) mental mass

9. Go over with the pc what the meter does (registers charge/mental mass).

    For demonstration, you can do a "pinch test" where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Then get him to think of the pinch (while he is holding the cans) showing him the meter reaction and explaining how it registers mental mass.

10. a)   Clear the words: 1. key-in
                            2. key-out

    and have the pc demo and give you examples of each.

    b)   Clear the word: release. Have the pc demo it.

11. a)   Clear the word: postulate.

    b)   Have pc give you examples of a time or two when he postulated something and got it.

12. a)   Clear the word: cognition.

    b)   Have the pc give you some examples of a cognition.

13. Clear: floating needle.

14. a)   Give the pc an R-Factor on rudiments and when these would be used.

    b)   Clear the word: rudiment.

    c)   Clear: 1. affinity
               2. reality
               3. communication

    Have pc give you examples of each.

    d)   Clear: ARC break.

    Have the pc demo it for you.

    e)   Clear the words: curious, desired, enforced, inhibited, no, refused.

    f)   Clear: 1. problem
               2. present time problem

    Have the pc demo: 1) a problem 2) a present time problem.

    g)   Clear: 1) overt 2) withhold 3) missed withhold.

    Have the pc demo: 1) an overt 2) withhold 3) missed withhold.

    (Use Definitions Sheet, or other references as needed.)

15. a)   Clear the words: 1. similar   2. earlier.

b)   Then clear: "earlier similar." Give the pc examples of where it would be used.

16.   Clear with the pc what a repetitive process is. Ensure he understands why and how it is done. Have the pc demo it for you.

17.   a)   Clear the word: flow.

        b)   Clear each of the Flows 1, 2, 3, 0.

        c)   Have the pc give you an example and demo of each.

18.   Clear the words: a) assess b) assessment.

19.   a)   Explain to the pc that if at any time there is any difficulty in the auditing, you (or another auditor) will be using a prepared list to find and handle the exact difficulty.

        b)   Ensure he understands that when such a list is being assessed he sits quietly holding the cans while the auditor calls the list and takes meter reads to locate the difficulty.

20.   Go over the Auditor's Code, Items 1, 2, 3, 4, 5, 6, 8, 9, 14, 17, 18, 19 and 22.

Check for and clear up any questions or misunderstoods the pc may have on this.

21.   a)   Clear: Examiner.

        b)   Give the pc an R-Factor on the Examiner and the fact that he will go to the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.

Also, be sure the pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case.

22.   Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The Scientology Auditing CS-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run Scientology processes easily and with gain.

CLEARING COMMANDS

The Scientology Auditing CS-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref: HCOB 9 Aug 78 II, CLEARING COMMANDS)

This would include the first time the pc is given a two-way comm session or a listing & nulling session, where the procedure would first be fully cleared on the pc by the auditor.

CLEARING WORDS ON CORRECTION LISTS

In addition to the CS-1, to fully prepare the pc for his auditing up the Grade Chart, it is standard to clear the words on the various correction lists very early in auditing, before the need for them arises. (Otherwise, it is difficult to clear the words of a correction list over heavy bypassed charge.) Thus, when the need for correction lists does arise the words have already been cleared and the correction list can be used without delay. (Ref: HCOB 9 Aug 78 II, CLEARING COMMANDS, Items 7 and 8.)

This would be done as ordered by the C/S.

L. RON HUBBARD
Founder

LRH:dr
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SCIENTOLOGY CS-1
DEFINITIONS SHEET

The following definitions have been taken from the Technical Dictionary and from the glossary of the book *Dianetics Today.*

Use these in conjunction with the *Basic Scientology Picture Book.* If further references are needed when clearing these terms and concepts, ensure source materials are used. For any non-Scientology terms use a good non-dinky dictionary.

SCIENTOLOGY:

An applied religious philosophy developed by L. Ron Hubbard dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life.

(Taken from the Latin word *scio,* knowing in the fullest sense of the word, and the Greek word *logos,* to study.)

A body of knowledge which, when properly used, gives freedom and truth to the individual.

AUDITING:

Processing, the application of Scientology (or Dianetic) processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

AUDITING SESSION:

A period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.

AUDITOR:

A person trained and qualified in applying Scientology and/or Dianetic processes and procedures to individuals for their betterment; called an auditor because auditor means "one who listens." An auditor is a minister of the Church of Scientology.

CLEAR:

A thetan who can be at cause knowingly and at will over mental matter, energy, space and time as regards the first dynamic (survival for self). The state of Clear is above the release grades of Scientology (all of which are requisite to clearing) and is attained by completion of the Clearing Course at an Advanced Church of Scientology.

PRECLEAR:

From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Scientology and Dianetic processing, is finding out more about himself and life.

THETAN:

From THETA (life static), a word taken from the Greek symbol or letter: theta, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the "I"; one doesn't have or own a thetan; one is a thetan.

MIND:

A control system between the thetan and the physical universe. It is *not* the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.

BODY:

The organized physical composition or substance of an animal or man whether living or dead.

PICTURE:

An exact likeness; image. A mental image.

MENTAL IMAGE PICTURE:

Mental pictures; facsimiles and mock-ups; a copy of one's perceptions of the physical universe sometime in the past.

REACTIVE MIND:

Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person's volitional control and which exerts force and power over a person's awareness, purposes, thoughts, body and actions.

The reactive mind never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness.

BANK:

A colloquial name for the reactive mind. The mental image picture collection of the pc.

COMMUNICATION CYCLE:

A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgement of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.

AUDITING COMM CYCLE:

(HCOB 30 Apr 71) This is the auditing comm cycle that is *always* in use:

(1) is the pc ready to receive the command? (appearance, presence)

(2) auditor gives command/question to pc (cause, distance, effect)

(3) pc looks to bank for answer . . .

(4) pc receives answer from bank

(5) pc gives answer to auditor (cause, distance, effect)

(6) auditor acknowledges pc

(7) auditor sees that pc received acknowledgement (attention)

(8) new cycle beginning with (1).

CHARGE:

The stored quantities of energy in the time track; stored energy or stored or recreatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.

MENTAL MASS:

Mocking up matter, energy, space and time. Its proportionate weight would be terribly slight compared to the real object which the person is mocking up a picture of.

KEY-IN:

The action of recording a lock on a secondary or engram; the moment an earlier upset or earlier incident has been restimulated.

KEY-OUT:

An action of an engram or secondary dropping away without being erased. Released or separate from one's reactive mind or some portion of it.

RELEASE:

A preclear whose reactive mind or some major portion of it is keyed-out and is not influencing him.

A series of gradual key-outs. At any given one of those key-outs the individual detaches from the remainder of his reactive bank.

In Scientology processing there are eight major grades of Release. They are, from the lowest to the highest: Grade 0 Communications Release, Grade I Problems Release, Grade II Relief Release, Grade III Freedom Release, Grade IV Ability Release, Grade V Power Release, Grade VA Power Plus Release, Grade VI Whole Track Release. Each is a distinct and definite step toward greater levels of awareness and ability.

POSTULATE:

A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

. . . We mean, by postulate, a self-created truth. A postulate is, of course, that thing which is directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea.

. . . Postulate means to cause a thinkingness or consideration.

COGNITION:

A pc origination indicating he has "come to realize." It's a "What do you know? I . . ." statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one's endeavors in life.

FLOATING NEEDLE:

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

It is always accompanied by very good indicators in the pc. (Ref: HCOB 10 Dec 76R, C/S Series 99R SCN F/N AND TA POSITION, HCOB 21 Jul 78 WHAT IS AN F/N.)

RUDIMENTS:

First principles, steps, stages or conditions. The basic actions done at the beginning of a session to set up the pc for the major session action; ARC breaks, PTPs, withholds.

AFFINITY:

Degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding, the other components being reality and communication.

REALITY:

The agreed upon apparency of existence. A reality is any data that agrees with the person's perceptions, computations and education. Reality is one of the components of understanding. Reality is what is.

COMMUNICATION:

The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication of that which emanated from the source point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.

ARC BREAK:

A sudden drop or cutting of one's affinity, reality or communication with someone or something. It is pronounced by its letters A-R-C *break.*

PROBLEM:

Anything which has opposing sides of equal force; especially postulate-counterpostulate, intention-counter-intention or idea-counter-idea; an intention-counterintention that worries the preclear.

PRESENT TIME PROBLEM:

A specific problem that exists in the physical universe *now,* on which a person has his attention fixed.

. . . Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

OVERT:

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

. . . An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, mest, life or the infinite). That thing which you do which you aren't willing to have happen to you.

WITHHOLD:

An undisclosed harmful (contra-survival) act.

MISSED WITHHOLD:

An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

REPETITIVE PROCESS:

... A process that is run over and over with the same question of the pc.... we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said. A process which permits the individual to examine his mind and environment and out of it select the unimportances and importances.

FLOW:

A progress of energy between two points.

An impulse or direction of energy particles or thought or masses between terminals.

The progress of particles or impulses or waves from Point A to Point B.

ASSESS:

To choose, from a list of statements—which item or thing has the longest read and the pc's interest. The longest read usually will also have the pc's interest.

ASSESSMENT:

. . . an action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter.... just notes which item has the longest fall or Lowdown. The auditor looks at the meter while doing an assessment. Assessment is the whole action of obtaining a significant item from a pc.

EXAMINER:

Preclear Examiner. The person in a Scientology church to whom preclears are sent immediately after any auditing session. The Examiner says nothing to the preclear in this situation, noting only what the pc's tone arm position and state of the needle are on the E-Meter and recording what the pc says, if anything. The Examiner is also the person a preclear sees if he wishes to make any sort of statement regarding his case, or if there is something he wants handled regarding his case.

_____

6 January 1956

SIX LEVELS OF PROCESSING
Issue 7

This issue of the Six Levels is dedicated to only one thing—the clearing of any level of case.

A careful analysis of its every part of every step will discover it is a process in itself.

SLP 7 does not include many processes found in earlier SOPs and SLPs. They are omitted not because they are not good but because they are not entirely direct. They will reappear in later issues of SLP, no doubt. In this No. 7 we do not have something which will then become something else. We have a unique process series which while it retains form, enforces simplicity.

The reason for this Issue and its stand-to-the-side of the evolution of processing in Scientology is that Issue 5, and even 6 with its emphasis on creativeness, used without enough selectivity, lose us the Intelligence and Personality gains prominent earlier in the fall of 1955. The processes are still there—they are not being concentrated upon, lost a bit, in the multitude of choices of No. 5 and No. 6. Thus No. 7 is especially made for staff auditors.

In SLP 7 the goal or finite end of any process given is detailed. The actual rationale is delineated and the entirety of the processing is done in accordance with one positively asserted assumption as follows:

When the pc goes more anaten than he is when not being audited, he is in the grip of a real or affected Code Break and is out of session. _Any_ drop of alertness is a drop of ARC, first with the auditor, second with the bank, always. Therefore a drop of consciousness denotes a break with the auditor which must be repaired before the session continues.

Done without the above strict rule, I cannot guarantee any success from No. 7. It is too strong a process series, in other words, to omit any precaution.

Two-way comm must be stressed at all times.

LEVEL ONE
This is what gets the case moving

PROBLEMS
Chronic Somatics
The body of your preclear is a quivering hunger for overt acts. On consideration level these are problems. The auditor begins his auditing with this first barrier. He must surmount it by
        1. Two-way comm to establish good ARC
        2. Directly remedying havingness of problems or

3. Remedy of overt acts by creative processing
4. Alleviating a chronic somatic or problem by remedying their scarcity or
5. Increasing ARC until all problems or somatics seem unnecessary.

7 I (a) Find the auditor.
7 I (b) Find the preclear.
7 I (c) Find the auditing area (light locational processing).
7 I (d) Establish that a session is in progress.
7 I (e) Accept, discuss every comm preclear originates.
7 I (f) Acknowledge every command execution by preclear.
7 I (g) Agree on process and command before using it and do not confuse it.
7 I (h) Use two-way comm liberally.
7 I (i) Follow the Auditor's Code.
7 I (j) (changed) Remedy havingness of problems by selecting communication terminals or universes (not conditions) and use command **"Invent a specific problem _____could be to you."**

Note l—Can be run with best gain by discovering "weakest universe" by two-way comm about weak people and things and then using this person so discovered as the name in the blank above.

Note 2—**"Invent a specific problem_____could be to you"** has a reverse command: **"Invent a specific problem you could be to____"**; however, this is the overt act side and should be handled with care if used.

Note 3—At SLP 7 I (1) chronic somatics can be alleviated (and should be) by **"Invent a problem your leg (or stomach or liver)** (never your lameness, your ulcer, your illness, as these are conditions, not terminals) **could be to you."** Using mock-ups of overt acts to body and having pc, when he has created them, even black ones, get how *each* part or fragment of the mock-up is entirely dedicated to destroying the pc's body and so make mock-up vanish. To the body, separation can occur from anything only when it has done enough overt acts to the body to cancel all obligation, obligation being the first bargain or agreement possible to a free being (pledged word).

Note 4—It is distinctively understood that within this or the next step the chronic somatic will be alleviated before the clearing is continued.

Note 5—A very few pcs have lost the ability to invent problems with any reality; these run on **"Tell me some lies about the environment,"** and *then* on problems as above.

7 I (l) Run pc on ORDERS. Two methods: Opening Procedure 8C and direct command, latter preferred. **"Tell me some orders you wouldn't mind receiving." "Tell me something that would obey you."**

Note 6—These commands are phrased to be permissive to the pc, commanding from pc to environment.

Note 7—Orders are an "all-the-way route." The wall is an order (postulate) complicated by the order to be solid and endure. The reality of the preclear depends on his ability to receive orders.

Note 8—Don't stick the pc on one subject or object in running orders. If the bank turns up an engram, don't insist he gets part of it he can receive orders from. Also do not insist he take orders from various parts of environment.

Note 9—In Level One don't solve any problems. Increase by various means as above the problems preclear can have.

7 I (m)   **"What could change you?"**
          "What would leave you unchanged?"
          (Run alternately one question, then the other.)

7 I (n)   To prevent all the problem and motivator techniques from adversely affecting the thetan (or if the above processes did), run alternately the following questions:
          "Tell me something your body doesn't have to reach."
          "Tell me something *you* could reach."

LEVEL TWO
This is what changes the Scientometric Tests

7 II (a) WATERLOO STATION

In a populated area (park, RR station, etc.) have pc tell auditor something he wouldn't mind not-knowing about persons which auditor spots for him, or the persons not-knowing about him. Commands:

Auditor: **"Do you see that (man, woman, described slightly)?"**
Pc: "Yes."

Note 10—Make allowances for your pc's ability to see people clearly. Run if possible with glasses off if he still has them.

Auditor: **"Tell me something you wouldn't mind not-knowing about that person."**

Note 11—The pc selects things he already can know to not-know. He does not give things he does not know anyway. This stress is the willingness to not-know things one already knows. Otherwise pc will become confused.
Note 12—If two-way comm won't keep the pc alert he is on stuck flow. (See *Scientology 8-80.*) Run "other side" as below:

When pc—to spotted person has been run flat or to a dope-off, reverse to:

Auditor: **"Tell me something you wouldn't mind that person not-knowing about you."**

Note 13—Run one side for hours, then the other side, in ordinary use.
Note 14—Observe that in SLP 7 we omit all other spottings. These are good, but Waterloo Station is the cream of Level Two SLP 5, and auditors have been too involved in lower steps to run Waterloo Station. For God's sake don't neglect it. It's the most valuable process in Scientology. It handles TIME!
Note 15—The goal of Waterloo Station is not to make the pc make *one* thing vanish. That phenomenon is just the start. Auditors have been quitting when the pc made somebody's hat disappear. When the pc can make the whole universe wink on and off at his consideration to know or not-know it, you're getting somewhere—so don't stop at a hat.
Note 16—Don't give the pc back what he has just not-known. If he not-knew it, he not-knew it.
Note 17—If an auditor is so hungry for overt acts that he has to provoke the pc into them by breaks and poor compliance with procedure, just ask the pc to hit the auditor a few times. It'll remedy it.

LEVEL THREE
This is what exteriorizes them

DECISIONAL PROCESSING
Run in quiet places.

Preparatory: **"What contracts could you break?"**

7 III (a)   Think a placed thought.

The object is to train the pc to think thoughts exterior to his head and thetan bank to obviate the "cave-in phenomena of Axiom 51."

> Commands (auditor indicating object or position):
> **"Think a thought in (on) that____."**
> Alternate command: **"Do you see that (object)? Think a thought in (on) it. Did the thought appear where it is?"**

7 III (b)   Choice rehabilitation.

Using the ability acquired in Level Three (a), have the pc make choices between two objects indicated by auditor.

> Command: **"From (indicated point) make a choice between (indicated positions or objects)."**

7 III (c)   Directed Decision Rehabilitation.

Using the ability acquired in (a) and (b), exercise the pc on decisions.

> Command: **"Make a decision about that (indicated object) in or on that (indicated object)."**

7 III (d)   Permissive Decision Rehabilitation.

Using the abilities acquired in (a), (b), and (c), turn pc loose on decisions. Decisions must be outside head and bank.

> Command: **"Decide something."**

LEVEL FOUR
This builds back their willingness to live

OPENING PROCEDURE BY DUPLICATION

Done in an auditing room with a book and a bottle. Commands:
> **"Do you see that book?**
> **Walk over to it.**
> **Pick it up.**
> **Not-know something about its color.**
> **Not-know something about its temperature.**
> **Not-know something about its weight.**
> **Put it in exactly the same place.**
> **Do you see that bottle?**
> **Walk over to it.**
> **Pick it up.**
> **Not-know something about its color.**
> **Not-know something about its temperature.**
> **Not-know something about its weight.**
> **Put it in exactly the same place.**
> **Do you see that book? (etc.)"**

LEVEL FIVE
This makes them able to play games

REMEDY OF COMMUNICATION SCARCITY

The object of this step is to restore abundance on any and all communication possibilities. Done in an auditing room.

7 V (a)   Create Confusion.
          Commands: **"Mock up a confusion. "**
          Alternate command: **"What confusion could you create?"**

7 V (b)   Creating Terminals.

The pc may have to be coached into mocking up unknown confused black terminals and thus into good terminal mock-ups. Commands:
          "Mock up a communication terminal."
          "Mock up another communication terminal."

7 V (c)   What wouldn't you mind communicating with? Duplicate the auditing command exactly. Don't red-herring (go chasing after facsimiles). Command:
          "What wouldn't you mind communicating with?"

7 V (d)   Creating Family Terminals.

Have pc mock up until he has an abundance of any and all persons he has ever used as anchor points. Command:
          "Mock up your (father, wife, mother, husband)."
          "Mock him (her) up again."

LEVEL SIX
This exercises their exteriorization and stabilizes

REMEDY OF HAVINGNESS AND SPOTTING SPOTS IN SPACE
Route One
An exteriorized step done as given in *The Creation of Human Ability.*

L. RON HUBBARD

4 February 1955

MIMICRY

The following process was developed by DScn Jan Halpern. Throughout the process the auditor doesn't say a word. He doesn't answer possible questions, he doesn't explain in words what he wants. Under all circumstances he makes like the Tar Baby and "don't say nothin'." He uses any gestures necessary.

Step I-a: The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until without comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

Step I-b: When Step I-a is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear is to offer the object to him. When the preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it. This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat.

Step II: The auditor, just having accepted the object, makes a gesture that this part is over, then deliberately puts the object down where the preclear can see it, stands back and indicates that the preclear is to pick it up. When the preclear picks it up, the auditor gestures that he is to put it down again anywhere he likes in the room. The instant the preclear does so, the auditor snatches it up and puts it someplace else. You keep this up, till auditor and preclear are racing around the room, seizing the object as soon as the other's fingers have let go of it. The object isn't necessarily placed in a different spot each time. It may be picked up and put down again in the same place, but it must be handled each time. All sorts of tacit rules and understandings will probably develop while this is being run.

This process rehabilitates the sense of play; validates non-verbal ARC; short-circuits verbal circuitry; lets the preclear position matter and energy in space and time; gets the preclear up to speed; murders "there must be a reason" for doingness; processes the auditor and the preclear equally and besides, it's fun.

15 February 1957

GOOD PROCESSES

Prepared from the research papers of L. Ron Hubbard

The material in recent PABs, much of it, has come from an LRH research paper that still contains material, not covered, on some modern processes and general theory of primary value. In the research paper it is given in extremely staccato fashion, as the paper was the basis for conferences where the material could be expanded. Here is some more of the material.

The best processes are those which fastest convert unknowing games conditions to knowing games conditions. This does not disregard the fact that one's goal of processing might be, at a very far reach, the static. No-games conditions do describe the static and various harmonics of the static. The no-games conditions list does not anywhere describe workable processing tools. Games conditions, and games conditions only, do that.

Here are some of those fastest processes:

CONTROL. Start, Change and Stop on objects or preclear's body, emphasis on stop. Why emphasis on stop? It has long been known in Scientology (see *Scientology 8-80)* that the ability to hold points, locations, masses and objects, including bodies, in space at one's own direction and choice is the essence of control. Without the ability to fix locations in space there is no self-determinism. Where one is concerned with the physical universe he collapses if he cannot hold space.

The exact commands and procedure of control processes are contained in recent PABs as well as in early Bulletins to be released.

The effectiveness of any processing is as great as the extreme of good control is exercised by the auditor. A corollary to this is that how well one lives life is measured by the extent of his good control of the things within his actual boundaries of interest.

FIGHT THE WALL. This is a very fascinating process. The auditor makes (he has to *make him)* the preclear fight the wall bodily. Since there is no accepted social behavior in man on this subject, the way that a preclear will DO this process varies somewhat wildly. What his running of the process does is to bring him up to a confrontingness of walls and environment. It does this through exercising a games condition (fighting) and causing the preclear to exercise this games condition knowingly. It is not designed to 7 nor does it, run out the preclear's ability to fight.

The total command is, having directed the preclear's attention to a wall, **"Fight the wall."** You don't tell them how to fight it, you tell them to fight it. The amount of bruised knuckles and holes in plaster can be cut down by providing the preclear with a mattress or other protector and it works just as well. The purpose of the process is not damage, although preclears are known to go into fighting walls with a peculiar enthusiasm.

This can also be run by mock-ups but not as a substitute for making the preclear use his body. Do not make a thinkingness process of this, it is a doingness and a confrontingness process. It can be run outdoors on trees, etc., as well as in the auditing room.

OPPONENTS. The main thing about opponents is that there are not enough of them. An opponent is a games condition. Have the preclear tell lies about the subject of opponents. That is a good process. Have the preclear invent opponents. Of these two, Invent is best, but Lie is a lower harmonic of Invent and can be run all the way south.

When opponents become scarce to an individual they become so precious and valuable that he will neither confront, have, nor let go of anything he considers to be one. He will fight himself and do all sorts of things but he will not do *these* things. He becomes extremely aberrated on this point and will attempt to "discover" enemies or "find out" or some such thing. This is a compulsive games condition, with unknownness. Havingness is extremely poor on such an individual.

The exact commands are **"Tell me a lie about an opponent," "Tell me a lie about opponents," "Invent an opponent."**

INDIVIDUALITY. A lot is said about individuality. Indeed it is a highly important subject. Either individuality is a very bad thing and causes human troubles, is a very good thing, or it is a games condition. The truth is that individuality is an aberration and a games condition. It therefore, good or bad, processes, whereas namelessness (unidentifiedness) does not. An extreme or exaggerated view on the subject of individuality is a havingness upset and contains unknowingness. Knowingness about identity includes awareness of game. A good process is **"Invent an individuality that would impress people."** Run it for all eight dynamics. Examples: **"Invent an individuality that would impress animals," "Invent an individuality that would impress God."**

CAN'T HAVE. An interesting little creative processing process is **"Mock up a mock**up" and then **"Say that bodies can't have it"** or "Say **that your body can't have it."** A further use of this is to say that the MEST universe can't have it. Auditors call this "Escape Processing."

EFFECT. Lie about an effect you are having. Examples: **"I'm not having any effect from my tooth," "I'm not having any effect from that wall"** or **"That wall is giving me some money."** Lie about an effect you are having on (any dynamic).

PROBLEMS. Problems must be handled in auditing. Never leave the present time problem unhandled. This does not mean that the problem is flat when the preclear says he now knows what to do about it or can solve it, etc. The problem is not flat until he can tolerate it solved or not solved. If he MUST solve it then he is not able to tolerate the problem and it is not flat. People think that all problems or some problems MUST be solved. They think this because they cannot tolerate or confront the problems.

Problems are processed by **"Invent a problem of comparable magnitude to (the problem)."** Until preclear can have the problem.

Undercutting the above, is, having the preclear tell lies about the problem.

Inventing problems of comparable magnitude must each time be questioned as to **"How could that be a problem to you?"**

Another process related to problems is "Consequences of Solutions." Since a problem not confronted persists and confronted does not persist, then preclears can discover that they have been not solving problems because they were scarce.

SOLIDS. **"What are you looking at?", "Make it solid," "What are you looking at?",** etc.

VACUUMS. A vacuum is a super-cold object which, if brought into contact with bank, drinks bank. Objects at 25°F or less have high electrical capacitance, low resistance. This was psychiatry before Earth. Shocks, ether, can act similarly. This is how one mechanically forgets the past. He depends on pictures, loses pictures to a vacuum incident. Vacuums drink up the preclear's havingness. They are just incidents and they are brainwashing. You encounter these running solids. Opponents, individualities, more solids, problems, undo them.

RESTIMULATION. When one violates a games condition, intends to have an effect on something and doesn't, one often puts the effect on the body. One thus gets "no-effect" on opponent, makes an effect on self. This is restimulation. It is also stimulus-response.

"Effect you could have on (people, preclears, any dynamic)" remedies this. The condition of self-auditing while auditing is the above restimulation. The same process resolves it.

TO SPLIT VALENCES

A term that really makes a psychiatrist feel like somebody is "schizo," their nickname for the schizophrenic. It is an odd misnomer in that it means split personality and the trouble with a schizo is that he needs splitting, not that he's split. He's in another's valence, and what is required is to remove or split the preclear out of that other's valence.

STEPS. A series of steps rather than a single process or command worked best by test at the Hubbard Guidance Center and the London HASI Clinic.

1. Get the preclear under control with Start-Change-Stop. Lots of it. This can't be slid over or brushed through carelessly. The total reason for getting the preclear under good control is that he is under bad control or he wouldn't be a preclear, even though the bad control is his own. Though it is his own it is not *knowing*. The auditor's job is to make the preclear CAUSATIVE throughout. The preclear must be CAUSE toward all things in the session. The control by the auditor is necessary because, left to his own devices, as he has been for aeons, the preclear will be EFFECT of his reactive bank, pictures, circuits and figure-figure. The one thing, of course, that the preclear is effect of in session and not causative toward is the auditing. The auditor pan-determines the whole thing.
2. Unjam the track with **"What are you looking at? Make it solid."** Anything jamming (sticking, holding) the track (time) can be run AS A VALENCE in the following steps. Examples could be: Mother, dog, book, machine, town, house, gun, etc. You can readily see in this command **"Make it solid"** that the preclear is being CAUSE toward the thing or person. It is of considerable relief to the preclear.
3. Choose valence or valences, weakest universe preferred. At this point skill comes into great demand. The OBVIOUS here would be usually the correct valence to run. Obvious to the AUDITOR. It won't be obvious to the preclear. For example, the weakest universe would be to the preclear the one that gives no trouble. He never gets bothered or upset about that person. He never even thinks about that person or when he does it is only with the mildest feelings. Why? Because he's "wearing the head" of that person! He's looking FROM, not AT. If you find you have picked the wrong valence to run, go back to (1) and choose again at (3).
4. **"What would interest (universe so chosen)?"** Run this flat.
5. **"Invent an opponent of comparable magnitude to_____."** You are getting a games condition here. Scarcity of opponents is the stickiest condition there is in human relations. Run this until preclear does it well and comm lag is flat.
6. **"What would get the attention of_____?"** Here the preclear will name or invent things that would get the attention of the universe being run. What you know about the SERVICE FACSIMILE will apply here. Run it out this way. **"What would get the attention of   ?"**

7. **"Look around here and find something that____can't have."** Answers must be things physically observable in the auditing environment. This must be run very, very flat. A key process.

8. **"What could you protect____from?"** This actually could be run as above, having the preclear look around the room and find what he could protect____from. However, if (7) has been run flat as a pancake it can be run as a subjective process as given.

9. **"What communication could you prevent____from originating?"** You will see that this gives the preclear a games condition and an opponent. It isn't flat when the preclear is still giving answers from the bank. He should make some.

10. Problems of Comparable Magnitude. The command is: **"Invent a problem of comparable magnitude to ____."** This is an important process. Note that it has to be flattened well and that it is not flat when the preclear says he feels better about it or will handle it. It is flat when the preclear can HAVE the problem, does not HAVE TO solve it. Could have it, permit it to remain, or dispense with it. Problems: games condition. Solutions: no-game condition.

11. **"Invent a game you could play with ____."** This light-hearted little process is dynamite. Don't neglect it. Run it on the preclear and you'll see what a high-level process looks like when it really bites. (It will bite if you have properly run the preceding ten steps.)

12. **"Make____fight the wall."** This is done, of course, with mock-ups, until the preclear does them extremely well and with full control of the mock-ups and comm lag is flat.

13. Run (4) to (12) again to check.

This procedure cleans up universes and valences. When running this, keep the preclear at it and do not lapse into discussion or excessive two-way comm aside from the processes themselves. Use two-way communication in delivering the process to the preclear, not in getting the preclear to deliver the bank to the auditor.

This is a lot of processes for one bulletin, but we can include more detailed material on these in future PABs.

HUBBARD COMMUNICATIONS OFFICE

HCO TRAINING BULLETIN OF 6 FEBRUARY 1957

The following procedure is not for general release to the field, and is to be released only to organizational staff. The reason it is not being generally released to the field is that very few auditors have the skill necessary to run these techniques. The entirety of this will be released, somewhat modified, and much more expanded, some time in the future, and forms the backbone of a book. Therefore, I will appreciate your courtesy in not releasing these techniques to anyone, but keeping them in the Clinic until the book can be written, since you will scoop me if you do not, and the book will have that much less meaningfulness and appeal. The reason I am releasing these at this moment is that we need them, and we have every right to use them, but I do not wish them to be generally released, since they are actually so powerful that an auditor who is badly schooled would not be able to handle them at all on preclears. He is better off using that in which he has been trained. It will take a book to get him totally oriented on this subject.

PROCEDURE CCH

This procedure has two forms, it has the long form and the short form. The long form is omitted here since it is not necessary in any broad number of cases, and the short form is entirely right out through the top.

The name, "CCH", is taken from Communication-Control-Havingness. These are the immediate exercise targets of this procedure.

The goal of this procedure is to take the preclear from as far south as preclears can be reached, straight on through as far north as a preclear can be pushed. Therefore, the breadth of Procedure CCH is much greater than any other auditing procedure ever released.

This procedure is covered rather adequately in the long series of lectures of the 1 6th ACC which specifically cover technique. This does not mean the entirety of the 16th ACC lectures, it means that section of the 16th ACC lectures which was immediately addressed to technique. A study of these lectures is recommended before extensive use of Procedure CCH is engaged upon in the Clinics. Copies of these lectures are being made available to Washington and London.

The goal of the Auditor is to discover an ability in the preclear and improve it.

The first discoverable ability of a preclear is communication in one form or another. This even applies to a person in a comatose state. Such a person quite ordinarily responds to tactile if you do not expect him to acknowledge. He is not able to acknowledge our communication to him by tactile since he at first cannot sufficiently or adequately control the body in order to make the reply.

HPA/HCA PROCESSES

Group 1: Communication Processes, taught in Indoctrination:

*   Parts of Communication

   *A. "Look at me. Who am l ?"

   *B. Hand contact mimicry. Commands: "Put your hands against mine," then "mimic and contribute to the motion of my hands." Acknowledge when the preclear has

completed the command. Then say "Put your hands in your lap." Then the auditor does the same. Repeat this process.

*C.   *Hand Mimicry (gradient scale of spaces).* Hand mimicry is run the same as hand contact mimicry, with the following changes in the commands: "Put your hands up facing mine, with about one inch distance between your hands and mine." Then, "Mimic and contribute to the motions of my hands, while maintaining the same distance between our hands." Acknowledge. Then, "Put your hands in your lap." Auditor then puts his hands in his lap. When this level of the process is flat, the auditor then puts more space between himself and the preclear, on a gradient scale, and changes the distance part of the command accordingly. Use a gradient scale to a limit of 3 feet.

*D.   *Mirror image hand mimicry.* The commands are "Put your hands up facing mine." "Mimic my commands mirror-wise; that is, when I move my hand back, you move your hand back on the same side of the body, and when I move my hands forward, you move your hands forward correspondingly." "Good. Put your hands in your lap."

E.   *Full body mimicry.* The auditor picks two spaces in the auditing room, marking them out with chairs or other objects, or using the rug. One space is for the preclear, and the other for the auditor. The auditor explains to the preclear as follows: "I am going to step into my space and deliver a command to you which will consist of a series of body positions. When I have finished executing this command I will step out of the space. You are then, without any further command on my part, to step into your space and mimic the command I have given. When you have finished doing that, then you step out of that space and that will be the end of that command." The process is then repeated. If the preclear is not doing a good job of mimicking the auditor or is thrown into inordinately long communication lags, the process may be run with the auditor stepping into his space and giving the command while at the same time, the preclear steps into his space and mimics the command. That is to say, the command is executed simultaneously by the auditor and the preclear instead of the auditor first executing it and then the preclear following it, with a mimic.

Group II. Location-Control Processes:

Parts of Control

A.   *Locational.* "Locate the __." The auditor has the preclear locate the floor, the ceiling, the walls, the furniture in the room, and other objects and bodies.

*B.   *Connectedness.* "Look around here and find something you wouldn't mind making connect with you." Make sure while running this process that the preclear is making (causing) things to connect with him rather than he connecting with the things. If he connects with the things, it is a no-games condition. It is important that this be stressed in the session.

*C.   *8-C Solids*. "Do you see that ____over there?" "Good." "Walk over to it." "Good." "Touch it." "Good." "Now, make it a little more solid." "Good." "Let go of____." "Good." The process is then repeated, with the auditor selecting the object each time.

D.   *S-C-S.* "I am going to tell you to start the body. Then I want you to start the body." "All right." "Start the body." If the preclear has started the body, he acknowledges the execution of the command. The auditor then repeats this process. Note: These commands must be used exactly, and be duplicated by the auditor. You should also get the preclear's agreement to do it each time. The change portion of S-C-S is run

as follows: The auditor picks and arranges with the preclear the location of three spots in the room. The auditor then designates these spots as Spot A, Spot B, and Spot C, and has the preclear stand in one of them. The command, duplicated each time, is as follows: "I'm going to tell you to change the body from Spot ___ to Spot___. Then you change the body from___to___. Okay?" When the preclear indicates that he has heard this and understood, the auditor then gives the command, "Change the body from___to___." Spots A, B and C may be chosen by the auditor in any order. The Stop portion of S-C-S is run as follows: "I'm going to tell you to get the body moving in that direction." The auditor indicates a direction across the room. "I then want you to get the body moving, and somewhere along the line I'll tell you to stop. I then want you to stop the body." When the preclear has stopped his body, the auditor then acknowledges and repeats the process and commands. As in the previous two, the auditor always duplicates the commands and gets the agreement of the preclear to make sure that he has started, changed and stopped the body himself, while running the above three processes.

Group III. Duplication Processes:

A. *Opening Procedure by Duplication.* "Go over to the___." "Look at it." "Pick it up." "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The preclear obeys each command and answers each question in turn. The auditor then says, indicating the other object, "Go over to the___." "Look at it." "Pick it up." "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The auditor using the same words, same objects, and the same formula over and over again. This process must be run with good ARC at all times, and with a good duplication of the commands, and with good control.

*B. *Keep it from going away.* The auditor asks the preclear to select a number of objects in the room which appear real to the preclear. The auditor then selects two of these objects. These objects should be of a size that is easy to handle with the hands, and of a significance as non-restimulative as possible to the preclear. The auditor then selects two of these objects and places them either on a table in front of the preclear within easy reach and with some distance between them, or else on the arms of the preclear's chair, one object on each arm. The commands of the process are: "Pick up the___." "Good." "Keep it from going away." "Good." When the preclear has kept it from going away for at least an instant and with certainty, the auditor then says, "Put it back exactly where you found it." "Good." The auditor then says, indicating the other object, "Pick up the___." "Good." "Keep it from going away." "Good." "Put it back exactly where you found it." "Good." The process is repeated.

*C. *Hold it still.* The commands for this process and the execution of it are the same as the process "Keep it from going away", with the following exceptions: the command "Hold it still" is used in place of the command "Keep it from going away".

Group IV. Havingness Processes:

Objective Havingness

A. *Terrible Trio* "Look around here and find something you would be willing to have." "Look around here and find something you would be willing to permit to remain where it is." "Look around here and find something you would be willing to dispense with."

B. *Trio on Valences.* "Look around here and find something___can't have." Run this command until flat then run "Look around here and find something you can have." (NOTE: should be a person, such as mother, father, sister, etc.)

C. *Objective Solids.* "Look around here and find something." "Okay." "Make it a little more solid."

Group V. Subjective Havingness:

A. *Subjective Havingness.* "Mock up___." "Make it a little more solid." "Do what you like with the mock-up." 1. Confusions; 2. Wasting havingness.

B. *Straight Wire.* "Tell me something you would be willing to forget." Preclear answers, auditor acknowledges. Repeat until flat.

*C. *Then and Now Solids.* "Get a facsimile." "Make it a little more solid." "Look at the environment." "Make it a little more solid." Repeat this process.

Group VI. Thought Processes:

A. *Rising Scale.* This run on emotion and/or attitude charts, by running from the lowest to the top of the respective scale. "Put   into the wall." Preclear answers, auditor acknowledges. (Example, "Put apathy into the wall," etc.)

*B. *Present-time problem.* "Invent a problem of Comparable Magnitude to ___." "How could that be a problem to you?" The blank in this case being a terminal; best to use a single terminal with a minimum of condition.

C. *Find a spot.* "Look around here and find a place you could light." Preclear answers, auditor acknowledges. "Invent a consequence of your having lighted." Preclear answers, auditor acknowledges.

*D. *Thoughts in Walls.*
(1) "Have the front wall say to you, 'This means go to___." Preclear supplies the blank, the blank being a location. This is run on front, back, right, left, ceiling and floor—use same order throughout. After one round, you alternate "Have the front wall say to you, 'This means don't go to ___." When these alternates are flat, run:
(2) "Have the front wall say to you, 'This means stay in ___,'" which is alternated with "Have the front wall say to you, 'This means don't stay in___'"
Run pairs (1) and (2) comparatively flat—this is the only process for terror stomach.

E. *Objective Not Know.* "Look around here and find something you wouldn't mind not knowing."

L. RON HUBBARD

AN AFFINITY PROCESS

We have a fundamental Reality process in Overt-Withhold Straight Wire and, at a higher level, "What can you confront?"

Variations suggest themselves but what with Administration, Congresses, HPA Courses, ACCs and heavy promotion, I have not had time to test them.

The above form, startlingly enough, does work. It *apparently* cracks lower cases than "What can you confront?" There is some evidence it raises havingness.

A basic communication process is "Recall a time you communicated."

There have been few successful Affinity processes. However, as unlikely as it first appears, the following is nearly a pure Affinity process.

"What would you like to confront?"

L. RON HUBBARD

STRAIGHT WIRE

A MANUAL OF OPERATION

L. Ron Hubbard

ARTICLE ONE

Modern Straight Wire

On the theory that someone may pick up this book and have only time to read a few lines, or have a constricted ability in amount of material assimilable, right here in a hurry I wish to give you the type of Straight Wire which is today producing phenomenal results on preclears.

THE COMMAND: **Recall a moment of _____ .**

NUMBER OF TIMES COMMAND USED: Until the complete flattening of the preclear's communication lag takes place, so that he can readily and at some length and quantity give replies without any difficulty.

COMMUNICATION: Always acknowledge with an "O.K." or an "all right" every answer which the preclear gives you. Always let the preclear originate any communication he wishes to originate, or comment on the process, and acknowledge his origin of communication or comment. In other words, do not override his effort to communicate to you as this will considerably reduce his tone rise.

DUPLICATION: Make sure that you, the auditor, duplicate the command over, and over, and over until the comm lag is flat, and do not be detoured by any rationale of your own into any other process simply because you are unwilling to continue the duplication of the command.

APPLICATION: In the blank space of the command can be placed any subject of any concern or consideration of the preclear whether theta or entheta.

EXAMPLE: The preclear is studious. The auditor then applies Straight Wire in this fashion: "Recall a moment of studiousness*." The preclear does so and says that he has or describes the time. It will be observed that the first one may take a considerable length of time and that the length of time intervening between the question and the reply will vary from here on until the communication lag is entirely flat, which means that the process may have to be continued for half an hour, an hour, or many hours. The communication lag is known to be flat when the replies are readily given without pause or hesitation and without any comment on the preclear's part. The moment the preclear says he has recalled a time or describes the time he has recalled, which is optional, the auditor says, "O.K." or "all right," acknowledging the fact that he has received the preclear's communication, at which moment the auditor then places the exact question once more. An additional symptom of a flat process is that the preclear will no longer be studious. But, as preclears do not know how studious they are, it is best to run the process until the communication lag is flat. It is not necessary for the auditor to demand NEW times every time. The preclear can recall the same time if he desires to do so.

OBSERVED PHENOMENON: The time track phenomenon will be observed while delivering this Straight Wire question. It will manifest itself in this fashion. The first answers of the preclear will probably be relatively close to present time and then will be further back into the past, at which time they will begin to progress (at some time they will begin to progress forward into the future) and will come close to present time again, when they will once more turn around and go into the past and then come into the future. In other words, the preclear will give the time A DAY OR SO AGO when he was studious, then a time A YEAR OR SO AGO when he was studious, then a time WHEN HE WAS A CHILD when he was studious, then a time WHEN HE WAS SIXTEEN when he was studious, then a time LAST YEAR when he was studious, then a time THREE DAYS AGO when he was studious, then a time TWO YEARS AGO when he was studious, then a time when he was THREE YEARS OLD and he was studious, then a time when he was EIGHT YEARS OLD and he was studious, then a time YESTERDAY when he was studious, and so forth. In other words, the preclear sweeps up and down the time track. The caution to be observed in this is, never leave the process when the preclear is recalling moments which are far into the past. Leave the process when the preclear is recalling times relatively close to present time. Otherwise you stick the preclear on the track.

GOAL OF THE PROCESS: The goal of many processes is to raise the selfdeterminism of the preclear. Memory is an automaticity which is not under the control of the preclear. By taking over the automaticities of memory and forgetting the preclear is capable of greater self-determinism. In view of the fact that all mass could be said to be memory, you will see at once that Straight Wire leads to the control of mass.

PREREQUISITES TO SESSION: Present must be an auditor, a preclear, a place to audit and time in which to audit.

WHEN THE SESSION HAS BEGUN: The session is actually in progress and the process is ready to be administered only when the preclear is aware of the fact that an auditor is present, that HE is present, that the auditing room is present and that an auditing session is in progress. TWO-WAY COMMUNICATION or asking the preclear to locate objects in the room simply by NOTICING THAT THEY ARE THERE (a lower process than Two-Way Communication) should then be engaged upon until such time as the preclear is aware of his surroundings and the condition.

ON WHAT PRECLEAR TO USE STRAIGHT WIRE: Straight Wire can be used on any preclear who is AWARE OF HIS SURROUNDINGS, THE AUDITOR, AND AUDITING SESSION AND WHO HAS REALITY UPON THE GOAL OF AUDITING. This is signalized by the preclear being in fairly good two-way communication with the auditor. Straight Wire should not be employed on preclears who are in very poor two-way communication.

SUBJECTS ON WHICH STRAIGHT WIRE CAN BE USED: Straight Wire can be employed on ANY SUBJECT OR CONDITION. It will be discovered that the straight wire processes are PROBABLY THE BEST RESOLUTION OF BLACK CASES. The resolution of a black case is indeed contained rather succinctly in the auditing command, **"Recall a time when you were looking at blackness."** The entire HIDE to SERENITY scale can be employed with considerable tone change in the preclear. The key to exteriorization lies in the auditing command: **"Recall a time when you were in or associated with a body." Peculiarities,** physical deformities or conditions of any kind could be used on the above straight wire basis with success.

I have given you this brief rundown on Modern Straight Wire, not because it is all there is to say on the subject, but because I wanted to give you the exact essentials present in Modern Straight Wire as rapidly and as efficiently as possible, so that they could be used without having to go through a great deal of material. However, a person, to use Straight Wire, should know a great deal about Straight Wire. While he could simply use the essentials above and could produce a considerable change in a case on any subject, an auditor who is not skilled would be held up by the duplication factor. He would have a tendency, under, of course, very good alibis of his own, to desert the command itself before the process was flat. He would have a tendency to change the command to something else. He would have a tendency to go on excursive trips into the side roads of the process, since a great many comments, considerations and phenomena will come up while Straight Wire is in progress. The self-discipline necessary to continue an auditing command over, and over, and over, and over is not a light discipline. In

fact we could say that an auditor who has not himself had a great deal of duplication run would find himself very resistive to repeating this auditing command to a preclear for a long period of time. However, this does not go to say that an auditor in terrible condition himself, knowing this fact, could not then grit his teeth and pitch in and go on and continue a two-way communication with the preclear, and go on and ask this auditing question over, and over, and over, and over until the preclear's case was solved. Not only is this possible, but it has been done very often. And, in fact, we have a great deal of respect for auditors who, although they themselves are in relatively poor condition, yet go on and produce tremendous advances in cases. We, of course, get more enthusiastic about auditors who are in good shape, producing good results, but we cannot but admire the stick-to-itivity some auditors have in carrying through processes which are above their own case level.

Now, just because we have a modern Straight Wire which is interestingly exact in its application and very predictable in its results, is no reason why we have to throw away all other processes. The Six Basic Steps, done as they are done today, are, of course, of great value and do not go into the discard simply because we have a more effective, more exact and simpler Straight Wire.

There is one particular caution which should be observed in administering Straight Wire: that A PRECLEAR WILL VERY OFTEN GIVE A NO-COMM-LAG REACTION TO A PROCESS WHICH IS ABOVE HIS LEVEL. He will not get well on the process; he will not improve on the process, but also he does not comm-lag on the process. The process is being done more or less by some circuit. It is being done without any reality and it is not involving the preclear at all. One has to go far enough south so that the preclear develops a comm lag. Now, if you were to run Straight Wire on some preclear and simply get your answers every two or three seconds and keep getting answers for a long period of time, you would discover at length that the process was not improving the preclear. The reason the process is not improving the preclear is because the process is above the preclear and the preclear has no reality upon his recalls or his answers. In such a wise it would be very wise to start in below Two-Way Communication and get the preclear to spot objects in the room. Not walk over to them, or perform an 8-C, which is above Straight Wire on the tone scale, but simply to look around and find that there is a chair in the room, that there is a table, and so on. This done for a while orients the preclear and it is discovered that he will go into two-way communication with the auditor. Two-Way Communication, then, about the preclear's everyday life should ensue, and after this, R2-20, PROBLEMS AND SOLUTIONS, should be run flat on the preclear, for the preclear who is very short on problems and who is incapable of arriving at solutions is not likely to give up any case problem and is not likely to arrive at any solution. So, we understand that there are actually three points below Straight Wire. Now, a preclear who would need Problems and Solutions run on him at great length is liable, oddly enough, not to comm-lag on Straight Wire and also not to improve upon it. In this wise, the preclear's reality on the question or the response is very low and he is simply being monitored by the auditor. The auditor is more or less running all of the preclear's machinery, an oddity which we observe in some auditing sessions. Although the auditor is running the preclear's machinery, neither the auditor nor the preclear is aware of it. The auditor isn't aware of it because he would rather not be, and the preclear isn't aware of it because he isn't aware of very much anyhow. Just as an automobile doesn't much care who drives it, so do some low toned preclears not care who is running the circuits.

A variation on Modern Straight Wire, a little older but still quite effective, is **"Give me something you wouldn't mind remembering," and "Give me something you wouldn't mind forgetting."** These two commands are run independently of each other, not alternately, and each is flattened. These are very, very effective commands. It is remarkable that "Give me something you wouldn't mind forgetting" hits people who are dislocated so hard that a many-hour comm lag may ensue on the question. These people are afraid to forget anything. This is very, very effective auditing and is not discarded. It can be used a little lower on the scale than Modern Straight Wire, but it is slower.

An auditor should test Straight Wire very rigorously in the recommended form given above before forming any forthright opinions concerning it. He should observe that running this Straight Wire on a very low toned preclear produces no comm lag and no betterment of the preclear. This is the first thing he should learn about it. Then he should learn that run in its proper place on a preclear who is in two-way communication and is in fair condition, it

produces remarkable, stable results which last for a very long time. It is not a trick process. It is a plow-horse sort of process, but once it has hauled the preclear up the scale it leaves him there. A preclear's continued stability for a long time after an auditing session is very desirable. The trick momentary flash results sometimes do not last. An auditor should also learn that he himself is capable of repeating one command over, and over, and over, and over, without varying it, without getting so bored with it that he himself goes out of the auditing session. Remember, when the auditor leaves the auditing session (although he is still there giving auditing commands) it sometimes occurs that very little auditing gets done, since an auditing session of necessity has to have an auditor and a preclear present and auditing in progress.

It will be startling to you to know that this process is a specific process for a black case and does relieve the black case's blackness. And, after and above the black case level this process is a specific for non-exteriorization and will produce exteriorization if **"Recall a time when you were in or associated with a body"** is employed over a long enough period of time.

There is a great deal more to know about Straight Wire. There are a great deal of phenomena which occur in Straight Wire and there are many other data to be studied about Straight Wire. However, if the auditor cares to study these, first let him learn thoroughly what we mean by Modern Straight Wire and that is laid out above with exactness.

ARTICLE TWO

The History of Straight Wire

The old Dianetic auditor will have no difficulty in recalling the earliest days of Straight Wire.

Once upon a time Straight Wire was one of the most intricate, tricky, intuitive processes known. There were auditors who were excellent at this, but they were alone in their skill. There were many, many auditors who never did make Straight Wire work.

Straight Wire of the old Dianetic type, expertly done, many times produced such fascinating results that auditors would then specialize in it, but, because it has often failed, their specialization would be tempered with a restless search for some other process that would do the job with greater exactness.

The genus of Straight Wire immediately followed the release of "The First Book," *Dianetics: The Modern Science of Mental Health,* on May 9, 1950. I developed Straight Wire a little too late to get it into the text of that book, but taught the first ten students at 42 Aberdeen Road, Elizabeth, New Jersey, this process and actually got these students sufficiently expert in the use of Straight Wire that they could straighten out present time problems on preclears with remarkable facility.

Here is an example of the earliest form of Straight Wire: A preclear is observed to be possessed of a nervous affliction—the rapid blinking of one eye. The auditor asks him, **"Who had that affliction?"** and asks him this with sufficient communication and discussion so that the preclear at length actually SPOTS A TIME WHEN HE OBSERVED THIS AFFLICTION IN ANOTHER THAN HIMSELF. Now, today with our understanding of Ownership Processing, as covered in the Congress of Eastern Scientologists on June third to sixth [1955] at the Shoreham Hotel in Washington, D.C., it becomes highly technical, for naturally the affliction, if it persisted, must be misowned. But, it would also be understood that the preclear himself might be the creator of the condition. If the preclear himself had created the eye twitch at some time in his past, recalling it in somebody else would simply reinforce the eye twitch; thus Straight Wire would not work. As, let us say crudely, this condition exists in about 50% of the cases on whom Straight Wire was used, we certainly would have, by the factors involving ownership, a misunderstanding of the process and a great many failures.

In view of the fact that a thing persists only if it is misowned—if a person himself has created it and says somebody else has created it or if a person is saying he created something which somebody else actually created—we get a persistence of the space or mass. If a person created the condition and then says that he himself created the condition, a vanishment of the condition will occur. If somebody else, a specific person, created the condition and the preclear says that person created the condition, then again we get a vanishment. Only when we misown

or miscall the creation of a condition do we get a persistence. Thus we can see that the earliest Straight Wire depended in a great measure upon calling the correct ownership; and recalling the correct ownership by recalling observation of the condition in somebody else would be then sufficient to bring about a diminishment of the condition.

Thus, repeating, Straight Wire would not work on conditions which the person had himself created, as long as the auditing command was **"Recall a time when you saw that in somebody else."** This would have to be supplemented by **"Recall a time when you decided this was a good thing."** And if those two auditing commands had been used on any condition and if we had also known about comm lag and duplication of the question, then Straight Wire would have been very successful. As a matter of fact it was quite successful and quite startling but had the above limitations.

Now, the earliest type of Straight Wire was interesting in that it did not embrace the case that couldn't remember. To handle this type of case we invented a variation, which was simply to ask the preclear to remember something, anything, and keep him remembering something or anything until his confidence in his own memory rose to a point where he could remember and thus could experience the benefit of old-time Straight Wire. An example of this variation was to ask somebody if he could remember something that had happened today or something that he had had for breakfast, and keep on asking him for various things until he did have a solid reality on one recall or another.

But this too was quite limited as to process, and in order to further improve memories we came out with what is now known as the next-to-the-last list of *Self Analysis,* which is **"Recall something real," "Recall a time when you were in communication with someone," "Recall a time when someone was in communication with you," "Recall a time when you felt some affinity for someone," "Recall a time when someone felt some affinity for you,"** which process capitalized on the ARC triangle which we came out with in July of 1950, which was much better described in the book *Notes on the Lectures* of November of 1950 and expanded considerably in *Science of Survival* which was written in the spring of 1951 and released that summer, the above list appearing in *Self Analysis,* which was written in September of 1951.

Succeeding this "next-to-the-last list of *Self Analysis"* was Validation Straight Wire, the theory of which was to validate all the good moments in the preclear's past by having him recall them. An oddity immediately demonstrated itself, however, in the use of Validation Straight Wire to the effect that the preclear would recall just so many moments which were good and would then fall off into moments which were very bad indeed. This phenomenon had, by the way, been observed much earlier as a comment on the running of pleasure moments, a process developed by Parker Morgan in Elizabeth in 1950.

After Validation Straight Wire the whole subject of Straight Wire more or less fell into disrepute and decay, and a great deal of concentration was given to actual incidents on the whole track and an enormous amount of phenomena which had been dug up through my work in Wichita. Only "next-to-the-last list of *Self Analysis"* continued to be used right up to the time when we developed **"Something you wouldn't mind remembering," "Something you wouldn't mind forgetting,"** in one of the clinical units of the summer of 1954. Immediately a great many limitations on Straight Wire were swept away and Straight Wire became a much more important process because it was getting much better results. Here for the first time we had entered into the idea that forgettingness was an actual attribute. In other words, it was a skill. A person forgot things so that he could have things. And, realizing that this was a skill and that it was on full automatic we, of course, had the reason why people were not able to remember. They were so anxious to forget.

In the spring of 1955, in the tenth clinical unit, we discovered that "something you wouldn't mind FORGETTING" was far, far more important than "something you wouldn't mind remembering," and made several tests which demonstrated a considerable rise in tone as a result of using this single command: **"Something you wouldn't mind forgetting."** However, because many more interesting things were showing up and occurring we did not give this really the attention it deserved, and actually to this moment the process is not as thoroughly tried as it might be. It might very well occur that this process would succeed many other processes as something which would produce a long-continued and stable result.

With the first clinical unit [October 5—November 16, 1953], which was taught in Camden, New Jersey, we made a considerable codification of "automaticity" and "randomity,"

which had first been introduced in the Philadelphia lectures of December, 1952. The understanding of these two things demonstrated that THE GREATEST AUTOMATICITY IN WHICH ANYONE WAS ENGAGED WAS REMEMBERING AND FORGETTING. Thus, exercises on remembering and forgetting were, of course, very, very important.

It should be understood, then, that no amount of engram running or present time processes would handle this highly specialized thing, automatic remembering and automatic forgetting. And in view of the role remembering and forgetting play in everyday living we couldn't consider the person very thoroughly processed unless we had taken his memory into account. Thus, whatever other processes are run on the individual, something should be done in order to bring this automatic memory factor under control.

We have rather suspected of recent months that it is not necessary to have a great versatility of subject in remembering in order to restore memory. The mere act of remembering something is enough to take over the automaticity. In other words, there isn't an automaticity for every subject you can remember; there is simply an automaticity on the subject of memory. Similarly on forgetting. One might think there was a forgetting automaticity on every type and subject known, but there is only one mechanism behind all of this and that is simply an automaticity of forgetting.

Now, if you were to stabilize a preclear in present time and do all sorts of other things with him and yet neglect exercising his memory in any degree it is probable that you would have left the sphere of recall untouched to his detriment and would have left him with this automaticity. And the automaticity of remembering and the automaticity of forgetting could, of course, push him on down again. So, we should say that any preclear who becomes stable should have had exercises in remembering and forgetting.

The actual history of Straight Wire is of course a very old one, much older than Dianetics. We did not invent Straight Wire. We discovered and observed a great many mechanics about memory which had been neglected hitherto. But, we find that Straight Wire or memory exercises are actually very ancient and have been used for at least sixty-five years.

There were many excursions and experiments made in Straight Wire in early Dianetic days. One of these was Repetitive Straight Wire. Simply asking a person to remember something over, and over, and over again. This naturally succeeded from the running of an engram. Running an engram through, and through, and through eventually erases it, so it was tried with Straight Wire and it was discovered that this was fairly effective, but again was not an answer.

The old Dianetic auditor can probably remember early Straight Wire with affection and probably can remember a great many successes as a result of using it. And strictly as a nostalgic exercise, he should know now that with OWNERSHIP PROCESSING as given in the Congress of Eastern Scientologists, he could make old-time Straight Wire totally effective with the question **"Can you recall a time when somebody else had that condition?"** **"Can you recall a time when you decided to have that condition?"** on all those cases who are already in fairly good condition in the memory department. He would have to ask BOTH of these questions of ANY case in order to get a result and he would have to ask BOTH of these questions MANY, MANY TIMES, until the preclear had flattened his comm lag. This would be a rather crude form of Straight Wire, but it would at least be completing the cycle of action from olden times.

Straight Wire is one of the most agreed upon things in Dianetics and Scientology. There may have been many people who questioned the advisability of running engrams or running secondaries or scanning engrams or doing something else, but, nobody ever questioned very seriously the efficacy of Straight Wire when it worked. It is, and has been broadly accepted as a near synonym for Dianetics and Scientology.

ARTICLE THREE

The Theory of Straight Wire

Memory has played an intimate part in existence since the first Thetan. The creation of time and the creation of memory were concurrent incidents. Let us take a single particle. We find that with this single particle no time is possible, since the space occupied by the single

particle would be indeterminate in placing the particle. Unless, of course, there were eight particles demarking the space itself, at which time you would now have nine particles, and it would be very simple to have time. But, with one particle we cannot have time. We have to have two particles to have time. And we have to have two particles to have memory.

We have to have two particles to have memory because we would have to have a reference point for establishing where the moving particle had been if one had remained motionless. In other words, let us take a motionless particle and then let us have another particle move in relationship to that motionless particle; we would then be able to tell that it had moved by remembering that it had been where it was originally. And then remembering successively the positions it had gone through until it arrived at its present time position. The moment that it moved further one would have a situation again of remembering what had been present time for it, but observing what was now its present time position.

MEMORY IS THEN, MECHANICALLY, THE TRACKING OF POSITIONS. Where POSTULATES or CONSIDERATIONS are concerned, however, we must first have the consideration that space, particles in time can exist and then THAT ONE CAN REMEMBER. This latter is more important than the mechanical facts of time. For if one continually makes the consideration that he cannot remember, he is at once making the consideration that he cannot discover the former position of earlier particles, and any advanced student who knows about PERFECT DUPLICATION, or if you care to read about that in *The Creation of Human Ability,* will find that it would now be next to impossible for the individual to cause the vanquishment of the particle. In other words, if the person cannot remember where the particle came from originally, he cannot establish its original position. And being unable to establish its original position he cannot get an exact duplication of it, which is to say a perfect duplicate of it, and so will get a persistence of the particle. Once one has forgotten its original position, which is the mechanical aspect of this, one is then no longer able to cause it to disappear.

In processing we very often run into a person who has "heavy facsimiles." In other words, these facsimiles are so heavy and so weighty that he can barely push them around. This is simply basically a postulate that these things are heavy, that energy is heavy, but next to that it is a consideration that one cannot do anything to them. One cannot cause them to vanish—therefore, one cannot cause them to affect one less.

Observing, then, that things tend to become more permanent and more solid the less one can remember where they came from (though this is not a total truth, you understand), we could consider that ALL OBJECTS ARE MEMORY. Or more accurately, that ALL OBJECTS ARE MIS-MEMORY. If an object is there, one comment you could make about it is that everybody has forgotten when and where it was created. And having forgotten when and where it was created, it now persists. Thus, you might say that objects depend, or persistent spaces depend, entirely for their persistence upon forgettingness. Which is to say, mis-memory.

Now, as memory applies to postulates and considerations as well as to spaces and masses, it becomes obvious that conditions, good conditions or bad, would tend to persist where they were mis-remembered. In other words, if you knew exactly where all the particles of your car were created and how many movements back they were created and who had created them (the more important fact) and who had assembled them into a car you would not have any car. It would simply disappear. In other words, a perfect memory would bring about a vanishment of all objects and spaces.

Well, at least that is the theory and the theory is borne out by the fact that it is only necessary to remember who created something to have it diminish in density, or, in case of a light mass of energy, such as an engram, to vanish.

In that Thetans become very possessed with the idea of making nothing out of everything (their primary obsession), memory, an exact and persistent memory, becomes an obsession with the Thetan. He knows that when he no longer remembers the exact genus of all those things in his vicinity he will no longer be able to make them disappear. Therefore, a failure in memory causes a Thetan to be very frantic.

Now, we needn't go too deeply into just exactly why this is, but I will brush it in passing. ALL THINGS LIKE TO BE DUPLICATED. A THETAN HAS NO MASS, NO SPACE, NO WAVELENGTH, AND NO TIME. Therefore to get a perfect perception of anything, he thinks the best choice would be to look at something which has no mass, no space, no wavelength, and no time. Of course, this is impossible. But, this is a Thetan being

duplicated, and this, indeed, would be the most comfortable frame of mind for a Thetan—to have no persistence or non-persistence of any kind in its vicinity. Thus, when a Thetan begins to see more and more spaces (and he is not space) and when he begins to see more and more masses (and he is not mass) and when he begins to see more and more wave motion (and he is not wave motion) he conceives the fact that nothing is duplicating him, which is to say that nothing is taking a look at his nothingness and becoming nothing. In other words, he's losing control of things.

Well, it just so happens that a Thetan knows that if he could remember the exact place everything had been generated, the exact time and the exact conditions and the exact person who did it, he would then get a disappearance. Thus, when a Thetan begins to object to life and considers that this idea of masses and spaces is foolish and should be discontinued (as the boys evidently believe in the nuclear physics department) they can only think in frantic terms of making nothing out of everything.

It does not happen to be a healthy frame of mind for a Thetan to be obsessed with making nothing out of things. We see people around who, themselves, have considerable bulk but who are unable to make nothing out of things but who try all the time to do so anyway. For instance, you tell a joke; they say, well that's nothing, and they've heard that before. You buy a new hat and they say they've always liked it. You invent a new dance step and they say it has been done before. They are, on a covert level, trying to make nothing out of something. These people already know they can't make nothing out of masses and spaces. They are already obsessed with the idea that masses and spaces are dangerous to them and therefore, they do have to make nothing out of them. And these people at the same time will be obsessed with problems in memory and will probably develop a fantastic comm lag on the auditing question **"Give me something you wouldn't mind forgetting."** It does not follow that everybody who wants to improve his memory is obsessed with making nothing out of everything. But it does demonstrate how we get these obsessions on the subject of memory. Actually you could probably remember one-one hundredth of what you are able to remember and still get along. Certainly I know lots of places where people would employ you if you could remember just one-thousandth of what you are able to remember at this moment. The income tax bureau is one of them.

Memory, strangely enough, has very little to do with intelligence. Intelligence is the ability to pose and resolve problems relating to survival. Without some memory, one would have no track of time, but, an absolutely perfect memory does not necessarily connote a perfect intelligence. If one's memory were really perfect, he would have no objects or spaces with which to pose or resolve problems. So, therefore, a certain amount of mis-memory (or forgettingness) is necessary to have factors with which to play a game.

When memory is entered as a factor into the posing and resolving of problems one then gets the phenomenon of time track. One conceives through "experience" the IDENTITIES, SIMILARITIES AND DIFFERENCES BETWEEN THE PRESENT TIME FACTORS AND THE FACTORS OF THE PAST. AND HERE WE HAVE THE KEY TO ABERRATION.

Theoretically, a person could not be aberrated who was not living on a time track, since he would have no need of any kind to associate any spaces or objects of the present with any spaces or objects of the past. Now, naturally, no spaces or objects of the present are ever exactly identical to spaces or objects of the past. But, a person through mis-memory will eventually come into a situation where he does actually conceive a present time situation to be identical with a past situation. When he conceives this automatically and with great ease he is then in a fair way to being aberrated.

One could not go so far as to say that no experience at all is necessary to the living of life. But, one could go so far as to say that a total reliance upon experience or hearsay or second-hand observation in life brings a person into a very frightening state of mind.

Therefore, mis-memory could be of this kind. One sees a certain number of factors before him. One misremembers some factors that happened to him earlier sufficiently to conceive that these earlier factors are now identical with the factors he faces. When he has managed this he has essentially no time. In other words, IDENTITY does not give him PAST. He says the factors I face right now ARE the factors which confronted me five years ago. But he does not conceive this articulately. He conceives this on a mis-memory basis. He "feels" that the present factors have a significance which is due to nothing but themselves, but it's actually

due to a combination of past factors. This essentially is about all there is to aberration. Aberration is "NO TIME." It does not conceive that there is any earlier position for any particle.

Thus, we have the interesting fact that a perfect memory to an extreme and absolute that has never existed would bring about a situation of NO UNIVERSE, NO FORM, NO MASS, NO SPACE. And that a completely IMPERFECT memory, which again has never existed, would bring about a total COLLAPSE of all time, and would bring all factors into the present. Now, somewhere between these two lies the game called SANITY. It is in the effort to attain this game called sanity that the auditor exercises the memory of the preclear. He must exercise the memory in such a way as to uncover a great many similarities which the preclear thought were identities.

Now, here is the subject of valence. By valence we mean personality. Theoretically a person could have his own valence. But, more familiarly the term is used to denote the borrowing of the personality of another. A preclear "in his father's valence" is acting as though he were his father. The word "valence" means in Latin, strength *(valentia)*. We use it in Dianetics and Scientology as meaning personality, but it has not escaped the value of strength. A person takes at will the valences of a commanding nature or valences of a very obedient nature in order to answer up to various situations. One person may routinely use several valences. In order to handle women he takes the valence of his father, in order to handle students he takes the valence of a bulldog. In order to get drunk he takes the valence of a horse. There may or may not be any sense to the valence beyond the fact that it was a strong valence in a situation relating to the subject. In other words, he has mental image pictures unconsciously experienced by him which have as their dominant or obedient personality things related to the subject which he then identifies with the subject. Many a psychotic is in the valence of a bedpost. Others are in the valence of God. But these are totally stuck valences; any sane person routinely uses in his modus operandi of existence a vast category of valences. To say that somebody is capable of two or three valences would be a misnomer. A person takes many valences. Now, it is not necessary to pick up these valences or these personalities or "strengths" or "weaknesses" in our expanded understanding of the word in order to handle existence. A Thetan is perfectly capable of mocking up a beingness or valence sufficient to the situation simply compounded from the elements of the situation. If he does this easily he is very intelligent. He has a good imagination. Or you might say a good valencination. Only when he has a tremendous successful valence in the past which has enormous command value or enormous obedience value and then when he forgets this and conceives that it is all in the present does he assume anything like a fixed valence. He then is, you might say, "himself." The "himself" or "herself" is simply a valence which is moderately commanding, moderately obedient and which is "dreamed up" or "taken out of past experience."

The automaticities of memory are dependent upon this valence situation. By automaticity we mean anything that goes on running outside the control of the individual. This in its severest definition would seem to indicate that everything was automatic except those things upon which the person had his immediate attention. And this is not too far from wrong. It is not bad to have things automatic, it is bad to have placed things on automatic which are detrimental to one's happiness and life. The more automaticities exist around the individual the less living that individual is likely to do.

This is quite interesting to observe, off the subject a little, in a business office which is determined to modernize with all the latest machinery and equipment. It is the theory that the introduction of all these automaticities will bring down the number of people on staff and will bring up the volume of work. Now, there is a make-or-break point beyond which the introduction of automaticities is detrimental to the business itself and will actually cut down the amount of outgoing communication. In fact, in a great many overly machined business offices the greatest amount of work done is by the repairmen, keeping the machinery in action. But, without a certain amount of automaticity in an office, it is true that very little work gets done.

Harm comes from this factor of automaticity only when people have forgotten that something has been put on automatic, for when a thing is put on automatic, which is to say, when it is put in a situation where it is intended to run without any observation of any kind from anybody and without any knowledge on the part of anybody that it is running, we suddenly find a sphere of deteriorization, and we cannot trace it. We do not know what has broken down since we did not know what was there and had been placed on automatic.

Here memory plays an interesting role. The first requisite to putting something on automatic is to forget that it has been placed on automatic. And that in the severest Scientological use of the word is what we mean by a full automaticity. Something is going on and we do not know its cause. We do not know its cause because we have forgotten that we have placed it there. Or, we have forgotten that anyone placed it there. We do not even know that anything IS there. But, something is happening in that sphere.

Now, although this relates to many parts of life we are apt to specialize on the psychosomatic character of this manifestation. We have forgotten or maybe never did know who put a bad leg into this body. A bad leg is in this body. We try, by moving it around or by manipulation, to change the bad leg and find out that we get an additional persistence to the bad leg. Only by discovering the ownership of the decision or idea or mass of the bad leg would we get a complete vanquishment of the bad leg. Now, if we went just a little bit further and remembered also who made the leg in the first place, and remembered this fully to the extent of remembering who made all the particles that went together and made the leg and who made all of the organizations of food which fed the leg, we would have no leg. So, we see that we could carry memory through to a complete vanquishment.

But, automaticity and memory do not happen to be limited entirely and completely to just one factor—psychosomatic illness. In fact, a person who would work memory simply to get somebody over a psychosomatic illness has himself a very bad identification. Life does not consist of psychosomatic illnesses. As a matter of fact, the Scientology auditor who tells preclears that he is going to get them over their psychosomatic illness has already created a new automaticity, as far as the preclear is concerned.

Now, the PRECLEAR isn't going to go do it; the AUDITOR, by some necromancy, is going to do it and we're likely to get a failure on the part of the auditor to remedy that psychosomatic illness. As a matter of fact, an auditor has no business at all promising anybody that he will ever do anything about a psychosomatic illness. Not, of course, because he can't, because of all the professionals in the world, the auditor is probably the one most likely to knock out a psychosomatic illness. But an auditor who says he's going to knock out a psychosomatic illness and goes in the direction of knocking such things out is limiting himself so woefully that it's hardly worth while knowing how to audit. When preclears start telling us that they want to get rid of such and such a psychosomatic illness we are apt to gaze at them with a questioning eye since the person has an insufficiency of problems or he wouldn't have the psychosomatic illness, and if we took it away he would just get another one unless we also remedied PROBLEMS. And all we can see out of this statement of the preclear is that this preclear has his attention fixed on something and he ought to have his attention unfixed off of it. Well, if he has his attention this thoroughly fixed on a psychosomatic illness he probably, on a gradient scale, has his attention fixed on a great many other and unpleasant things. And as a result we have a problem here in an individual who is stuck all over the track. He's identifying, he's misremembering, he is in, to say the least, an interesting state. And even if we did get him over the psychosomatic illness we probably, if we limited the auditing to this, would not have made him happy. So what we tell such a preclear is, "Well, I may or may not do something about the psychosomatic illness, but I will certainly make you feel happier about it." Usually he is fairly satisfied with such an answer.

The earliest coining of the memory exercises known as "Straight Wire" came from the formula of cause and effect. In 1950 in the early HDA Lectures we described this as the act of stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. In other words, we conceived the auditor was stringing a straight wire of memory between the actual genus of a condition and present time, thus demonstrating that there was a difference of time and space in the condition then and the condition now, and that the preclear conceding this difference would then rid himself of the condition or at least be able to handle it. This essentially was the overcoming of automaticities or the locating of automaticities. The preclear had some engram that had a command value over him and it was necessary to locate the source of that situation in order to bring it under the preclear's control. The term "Straight Wire" was used to differentiate between Dianetic memory exercises and those which had been used by psychotherapy in the past. And a great need for such differentiation was necessary, because there's many a Dianetic auditor who permitted "free association" and other unworkable techniques to go on in the guise of auditing. Hence the

term "Straight Wire," and that term seems to be an apt one since it stuck with auditors all during these years.

The motto of Straight Wire could be said to be, DISCOVER THE ACTUAL GENUS OF ANY CONDITION AND YOU WILL PLACE THE CONDITION UNDER THE CONTROL OF THE PRECLEAR.

ARTICLE FOUR

Straight Wire and Present Time

One of the earliest observations of Straight Wire which we made was on no less a preclear than Burke Belknap (then studying to be an HDA) in the small reception room at 42 Aberdeen Road in Elizabeth, New Jersey. Burke had come in complaining of a headache and in an offhand way I said, "I'll handle that" and asked him to remember who had a headache. He promptly came up with a memory of someone else having a headache and then someone else having a headache and finally of someone who complained about headaches and abruptly his headache was gone. Well, this was very triumphant, but I did not have enough sense to quit at that exact moment but started to run him through the incident he had last recalled, and instantly his headache was back.

Now, we are telling you this for more reason than nostalgia. This was the first time we observed the difference between Straight Wire and engram running to the degree that: Straight Wire did not run out the engram but only got it out of present time. Naturally, in theory, we had had this around for some time. But, here was an exact example of this very thing occurring. In other words, you could remember something and feel good, and then could run immediately into the engram and feel terrible all over again. Now, this immediately and instantly gives us the reason why psychotherapy was unworkable before Dianetics. One would get the preclear into present time (and of course the preclear is always in present time but the engrams are there also, so it is more accurate to say, get the engrams out of present time) and then have the engram get into present time again and have the preclear in the same state as before. In other words, as long as and as often as we wanted to get these mental image pictures of pain and unconsciousness into and out of present time we would have a change accordingly in the preclear. Theoretically we could throw birth into present time and out of present time, into present time and out of present time, and have the preclear as rapidly have and not have the symptoms of birth. Now when we realize that our machinery as a body-plus-Thetan is being continually monitored by the environment and that the machinery which throws engrams into present time is also monitorable by the environment and by others in it, we see that simply throwing the engrams out of present time and keeping the preclear in present time would apparently be inadequate processing. Here evidently we would make a preclear well and would then make him unwell just to the degree that we took out of present time and put into present time the engram causing that unwellness.

Now, in view of the fact that an engram contains pain and unconsciousness, it is very likely to become an automaticity. Thus, we are playing tag with an unknown genus whenever we are playing tag with engrams. A preclear does not like to look at things which suddenly make him feel like his head is being torn half off. Thus, he will continue to keep out of existence for himself, and to refuse control over, all engrams.

By old Dianetic standards, then, Straight Wire was merely a patch-up process. It did not do too much for the preclear but made him momentarily comfortable. It did this simply by slipping out of present time, engrams. Engrams were held in present time by the preclear's making a bridge between present time and the engram, of locks, which is to say conscious moments which lay on top of the engram. In other words, we could have a sort of a picture of a dark, Lying-in-wait engram, which had happened or had been created at some early date, which had been keyed in by a conscious incident a little bit later, which had been bridged by a repetition of similarities until at last the preclear conceived an identity between the moment of the engram's occurrence and present time. By this bridge of locks we would then have an engram being present time.

So much for the early attitude. What is the attitude about this now? There is no real change. It's just that THE PRECLEAR CAN BE BROUGHT TO CONTROL A MASS OF

ENERGY AS HEAVY AS AN ENGRAM BY THE GRADIENT SCALE OF CONTROLLING LIGHTER MASSES.

Here we have essentially the idea of the person who lifts a calf every day until the calf becomes a bull. Then we have a person who is able to lift a huge animal. Now, I don't know that anybody ever tried this, but theoretically it would actually occur. Certainly, it is much more likely that this gradient scale of lifting would more workably apply to locks and engrams than to pure bull.

By Straight Wire, on modern standards, we get the preclear to handle the light key-ins. Over and over and over, new incidents or the same incidents until at last he is able to handle the actual genus of the situation, at which time the condition, of course, will vanish.

The great oddity is that a preclear is so wary of a heavy, hidden mass like an engram, that when it comes into present time automatically he will not or cannot throw it out of present time. And this is the main thing which is wrong with the preclear. A heavy mental image from the past comes into present time, then the preclear cannot throw it out of present time. If he is unable to throw it out of present time it will stay in present time, which is to say, ride along with the preclear.

One of the goals of Modern Straight Wire is to get the preclear to throw the engram out of present time or into present time at will. In other words, to teach him that he doesn't necessarily have to vanquish all energy masses—that he can handle these energy masses and get them up to him or away from him at will.

A clear, by definition, is somebody who does not have any engrams in present time with him. By actual practice a clear would have to be a stable Thetan exterior since the body itself is composed of energy masses which unfortunately contain engrams.

We are no longer trying to rid present time of all engrams. We are simply trying to bring about an ABILITY on the part of the preclear to handle energy masses in the past or in present time at will. And by a gradient scale to cure his fright of being confronted with a picture and his compulsion and necessity to obey that picture.

ARTICLE FIVE

Straight Wire and Pictures

With the advent of communication processing a new method of handling pictures arose. Within minutes after the first discovery that communication alone would vanquish masses we found that communication would handle pictures themselves. In view of the fact that pictures have been more or less a common denominator of investigation since the earliest Dianetic days, we became very interested in this startling new method of handling the bank.

Whenever a person of the usual Mark I Homo Sapiens type is asked to remember something, he gets a picture along with it. This, no matter what names or description you place upon it, is simply a picture which has been taken of an event in the past, said picture now being in the present. This automatic feed mechanism has gone relatively unnoticed but occasionally described back through the centuries. It seems that this should be considered very usual. However, it was not until Dianetics that anyone made any kind of a thorough study of these pictures.

In the first place, of what were these pictures composed? It was an old saw in mysticism that mental energy was one thing and physical energy was another thing. I suppose this was stated many times out of hopefulness rather than fact. Today enough data has come to hand to establish that this mental energy, such as is contained in a picture, and the energy of earth or of the electric light company, are different only in wavelength. The proof of this is that a person, by remedying havingness, can increase his weight if he only pulls the havingness in, and can decrease his actual weight by throwing the havingness away. Of course, a preclear has to be in fairly good condition and has to be able to throw away or possess havingness at will in order to do this, but in actual experiment weight has been changed many pounds either way by this. And, believe me, if you can weigh mental energy on a set of Toledo scales you certainly have something very intimate to the energy of the electric light company, and you don't have anything different than the energy of the electric light company, save only in characteristic.

These mental image pictures, then, are actually composed of energy. They have mass, they exist in space, and they follow some very, very definite routines of behavior, the most interesting of which to us just now is the fact that they appear when somebody thinks of something. He thinks of a certain dog, he gets a picture of the dog. When a person is rather far gone, when he thinks of the dog he gets the picture of a house. When he thinks of a house he gets a picture of a cactus. This person's pictures are not associated with his own thoughts, but are occurring on a total automaticity.

But, what do we have in the first place but an automaticity? An individual thinks of a dog and he gets a picture of that dog. This carried on long enough would bring it about where he would think of one dog and get the picture of another dog. And a little bit further, he would merely think the thought and get a picture without any relationship between the thought and the picture.

Well, if these pictures are actually more or less the same stuff as is sold to you for five cents a kilowatt hour by the power company, then you could suppose that they would have some effect on the human body, and so they do. Pictures are continually being taken by the body or the Thetan or the Thetan's machinery or the body machinery. You never saw such a complete cinematographic plant in your life as the Thetan-plus-body, Mark I, Homo Sapiens. Something even takes pictures when he is deeply unconscious and during an operation.

Not only does a person take pictures of anything and everything just as you right this moment are taking a picture of this page (if you don't believe it, close your eyes and take a look at the page again) (oh, you didn't know you were taking pictures all the time?), but also these pictures then react back on the individual more or less as the incident itself reacted on the individual. Thus, if a person had a bang on the thumb from a hammer, he is certain to have taken a picture of this. Later on this picture gets into present time and his thumb hurts. It is a picture which is impinged upon his beingness so as to reproduce some of the qualities in the picture.

One of the oldest obedience stunts on the track was to convince the Thetan that he ought to "obey the picture." In fact, according to the O-Meter, people within the last many generations have taught their children to "obey the picture." In other words, made use of these mental image pictures in order to produce a higher level of obedience on the part of a child. Certainly it might or might not have produced a higher level of obedience, but it did produce a much higher level of conscience and it is in itself practically the anatomy of conscience. Overt act-motivator sequence is itself only the action and reaction of these pictures. A person takes a picture and then the picture turns on him.

Thus, the handling of these pictures becomes very important if one's going to change the characteristics of an individual. One of the first things, then, that an individual ought to be able to do is to handle these pictures. An individual can't handle these pictures? He's in bad shape.

Now, let's take this thing we call a Black Five. This poor fellow is so far gone he can't even see pictures any more. He only sees blackness in front of him. Well, this blackness may be some kind of a screen; it may be anything; but at least it prevents him from seeing pictures, and he's very often keeping himself from being victimized by all these pictures by having a continuous black screen in front of him. That the pictures reach THROUGH the black screen and do influence him anyhow, he hopefully overlooks. However, remember that THIS BLACKNESS ITSELF IS ONLY A PICTURE, and so we don't have a special category of (1) people who get pictures, and (2) people who get blackness. We have only one category. We get people who have pictures of various things and people who have pictures of special things. And this is simply a GRADIENT SCALE of how easily does the individual handle these pictures that get into present time. When he handles present time returned pictures very poorly more and more pictures get stacked up in present time and pretty soon he is a fairly "massive" case.

Hence you can appreciate our excitement when we found a new way of handling pictures. There have since been developed, as we became more versed in handling special problems, additional ways, such as Ownership Processing. But to this moment we know of no better routine way of handling pictures than a combination of Straight Wire and the data which we are going to give you here.

Before we go very deeply into this, you should realize that pictures are not bad, and that blackness is not totally bad. Pictures are used by the Thetan to assist his memory. They are not necessary to his memory, but he begins to play with the idea of taking pictures of everything

and remembering by pictures as a sort of a game. It is an interesting game. Gives him something to look at. Gives him some mass and makes him happy—up to the point when he collects pictures of great unhappiness; then these moments of unhappiness stay with him simply because he has pictures of them and really for no other reason. As far as blackness is concerned, blackness is usually the protective coating between the preclear and the pictures. Not unusual for a preclear to have a machine, either of his own or belonging to his body, which black-coats every picture that shows up before he looks at it. This keeps him from getting stunned by these pictures. This, by the way, is somewhat different than having blackness in continual and total restimulation. Both of these conditions regarding blackness exist: the machine that makes blackness, and having a black picture in restimulation. There is also simply the blackness of looking around inside of a head, and as yet, the modernness of science has not installed electric lighting inside skulls.

We also get the condition, where these pictures are concerned, of the Thetan's machinery taking pictures and then trying to show them to the Thetan while the Thetan is inside the head. This is a very interesting condition because the machinery cannot reach the Thetan, but reaches the head of the body instead, and if this machinery is very powerful, which it usually is, the body becomes very uncomfortable solely by reason of having pictures shoved up against it by machinery which is foreign to it.

So we get a lot of conditions which are germane to pictures. But these pictures are not all bad, and the whole subject of pictures is not a bad subject.

And again, before we go any further, you should realize that it is not ABSOLUTELY necessary for the auditor to handle pictures in the fashion we are going to outline now in order to have Straight Wire as given in an earlier article work. But, this is the fillip which really handles pictures and is called "HELLOS AND O.K.'s TO PICTURES."

The technique has limitations. It is limited by the fact that the auditor can audit Straight Wire on preclears lower on the scale than those who can handle pictures with hellos and O.K.'s. In other words, a rather low toned preclear can simply be run on Straight Wire as given earlier, but when he comes upscale and starts to get pictures this process can then be applied.

The anatomy of the process is simple indeed. Every time the preclear remembers something the auditor asks him, **"Did you get a picture?"** If the preclear did, which is usually the case, the auditor tells him, **"Throw a shower of hellos at it."** The preclear does. The auditor then says, **"Have it throw a shower of O.K.'s at you."** The preclear does. The auditor then says, **"Is the picture still there?"** If the preclear says it is the auditor simply has the preclear complete the cycle of two-way communication with, **"Have the picture send a shower of hellos at you,"** and when the preclear does, the auditor says, **"Throw a shower of O.K.'s at the picture,"** which the preclear does. Again the auditor asks him, **"Is the picture still there?"** If it is, the auditor simply repeats the four commands given above, which is to say, he has the preclear throw a shower of hellos at the picture, has the picture throw a shower of O.K.'s to the preclear, has the picture send a shower of hellos to the preclear, and the preclear send a shower of O.K.'s to the picture. Actually the auditor can have the preclear do this over and over until the picture is gone, for that is the single and solitary goal of the process: to make the picture disappear. It will be discovered that early in processing the auditor will have to make the preclear complete several two-way cycles of communication with the picture before it vanishes, but, as processing continues and as the preclear becomes more and more capable, that fewer and fewer two-way exchanges are necessary to make the picture vanish. And at length all the auditor has to say is, **"Throw it away,"** and the preclear will be able to do so. Of course, the case which can simply throw the picture away in the first place and get it back at will does not need to use communication processing on this, a fact which most auditors overlook—they neglect to test the preclear to find out whether or not the preclear can throw these pictures away. Now, in the case of blackness this is rather foolish, to ask the preclear to throw hellos at the blackness, since these screens are very resistive, indeed. In the case of blackness one would simply use STRAIGHT WIRE with the question, **"Recall a time when you were looking at blackness"** over and over and over until the blackness was gone. If the blackness doesn't go, then it's a machine which is making the blackness, but this is found to be handleable too by the same process, if it is carried on long enough. And even if that did not work, machine processing would.

Very well. We have here, by throwing showers of hellos and O.K.'s back and forth between the preclear and the picture, a method of vanquishing the picture. BUT, IF YOU AS AN AUDITOR ASSUME THAT ALL PICTURES ARE BAD AND OUGHT TO BE THROWN AWAY, YOU WILL HAVE IN YOUR HANDS IN A VERY SHORT SPACE OF TIME A VERY UNHAPPY PRECLEAR. If he is fairly upscale he will tell you why he is unhappy. If he's fairly well downscale he will simply hug it bitterly to his bosom. The fact is, you are getting rid of his pictures, and his pictures are not a bad phenomenon, totally. Thus, you were robbing him continually. Now, the old Dianetic auditor who is trained only to make pictures vanish or a person who is obsessed with the idea of making nothing out of everything, is liable to neglect this vital little step, and if this vital little step is neglected this entire process will wind the preclear up in an unhappy state of mind. So, after the picture has been vanquished by either throwing it away or by throwing hellos and O.K.'s back and forth between the preclear and it, the auditor MUST ask the preclear TO GET THE PICTURE BACK. This is, of course, part of the automaticity cycle. The picture got there automatically; well, the preclear had better take over that automaticity—for all automaticities are conquered by having the preclear do what is being done automatically, or by simply sighting the genus of the automaticity.

Thus, having completed this two-way cycle of hellos and O.K.'s, the auditor now says, **"Get the picture back."** This usually startles the preclear, for at first the preclear will be very victorious at having gotten rid of this automatic function of pictures. But the preclear, one way or another, will get the picture back. He may get back some other facet of the scene. He may get back a picture different from the first one, but what you want is that same picture. Of course, don't badger and hound your preclear until he goes out of communication with you to get the same picture back. You can tolerate a certain amount of looseness at this stage of the processing, but what you really want is the same picture back again. Now, having gotten the preclear to get the picture back, you now have him throw once more showers of hellos at it, have it throw showers of O.K.'s at him, have it throw showers of hellos to him, and he throw showers of O.K.'s to it, until it vanishes again. And when it is vanished, you ask the preclear to get the picture back. Now, before you have handled this picture very much you will find usually that the preclear can simply bring the picture up and throw it away at will, at which moment you go on to the next auditing question on Straight Wire, which is, **"Recall a time when—"** or **"Recall a moment of**—" whatever you were asking before. And once more you ask him, **"Did you get a picture?"** You handle it in this fashion. You have him throw hellos and O.K.'s back and forth. You have him throw it away, get it back— you have him handle it, in other words. After a while you will find the preclear will be able to get all sorts of pictures at will and throw them away at will. You will also find that some of his automatic machinery starts to break down. If this starts to happen, why just continue him on the process. You may have to drill him for a short time on mocking up pictures. If you knock out his automatic machinery which is giving him pictures—doing the mock-ups for him—you have made it necessary for you to give him the assurance that he can make pictures, which will again make him happy. Very often a preclear who is unable to make pictures but is getting everything automatically will recover his ability to create pictures once he brings this automaticity under control.

"HELLOS AND O.K.'S TO PICTURES" is a very valuable process. A preclear will work up a gradient scale to where he can throw some hellos and O.K.'s to engrams that pop up and will then be able to bring engrams into present time or throw them out of present time at will. And when he can do this he has no further worries or upsets about energy masses.

You will understand that this process of communication is entirely independent of locating the genus of the picture. The actual knockout of the machinery making the pictures could be accomplished by having the preclear state that this or that CREATED or OWNED the machine, including himself, until the machine was gone. But, this is not a very good process. It is robbing the preclear of something on which he has no reality. However, we expect future developments will embrace something which gives us a superior process along ownership lines.

Remember, now, that our goal is not to make the preclear get rid of every picture that pops up. Our goal is to make him capable of handling those pictures which pop up, throwing them away and getting them back at will.

This process is also used with the technique **"Tell me something you wouldn't mind remembering," "Tell me something you wouldn't mind forgetting,"** and was originally employed as part of this process.

ARTICLE SIX

Psychoanalysis and Straight Wire

When Sigmund Freud and Breuer first began working on the theory that if an individual could recall enough he could be well, they were working primarily on the assumption that there was something wrong, which they now had to make right, and that the wrongness was a hidden or buried memory.

It is notable to remark today that Scientology does not try to find something wrong in order to make that wrongness right. This introduces a via on the line, introduces an assumption into the case which is not justified. All we assume is that an individual can be more able than he is and we take it from there. We are not looking for hidden memories.

Another thing which Freud assumed was that guilt underlay these hidden memories as their primary propulsive mechanism. This was not necessarily true, for you will discover that anyone, no matter how innocent, who has been struck, if he has been struck hard enough, will begin to believe that he must have been guilty of something. In other words, he gets a reason why he has been punished, which may or may not have any actuality in fact. In other words, any sudden blow or duress can be expected to have as its consequence the feeling that one has been guilty. In order to stay a reasonable or rational being an individual has to assume that there must be a reason for everything. This is not necessarily true at all. Thus, guilt comes about merely from a blow or duress. I imagine if you put a man in prison long enough he would be absolutely certain at the end of that time that he had committed the crime for which he was incarcerated. I suppose that if you questioned a man long enough about his guilt, if this questioning were under duress, he would begin to feel he was guilty of the crime of which he was being accused, which accounts for many of the confessions which are brought forth by third-degree methods. Even the police have begun to question these, having discovered all too often that the person was really innocent although he now believed he was completely guilty. Thus, we have the fact that physical pain and unconsciousness in a memory would produce a HIDINGNESS in the memory, since a person would not want to confront a painful picture, and would bring about a feeling of guilt. All this is resolved simply by MAKING THE INDIVIDUAL CAPABLE OF HANDLING ENERGY PICTURES OR ENERGY MASSES OR SPACES REGARDLESS OF THEIR SIZE, SHAPE OR THREAT.

In performing a psychoanalysis, emphasis was then laid upon memory and upon things about which society expected people to feel guilty. In this alone we have the reason why psychoanalysis is such a long drawn-out affair and why it leaves a person in such a careful frame of mind.

The psychoanalytic patient was expected to talk long enough—without much acknowledgment from the analyst—to disclose hidden memories. The actual hidden memories were, of course, moments of pain and unconsciousness, and if the psychoanalyst had ever gotten a patient into one of these moments of pain and unconsciousness he wouldn't have known what to do about it. But this was outside the theory if well inside the practice.

In the process of trying to recover hidden memories the analyst was continually in combat with the automatic forgettingness of the patient. By asking a person to recall and recall and recall and recall and think about the past, the analyst often got the individual back down the time track and didn't get him up again. In the first place, the analyst, not being very able in the field of DUPLICATION seldom gave a repetitive question which would have freed the patient from one line of action.

Further, the analyst was insufficiently observant and inquiring. He may or may not have noticed this phenomenon of energy pictures but, being trained in a rather mystic school, he probably did not believe that these energy pictures possessed any energy and so could not do the patient any harm.

But, let us suppose that we were actually trying to uncover hidden memories for the preclear. If this were the case, then, we would have to get his forgettingness off of automatic and into his control.

If you wish to reform the entire field of psychoanalysis, which is not any particular mission for the Scientologist, as Scientology is not psychotherapy, you yet could do so by the publication of this material:

Have the patient relax and become aware of the fact that you, the analyst, are there, that he is there, that the room is there and that you are about to do some psychoanalysis.

Enter into a discussion with the patient concerning his trials and tribulations in the present-time world, permitting the patient to originate communications and become relaxed about talking with the analyst.

Now that these steps have been accomplished, ask the patient this question, and use no other question aside from incidental and momentary discussions and acknowledgments, no other: **"Tell me something you wouldn't mind forgetting."**

No matter how long the patient took to answer this question, do not abandon it and do not go away from the question. But, at last, still maintaining pleasant relations with the patient, obtain an answer to this question.

Having obtained the patient's statement that he has at last found something that he is very certain he wouldn't mind forgetting, the analyst should then say, "Very well," as an acknowledgment of the fact that the question has been answered. And the analyst should never at any future time omit to acknowledge with a "Very well" or some such statement the fact that the patient has completed the analyst's command.

Having received an answer to this question, the analyst must now repeat the very same question and again must get an answer to this question and again must acknowledge the fact that an answer has been received.

The analyst should not go into discussions of the material and should not tell the patient what the material means, for the analyst should be well aware of the fact that if the patient has already reached this depth in his psyche he must perforce be capable of reaching much deeper depths and that better information will always be forthcoming.

Even though the analyst finds himself becoming inattentive or upset by the repetition of the same question over and over he must continue this. He must, each time the patient has complied and the analyst has acknowledged, ask again, **"Tell me something else you wouldn't mind forgetting."**

This should be the sum total of the analysis and this program should be continued as long as the patient is being analyzed, whether that be four times a week for a year or four times a week for two years. No other interchange or material should be discussed or addressed than these things the patient would not mind forgetting.

If an analyst were to follow this program and if he were capable of repeating this question or duplicating so often and so long, he would discover that his patient had come into more possession about his life and his beingness than any other program could have accomplished, and that it will no longer be necessary for the analyst to evaluate for or make decisions for the patient.

We recommend that this process be coached to analysts in the hope that the field of psychoanalysis could be made into a successful psychotherapy, for Scientology is not a psychotherapy and does not intend to take the place of any existing psychotherapy.

ARTICLE SEVEN

How to Do Straight Wire

There is a happy medium of two-way communication which must be present in all processing, whether that processing be Opening Procedure by Duplication or Straight Wire.

ENOUGH TWO-WAY COMMUNICATION WILL KEEP THE PRECLEAR AWARE OF BEING AUDITED AND AWARE OF THE AUDITOR'S INTEREST. AN INSUFFICIENT AMOUNT OF TWO-WAY COMMUNICATION MAY CAUSE THE PRECLEAR TO FEEL A LACK OF PARTICIPATION IN HIS CASE, WHICH WILL CAUSE THAT CASE TO SAG OR BOG. TOO MUCH TWO-WAY COMMUNICATION

WILL SIMPLY GET IN THE ROAD OF THE PROCESS. An auditor must be aware of these factors and have a feeling for the right amount of two-way communication whenever he is processing a preclear.

One of the most delicate subjects in all auditing and one of the most delicate skills in auditing consists of knowing HOW MUCH TWO-WAY COMMUNICATION TO ENTER UPON AS AN AUDITOR WITH THE PRECLEAR.

Straight Wire requires this as in any other process. However, many errors can be made in Straight Wire with two-way communication which would have peculiarly detrimental effects. The preclear, you must understand, is indulging in recalling his past, and we can forgive preclears for being excited about remembering various pleasant parts or various unpleasant parts of the past. We can also forgive the preclear for trying to justify some of the actions he has suddenly recalled having entered upon in his past. Thus, we can understand that it is necessary for the preclear to be permitted to communicate about what he is doing; otherwise he will feel suppressed and straitjacketed by the auditor who refuses to let him talk. BUT, THE PRECLEAR WHO JUST GOES ON TALKING ENDLESSLY ABOUT WHAT HE IS RECALLING IS NOT DOING HIMSELF ANY GOOD. HE IS NOT DOING THE PROCESS, HE IS TALKING ABOUT THE PROCESS. Thus, to some slight degree he must be checked on this excessive comm lag. The auditor should be very definitely aware of what comm lag is before he does very much auditing. He must also be aware of what acknowledgment is before he does very much auditing.

COMM LAG—COMMUNICATION LAG—IS THE INTERVAL OF TIME BETWEEN THE MOMENT OF THE AUDITOR'S ASKING THE QUESTION AND THE REPLY TO THAT EXACT QUESTION BY THE PRECLEAR. A near reply is not a reply. A reply to some related question is not a reply. The interval between may be occupied by argument from the preclear, talk from the preclear or silence from the preclear. It does not matter what goes on between the asking of the question and the answer to the question; the internal is communication lag. In other words, communication is not taking place during this interval.

A COMMUNICATION LAG IS FLAT WHEN IT IS CONSISTENT. A person may have a habitual lag of ten seconds. He may answer everything after a ten-second pause. If a person then answers after a ten-second pause on a particular process it could be said that his communication lag was flat, since his communication lag is always ten seconds. We say that a question is flat when the communication lag has been similar for three successive questions. Now, that is a FLAT QUESTION. The communication lag might be five seconds, five seconds and five seconds. We would still say with some justice that the QUESTION lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process is flat. Usually, because these processes are very beneficial, it occurs that the individual under processing talks very rapidly after a process is flat. His basic lag has changed.

There is another kind of communication lag with an automaticity of communication which an auditor should understand. When the question has excited a machine into answer it is quite common for the answers to come very rapidly, often too rapidly for the preclear to articulate. When this occurs the auditor is advancing against a communication SPEED which is as artificial as a communication LAG, and it will be discovered after the question is answered several times that this communication speed will drop into a normal and will then expand out into a communication lag.

ACKNOWLEDGMENT is a very necessary study. AN AUDITOR MUST ALWAYS ACKNOWLEDGE WHAT THE PRECLEAR HAS SAID. This may enter a compulsiveness into auditing for the auditor, but it is nevertheless true that a preclear will keep on talking until he KNOWS he has been acknowledged. Some people would require a sledgehammer in the face to know that they had been acknowledged. One auditor stood in front of a preclear and waggled his finger close to the preclear's nose for several seconds and said very loudly, *"Good!"* and the preclear knew she had been acknowledged. It very often happens that the auditor is saying O.K. but is not acknowledging the preclear because the preclear does not understand or even hear the auditor saying O.K. Thus, occasionally an auditor should ask, **"I just said O.K. Did you hear that?"** And the preclear will sometimes look rather sheepish and realize that he has not known that his statement was acknowledged.

Very often the crankiness or upset of old people or children simply stems from the fact that nobody acknowledges them. They begin to say something and then can't stop saying it,

and will keep on saying it until it has been acknowledged by someone that they have said it. They would have to know that that statement had been acknowledged before they could "come off" the statement. You could say that a thing persists until it is acknowledged. This, by the way, is quite applicable to machinery. Machinery keeps putting up pictures until the pictures are acknowledged, and the Thetan seldom acknowledges these pictures, and so we get into a dwindling spiral of automaticity which ends up in blackness. It is not a cure, however, to simply have the preclear say "O.K." to all the machinery.

The auditor should also understand THE AXIOMS as contained in *The Creation of Human Ability,* particularly the CONDITIONS OF EXISTENCE which are outlined in THE AXIOMS. These are quite important. Particularly important are those axioms devoted to "ISNESS" and "NOT-ISNESS." We find that a person very often not-ises his pictures or not-ises his memory. In other words, he meets his memory or pictures with force. He pushes force against force and then we have accumulation of force, and this is not particularly good. The apparency, or isness, condition of existence comes about, of course, through alter-isness. Where we try to change a mass for a long time we eventually get a mass which is persisting and that persistence is isness. So, we see that CHANGING MASSES WITH ANYTHING LESS THAN LIFE OR MEMORY OR COMMUNICATION OR POSTULATE BRINGS US INTO A CONDITION OF PERSISTENCE OF A CONDITION. The auditor who knows this well knows that if he were to try to change with not-isness or alter-isness a deformed shoulder he would find that the condition of the deformed shoulder was persisting greater than ever.

SUCH A WELL INFORMED AND SKILLED AUDITOR MIGHT USE, WITH GREAT PROFIT, AN ADDITIONAL COMMAND—MAKING TWO STRAIGHT WIRE COMMANDS IN ALL. THE ADDITIONAL COMMAND WOULD BE **"RECALL A MOMENT OF PREVENTED ___."**

EXAMPLE: THE PROCESS WOULD THEN BE **"RECALL A MOMENT OF STUDIOUSNESS."** AND WHEN THIS COMMAND SEEMS FLAT, **"RECALL A MOMENT OF PREVENTED STUDIOUSNESS."** THE LATTER COMMAND TAKES OUT THE NOT-ISNESS OF THE PRECLEAR.

ACTUALLY THE BEST RESULTS ARE OBTAINED BY USING THESE TWO COMMANDS, SUPPLYING WHATEVER IS NECESSARY IN THE BLANK. ONE IS RUN FAIRLY FLAT. THEN THE OTHER IS RUN UNTIL IT IS FAIRLY FLAT. THEN THE FIRST IS RUN AGAIN. WHEN IT IS AGAIN FLAT, RUN THE SECOND AND SO ON—AS NEW MATERIAL THUS IS DEVELOPED.

The duplication of questions is something that is very hard for an auditor who has not had much processing to do. He will get discursive, he will go off away from this necessity to duplicate it over and over and over. Thus, many processes are rendered null and void by an auditor failing to complete the process. He cannot stand the idea of duplicating, doing the same thing again and again and again, because he apparently is stacking his time track up. Actually he is not doing so and if he did it long enough, if he simply would go ahead and audit and ask the same question over and over and over again long enough, he would get a drill for himself which would cure him of his inability to duplicate. The biggest stumbling block to auditing is the obsessive change factor on the part of some auditors. Actually, when an auditor has an obsessive change factor he seldom makes a good auditor, because his obsession to change gets into his auditing. He has an obsession to change the preclear so he starts to force the preclear into changes which the preclear does not particularly want. The preclear may want changes but not necessarily the kind the auditor wants. The auditor precomputes the case, in other words, and decides in which direction he's going to change this preclear. That's all right and an auditor can do it, but when an auditor obsessively has to change the preclear we discover that the auditor at the same time will change THE PROCESS. In other words, both of these are inabilities to duplicate. An auditor can also err in the opposite direction. He can use the process so long and so consistently and so far beyond its doing the preclear any good that the whole idea of auditing is defeated. For more data on this look at the new Auditor's Code, which is printed in *The Creation of Human Ability* and in *Dianetics, 1955!* These enjoin the auditor to run the process as long as it produces change. When it no longer produces change don't run it. However, an auditor who changes the process and says to himself, "Well I changed this process because it was no longer producing change," when in reality it was, and the auditor couldn't stand the duplication any longer, is, of course, reasoning himself out of good results for the preclear.

The auditor should understand that the discovery of the actual creator or genus of anything will bring about its vanishment. This is also done by communication only. Ownership Processing can be used very effectively on preclears and in Straight Wire, but actually using communication as given in an earlier article is a superior activity. Ownership Processing is run by having the preclear state that this owns the condition or that owns the condition, and just have him keep stating that this or that or the other thing, and including himself, and his machinery and the body's machinery owns or made the condition, or the pictures own or made the condition until the condition vanishes. One has sighted the actual owner often enough. However, if one went on sighting the wrong owner often enough the picture or condition would strengthen. In other words, you would be mis-owning it. All masses, spaces, conditions depend on mis-ownership for their persistence. In the absence of mis-ownership— we own up to the ownership of everything that we did and know the ownership of everything that everybody else did, or has—why everything would disappear. Ownership Processing is declaring the proper owner. It's a very amusing process.

Ownership Processing is best done using an O-Meter or any type of physiogalvanometer. Here we see at once that the principal ownership is the response that we get on the meter. We get greater masses when we get mis-ownership. We get more reaction when we get mis-ownership. All the needle of a lie detector or any such instrument registers is mis-ownership. When mis-ownership is present the needle registers and when it is not present the needle doesn't register. Thus, a lie detector does not detect a lie; it merely detects the mis-ownership of the picture of the incident. A criminal who says that he didn't do a thing when he did will of course make the picture of the incident become stronger; thus, it will register. Similarly, the criminal could say, "I did it," when somebody else did and you would get an additional lie or the same reaction. If the preclear says that he caused the picture when something else caused the picture the picture will become stronger and the needle of the meter will register. This is about all there is to electropsychometric auditing.

One of the most notably lacking qualities in the unsuccessful auditor is charity. I am reminded of a section in the new testament which I misquote, because it sounds better, to the effect, "Though I speak with the tongues of angels or of men, though I have not charity, I am as sounding brass or the tinkling of the temple bell." An auditor who has no charity, who is continually critical of the preclear, who is trying to change the preclear because the preclear is so bad, seldom achieves very great results with the preclear because he's out of ARC with the preclear. Mercy, charity, kindness are qualities which are not low scale. They are the highest and kingliest qualities there are. And an auditor should never forget them.

ARTICLE EIGHT

Scientology and Straight Wire

It is a great temptation to call anything a psychotherapy which uses memory. Because psychotherapy has devoted itself to memory in the past. This is a fluke or a freak. Psychotherapy should devote itself to aberration.

Because Scientology has a process known as Straight Wire, which uses memory, it might be very easy to conclude that Scientology was then a psychotherapy. And this, of course, would be true if the goals of Scientology were those of psychotherapy.

The goals of psychotherapy are to eradicate unsocial or aberrated behavior in an individual.

The goals of Scientology are to create better abilities in the individual.

Scientology is far more closely related to education and its goals than it is to psychotherapy, but because of the factors which Scientology handles it is perforce not only intimately related to but is basic religion.

If you find anything disturbing about that association—Scientology and religion—we might cockily ask, "If religion treats of the human soul has there ever been a religion before Scientology?"—since there was precious little information available about the human soul until we took our textbooks in hand.

Naturally when you know the broad principles of anything, such as memory and forgettingness (these being two different items), you can apply them to almost anything you

want to. And, as we have stated in an earlier article, you certainly could take an elementary form of Straight Wire and apply it to the field of psychoanalysis and let the analyst go on and do much of the things he does. As a matter of fact, if I were a Scientologist practicing in an area which contained some psychoanalysts I would definitely make it my business to associate myself with these people, and train them to give the same question as given in an earlier article, over and over, to duplicate, to acknowledge and to get some good works out of their patients. This is a very simple thing to train somebody in a sharp discipline and it would not be out of order for a Scientologist to take this under his wing because, Lord knows, the analyst has a hard time in the society and has a hard time with his patients. Furthermore, it is not unusual for the field of psychotherapy to turn to the church when it is blocked. And we hope it is not unusual for the church to try to make the world a better place to live in.

But, when you are using Scientology as a Scientologist, and you're employing Straight Wire, you had better realize that your best results come about BY RETURNING SELF-DETERMINISM TO THE PRECLEAR. Which is to say, make him better able to handle and control himself and his environment. In fact, you will not be able to achieve any results of any lasting quality or of note unless you do this for the preclear. Therefore, the degree to which you suppress his self-determinism by finding things wrong with him will depress as well the results of auditing. As a Scientologist you should concentrate on increasing the abilities of a person.

In the field of education memory is of the essence. Unless we could handle memory well we could not educate people well. Automatic forgettingness sets in on a student almost as fast as the textbook is closed. This is because he is on a forced draft of memory. He is expected to remember everything. Until the day comes when he can forget and remember at will he will be no better than the book from which he has studied. Thus, as a Scientologist you could explain this to an educator and use your skills and technologies to train this educator into the elementary steps of Straight Wire. The delivery of the question, the giving of the acknowledgment, the duplication of the question. You could train the educator into this as a necessary step to education, since every student he has who is failing, is failing not because of a real antipathy toward the subject, but because the automatic characters of his memory are not properly engaged and in gear. Before we would spend years and great quantities of wealth upon the education of a young man, we would certainly see that he was in shape to REMEMBER OR FORGET HIS MATERIAL AT WILL. We would also see to it, even as importantly, THAT HE WAS ABLE TO POSE AND RESOLVE PROBLEMS RELATED TO ANY SUBJECT. Were he able to do these two things he would always be an honor student. Why should we waste time as educators, and as a nation obsessed with education, in handling minds which cannot remember and forget, which cannot pose and resolve problems? Were we to practice this on an educational level and if we were to be careful at all times with all students to bring them into a state of ability with regard to memory and problems and solutions, before we gave them things to have memory and forgettingness about, and problems and solutions, we could probably place eight or nine foreign languages and eighteen or twenty new majors in any standard educational span and do it with success. Therefore, education would be far more effective and would have much greater duration with the individual, and as a result we would have a much higher culture.

In the field of business efficiency, memory, forgettingness and the posing and resolving of problems are the difference between an ineffective slavey and a powerful executive. With these processes, almost any second-rate file clerk could be moved into a valuable asset, and certainly the moving of a business executive from the lower brackets of ability in memory, forgettingness and posing and resolving problems to an upper bracket might mean the make or break of that business.

While Straight Wire does not, in any way, supplant any of the other of the Six Basic Processes, you can be very certain that it can stand by itself as a process. It is very important to know this, for it is the easiest process to teach anyone, and it is the easiest way to obtain stable results.

If you were to essay to teach those people who had the handling of other people in their charge the elements of Straight Wire, exactly how to do it as a drill, not to burden them in any degree with any theory, to reassure them about the phenomena and to turn them loose to do exactly the drill called Straight Wire on those intimate to them, you would have Scientology spreading at a very rapid rate.

The only other solution akin to this would be to teach everyone 8-C. Particularly parents who ordinarily run very poor 8-C on their children. However, 8-C appears to be more childish than Straight Wire. Straight Wire appears to be deep and has great significances connected with it and would be done by adults much more easily. Furthermore, an individual could conceive himself to be very wise in delivering Straight Wire and listening to the answers he got from it, but do not let your student, of course, get so wise that he will stray from the process.

In other words, I recommend to you that you would take some of the people who have some vague interest in Scientology and take a certain facet of their existence and run the basic Straight Wire question given in the earliest article in this series on that one facet until they understand something has happened. Then teach them how to do the process on others. TEACH THEM THESE EXACT RUDIMENTS:

ONE: Awareness of the auditor, the auditing room, that an auditing session is in progress.

TWO: Two-way communication on a casual basis.

THREE: The delivery of the question.

FOUR: Communication lag.

FIVE: The acknowledgment of the question.

SIX: The duplication of that exact question.

Having taught a person to do these things and having taught him to do them well, you could see that you have expanded his livingness and his beingness. He can MEAN more to more people by this knowledge. This knowledge is not difficult to learn; it is not difficult to teach, and we hope that we have placed in your hands at this time something which will help you to disseminate the information of Scientology and to bring about a better culture than that we have.

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[1953, ca. mid-November]

ON HUMAN BEHAVIOR

It greatly facilitates the work of the auditor to know the most aberrated and most aberrative types of personality.

Kraepelin in Germany a long time ago made a long and varied psychotic classification. This has been refined and made, if anything, even more unwieldy in modern times. It is valueless since it does not lead to the immediate remedy of the situation. Further, we are not very interested in types. There is really no such thing as a special type of psychosis or neurosis, beyond those types which are quite aberrative around the preclear.

If we could isolate a particular set of traits as being the most aberrative traits, we could more quickly process the preclear by using Acceptance Level Processing or Viewpoint Processing on such people.

Probably the truly aberrative personalities in our society do not number more than five or ten percent. They have very special traits. Where you find in the preclear's bank a person with one or more of these characteristics, you will have the person who most thoroughly tried the preclear's sanity.

What we will call the aberrative personality does the following things:

1.   Everything bad that happened to the preclear was (a) ridiculous, (b) unimportant, (c) deserved.

2.   Everything the preclear and others did to the aberrative person was (a) very important, (b) very bad, (c) irremediable.

3.   Those things which the preclear could do (a) were without real value, (b) were done better by the aberrative personality or by others.

4.   Sexual restraint or perversion.

5.   Inhibition of eating.

Such people would be better understood if I called them the "merchants of fear." The most degraded control operation of which the GE is capable is utilized by these people for their sole method of getting on in the world. They have lost all ability themselves to create, they cannot work themselves, they must either amass money which is never to be spent or must prevent others from amassing money. They produce nothing, they must steal one way or another, and then devaluate whatever they obtain. They speak very sternly of honesty or ethics and put on a formidable front of complete legality. They are impartial, which is to say they are incapable of decision but ride continually a maybe. They close terminals easily with courts, for courts are, sad to say, more or less of this disposition themselves. They feel called upon at no pretext to become adjudicative on subjects where their opinion has not been invited.

Probably a society could be cleared and allowed to bloom if these people were simply rounded up and removed from contagion with the remaining populace, for they are not numerous. Yet they are in sufficient number that it is doubtful if your preclears who are more seriously badly off have not had at least one in their past. It is particularly true of the occluded case that he has been victimized by one of these "merchants of fear."

Although there are many characteristics which are undesirable in such aberrative people, it is remarkable that only those listed above are aberrative. These wind sinuously as a threatening thread through all of their conversations. Such people are a mixture of paradoxes to the observer who does not understand the basic ingredients of human character.

Such people are themselves a continuous maybe, and therefore will be found very easily in the bank, for they appear most often. Where you find one, two or three people appearing almost continuously in the preclear's bank, or his lamenting conversation, you will find that these people answer the above-numbered characteristics.

The method of processing these people is to have the preclear mock them up in large masses with the certainty that they are there, and then, with them unmocked, with the certainty they are not there. Then, mocked up again, with the certainty that they will be in the future, and, unmocked, with the certainty they will not be in the future. One also runs the above concepts in masses and in brackets.

A case cannot be said to be well so long as these aberrative personalities continue to reappear in his thoughts and processing. Therefore the auditor will find it extremely profitable to use all available means to process these people out of the preclear's bank. When the auditor has succeeded in doing this, he will find that the preclear now believes himself to be very much better than before and, indeed, he will be.

It should be remembered that such people have invited many overt acts. The "merchants of fear" specialize in being offended themselves and, even though the overt acts against them are slight, these have become magnified in the preclear's bank until such people, on the overt act phenomenon alone, occupy a major role in the preclear's thinking.

It will often be discovered by the auditor that the preclear has "swapped terminals" with these aberrative persons. The weight of aberration is such that the preclear has been swung into the valence of such people, for they have obviously won.

The truth of the matter is: such people never win. If one traces out these people, as I have done occasionally after processing a preclear, he will discover that the aberrative personality is very close to the brink of a crack-up, has a very low survival level, and quite commonly goes insane.

It should be understood that anyone going down tone scale in moments of anger is apt to use the above-numbered steps one way or another. But this is a momentary thing; the above steps belong, of course, on the tone scale and are significant of a level on the tone scale. Thus, one going down tone scale into anger or into apathy, is inclined to use these operations momentarily. This is quite different from the aberrative personality. The aberrative personality is at work with this operation 24 hours a day. Ceaselessly, relentlessly, calculatingly, with full knowingness, the aberrative personality continues this onslaught against those around him.

The entire computation of this aberrative personality is that he is worthless, he himself knows himself to be completely worthless. One might feel a little pity if the harm were not so great, for there is nothing more terrible than this knowledge. The aberrative personality feels he cannot succeed unless he drives others away from him with fear, preferably with terror. He assumes aspects of ugliness in matters of clothing; he is quite prone to ugliness. Very often this personality does not bathe, his breath is very often foul, his feet become odorous, the endocrine system has failed one way or another, the person has considerable bowel trouble.

Other people than the aberrative personality occasionally manifest these difficulties; unfortunately, it all stems from the same idea—to drive other people away.

The communication lag of the aberrative personality is his easiest clue. These people are slow to respond, they are very thoughtful about what they say. They "think twice before speaking once," if they speak at all. When they do speak it is very often not on the subject. Their favorite phrase is "You do not understand." They preface their statements with, "Well, I don't know but...." There is no decision in such people; they do not know whether to go up the street or down the street. Put into a certain routine and forced into that routine they will carry on, but they do not themselves produce anything, they are entirely parasitic. This parasiticism is gained either by the inheritance or other accumulation of money or by a direct and forthright nullification of those around them into the status of slaves. For this person knows above all other things that he cannot produce an honest day's work.

Now in case you err and try to apply this classification too widely, there is one definite characteristic you must not overlook. This characteristic makes the difference between the aberrative personality and run-of-the-mill human beings. The secrecy computation is the clue. The best index to a secrecy computation is a refusal to be audited. Because of this factor of the secrecy computation, and for no other factor, it chances to follow that the aberrative personality can be known by his refusal to have any auditing of any kind, or, if he has any auditing, accepts it very covertly and will not permit it to have any effect upon him. He will not have a second session. He has all manner of excuses for this such as "altitude," but in any way, shape or form he escapes auditing. If your preclear's unwilling to be audited, he himself may fall into this classification.

Because justice in this society prides itself upon impartiality, these impartial people— the aberrative personalities—are quite often listened to by those around them. The pose of being impartial is an effort to escape decision. People who get things done or who are worth anything to the society make decisions. The impartial people make no decisions if they can possibly avoid them, and at the very best put off decisions as long as possible, as in the case of a court of law. These people, being well downscale, are very close to MEST and have a very solid agreement with MEST.

Very often you will find aberrative personalities addicted to religion, but the addiction will not be accompanied by any belief in the human spirit. Just how this paradox is accomplished a professed avowal of Christianity and a complete unwillingness to accept any effort to heal or help the human spirit as opposed to the body—is just another one of this bundle of paradoxes which mark the aberrative personality. For, you see, the person is such a complete maybe that anything about him is indecisive, and people trying to make up their minds about this person, of course, fall into the state of maybe, because that is the clue to the personality. Impartial personality— the maybe personality—and the "merchant of fear" are more or less of the same order and are alike aberrative.

Men in the field of the arts are very often victimized by these aberrative personalities. The "merchant of fear" closes terminals rapidly with any area which contains a great deal of admiration. Since the person is actually incapable of decision, this is a mechanical closure. The presence of admiration around anyone else begins to dissolve some of the completely stultified bank of the "merchant of fear" and this finds him very close to the source. Orchestra leaders, painters, writers are always having the terrible misfortune of closing terminals with such personalities. There is hardly a man of art or letters who does not bear on him the scar of having associated with a "merchant of fear," for these are vampire personalities. They are themselves so starved of admiration and of sensation that they drink out of others around them any possible drop of admiration in any form. Where a woman becomes a "merchant of fear," sexual starvation is continually attempting satiation and all the while the "merchant of fear" will protest and, to all visible signs, follow a life of complete celibacy.

While it is not my purpose here to revile, I wish to impress upon the auditor that the "merchant of fear" is extremely dangerous, both to creative impulses and to sanity. One could

say airily, "Why don't we just audit these people upscale, since they are so few," but these people will never present themselves for auditing and will discourage anyone else from having any auditing. A solution to the "merchant of fear" probably does not lie in the field of auditing.

The society at large is so accustomed to association with MEST and the "merchant of fear" so closely approximates some of the characteristics of MEST—the maybe, for instance—that the public quite commonly misassigns strength to such aberrative personalities and thinks of them as strong people or as wise people. They are neither strong nor wise, and before an even indifferently forceful attack quickly capitulate. They live their whole lives in terror of attack.

One often finds these characteristics in company with paresis or hears the aberrative personality has actually contracted a dreadful disease to add to his repulsiveness.

The auditor should not err in thinking that these people always present a repulsive appearance; repulsive conduct precedes a repulsive appearance. At first they operate only mentally in trying to make everyone afraid. Then this begins to show up more and more in their own MEST and finally will demonstrate itself in their personal appearance. Thus one can mark the state of decay of these aberrative personalities.

Now and then some violent man in one country or another has undertaken programs to rid a society of these points of contagion. Kings in olden times handled the problem by decapitating people who continually brought them bad news—this was a very wise measure. In more recent times it has been said that Gomez, late dictator of Venezuela, discovered that the contagion point of leprosy in the country was the beggar. He found that the beggars of Venezuela were using leprosy in order to beg. People would pay in order to have the ugly thing taken away from them (the basic philosophy of the beggar is to be paid to go away). Gomez had the beggars told that they were going to be taken to a very fruitful part of Venezuela and given a colony of their own; he had them collected on a river bank and loaded aboard two large river boats. The river boats proceeded into midstream, their crews left them in skiffs and the boats blew up with a resounding explosion. This was the end of leprosy in Venezuela. I am not telling you this to advocate the immediate slaughter of the "merchants of fear"; I am merely giving you an historical note. The extreme impatience of people trying to get something done in a society will eventually center upon those who will not work and, in the case of kings or tyrants, such people have very often been done away with. Thus the precedent is very old of a society cleansing itself by removing from its ranks the non-workers.

Revolutions very often have this as an objective. The French Revolution recognized in the existing aristocracy a state of will-not-work, and saw in these people the character of the "merchant of fear," and for several years there in France, shortly after America became free, the tumbrils formed an assembly line to the guillotine. People in societies are extremely punitive about those who will not work and about those who depend on fear for their sustenance. But society going downscale can become more and more apathetic toward the "merchant of fear" until the "merchant of fear" predominates as a class.

Just as the king or the society revolted against the "merchant of fear," so has your preclear tried to get the "merchant of fear" to work and to contribute something besides bad news. This effort, of course, was bent toward an organism which was already rotten at the core. Whether the "merchant of fear" used money or beauty to excuse his own lack of labor, only added to the maybe. The law forbade the preclear to use the measure of the tyrant or the Gomez, for the law is utterly infatuated with such people and defends them at every turn just as such people use almost exclusively the law. As your preclear was balked in his natural impulse to clear the way he was brought into staring recognition of the fact that the necessary act—murder—was halted by the existence of police and courts. This brought the preclear to the point where he conceived himself to be put upon by the society and the law. Many of your preclears, as a result of this, are startled to find, when it is run on them, that they believe themselves under arrest, even though any arrest they have been subjected to was as minor as a traffic pick-up. I am not advocating, again, violence; I am merely trying to explain to you the state of mind

of the preclear and the most aberrative person he has confronted. He wanted to, and didn't, kill these people. If your preclear is of the kind who produces or creates or who works and makes his way in the world in general, you can find the aberrative personality in his bank immediately by asking him—with an E-Meter, of course, because he probably won't tell you direct—if he wanted to kill anyone. The E-Meter will say that he did, and on discovery of this identity the auditor will find the aberrative personality. This even follows through with women, although women go more quickly into apathy when confronted with an aberrative personality than do men.

You should understand that the aberrative personality has not become an aberrative personality by being confronted by another aberrative personality. You are not getting here the pattern of stimulus-response, you are getting the decay of a human spirit to complete inactivity so that the entire modus operandi becomes that of the body itself, and a body, in the case of the aberrative personality, which itself is too deteriorated or exhausted to work. Not all bodies becoming so exhausted and unable to work turn into aberrative personalities, but the aberrative personality is born entirely out of the decline of the ability of the individual to produce. When the individual really recognizes his utter worthlessness to the society, he becomes an aberrative personality. Many people who cannot work physically turn to other lines of progress. They are getting on one way or another. The aberrative personality is so badly off that he can lead only a parasitic existence. You will understand, then, that people going down tone scale do not immediately and automatically become aberrative personalities, in our definition as here used. People become aberrative personalities out of a malevolence which insists on a high level of survival without the production of anything.

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12 June 1956

SCIENTOLOGY
TRANSLATOR'S EDITION

by L. Ron Hubbard, Ph.D., C.E.

Continued from PAB 87

THE CONDITIONS OF AUDITING
Concluded

The third ability to be addressed by the auditor is the ability of the preclear to play a game. First and foremost in the requisites to play a game is the ability to control. One must be able to control something in order to participate in a game. Therefore the general rehabilitation of control by starting, changing and stopping things is a rehabilitation in the ability to play a game. When a preclear refuses to recover, it is because the preclear is using his state as a game, and does not believe that there is any better game for him to play than the state he is in. He may protest if this is called a game. Nevertheless any condition will surrender if the auditor has the preclear invent similar conditions or even tell lies about the existing condition. Inventing games or inventing conditions or inventing problems alike rehabilitate the ability to play a game. Chief amongst these various rehabilitation factors are control (start, change and stop), problems and the willingness to overwhelm or be overwhelmed. One ceases to be able to have games when one loses control over various things, when one becomes short of problems and when one is unwilling to be overwhelmed (in other words, to lose) or to overwhelm (to win). It will be found while running havingness as in the Trio above that one may run down the ability to play a game, since havingness is the reward of a game in part.

In the matter of problems it will be seen that these are completely necessary to the playing of a game. The anatomy of a problem is intention versus intention. This is, of course, in essence the purpose of all games, to have two sides, each one with an opposed intention. Technically a problem is two or more purposes in conflict. It is very simple to detect whether or not the preclear is suffering from a scarcity of games. The preclear who needs more games clutches to himself various present time problems. If an auditor is confronted with a preclear who is being obsessed by a problem in present time he knows two things: (I) that the preclear's ability to play a game is low, and (2) that he must run an exact process at once to rehabilitate the preclear in session.

It often happens at the beginning of an auditing session that the preclear has encountered a heavy present time problem between sessions. The preclear must always be consulted before the session is actually in progress as to whether or not he has "anything worrying" him. To a preclear who is worried about some present time situation or problem no other process has any greater effectiveness than the following one. The auditor with a very *brief* discussion of the

problem asks the preclear to invent a problem of comparable magnitude. He may have to reword this request to make the preclear understand it completely, but the auditor wants in essence the preclear to invent or create a problem he considers similar to the problem he has. If the preclear is unable to do this, it is necessary then to have him lie about the problem which he has. Lying is the lowest order of creativeness. After he has lied about the problem for a short time, it will be found that he will be able to invent problems. He should be made to invent problem after problem until he is no longer concerned with his present time problem.

The auditor should understand that a preclear who is "now willing to do something about the problem" has not been run long enough on the invention of problems of comparable magnitude. As long as the preclear is attempting to *do* something about the problem, the problem is still of obsessive importance to him. No session can be continued successfully until such a present time problem is entirely flat, and it has been the experience that when a present time problem was not completely eradicated by this process that the remainder of the session or indeed the entire course of auditing may be interrupted.

When a preclear does not seem to be advancing under auditing, a thing which he does markedly and observedly, it must then be supposed that the preclear has a present time problem which has not been eradicated and which must be handled in auditing. Although the auditor gives the preclear to understand that he too believes this present time problem is extremely important, the auditor should not believe that this process will not handle *any* present time problem, since it will. This process should be done on some preclears in company with the Trio.

If the preclear is asked to "lie about" or "invent a problem of comparable magnitude," and while doing so becomes agitated or unconscious or begins to talk wildly or obsessively, it must be assumed that he will have to have some havingness run on him until the agitation or manifestation ceases so that the problem of comparable magnitude process can be resumed.

Another aspect of the ability to play a game is the willingness to win and the willingness to lose. An individual has to be willing to be cause or willing to be an effect. As far as games are concerned this is reduced to a willingness to win and a willingness to lose. People become afraid of defeat and afraid of failure. The entire anatomy of failure is only that one's postulates or intentions are reversed in action. For instance, one intends to strike a wall and strikes it. That is a win. One intends not to strike a wall and doesn't strike it. That is again a win. One intends not to strike a wall and strikes it. That is a lose. One intends to strike a wall and can't strike it. This is again a lose. It will be seen in this as well as other things that the most significant therapy there is is changing the mind. All things are as one considers they are and in no other way. If it is sufficiently simple to give the definition of winning and losing, so it is simple to process the matter.

This condition is best expressed, it appears, in processing by a process known as "overwhelming." An elementary way of running this is to take the preclear outside where there are numbers of people to observe and, indicating a person, to ask the preclear, **"What could overwhelm that person?"** When the preclear answers this, he is asked about the same person, **"What could that person overwhelm?"** He is then asked as the third question, **"Look around here and tell me what you could have."** These three questions are run one after the other. Then another person is chosen and then the three questions are asked again. This process can be varied in its wording but the central idea must remain as above. The preclear can be asked **"What would you permit to overwhelm that person?"** and "What would you permit that person to overwhelm?" and of course "Look around here and tell me what you could have." This is only one of a number of possible processes on the subject of overwhelming, but it should be noted that asking the preclear to think of things which would overwhelm *him* could be fatal to the case. Where overwhelming is handled, the preclear should be given a detached view.

A counter-position to havingness processes, but one which is less therapeutic is "separateness." One asks the preclear to look round and discover things which are separate

from things. This is repeated over and over. It is, however, destructive of havingness even though it will occasionally prove beneficial.

It will be seen that havingness (barriers), "not-knowingness" (being in present time and not in the past or the future), purposes (problems, antagonists, or intention-counter-intention), and separateness (freedom) will cover the anatomy of games. It is not to be thought, however, that havingness addresses itself only to games. Many other factors enter into it. In amongst all of these, it is of the greatest single importance.

One addresses in these days of Scientology the subjective self, the mind, as little as possible. One keeps the preclear alert to the broad environment around him. An address to the various energy patterns of the mind is less beneficial than exercises which directly approach other people or the physical universe. Therefore, asking a preclear to sit still and answer the question "What could you have?" when it is answered by the preclear from his experience or on the score of things which are not present, is found to be non-therapeutic and is found instead to decrease the ability and intelligence of the preclear. This is what is known as a *subjective* (inside the mind only) process.

These are the principal processes which produce marked gains. There are other processes and there are combinations of processes but these given here are the most important. A Scientologist knowing the mind completely can of course do many "tricks" with the conditions of people to improve them. One of these is the ability to address a psychosomatic illness such as a crippled leg which, having nothing physically wrong with it, yet is not usable. The auditor could ask the preclear "Tell me a lie about your leg" with a possible relief of the pain or symptom. Asking the preclear repeatedly "Look around here and tell me something your leg could have" would undoubtedly release the somatic. Asking the preclear with the bad leg "What problem could your leg be to you?" or desiring him to "Invent a problem of comparable magnitude to your leg" would produce a distinct change in the condition of the leg. This would apply to any other body part or organ. It would also apply, strangely enough, to the preclear's possessions. If a preclear had a vehicle or cart which was out of repair or troublesome to him one could ask him "What problem could a cart be to you?" and thus, requesting him to invent many such problems, one would discover that he had solved his problems with the cart. There is the phenomenon in existence that the preclear already has many set games. When one asks him to give the auditor problems, he already has the manifestations of as-ising or erasing taking place. Thought erases, therefore the number of problems or games the preclear would have would be reduced by asking him to recount those which he already has. Asking the preclear to describe his symptoms is far less than therapeutic and may result in a worsening of those symptoms, contrary to what some schools of thought have believed in the past but which accounts for their failures.

There are specific things which one must avoid in auditing. These follow:

1. Significances. The easiest thing a thetan does is change his mind. The most difficult thing he does is handle the environment in which he finds himself situated. Therefore, asking a thetan to run out various ideas is a fallacy. It is a mistake. Asking the preclear to think over something can also be an error. Asking a preclear to do exercises which concern his mind alone can be entirely fatal. A preclear is processed between himself and his environment. If he is processed between himself and his mind, he is processed up too short a view and his condition will worsen.

2. Two-way communication. There can be far too much two-way communication or far too much communication in an auditing session. Communication involves the reduction of havingness. Letting a preclear talk on and on or obsessively is to let a preclear reduce his havingness. The preclear who is permitted to go on talking will talk himself down the tone scale and into a bad condition. It is better for the auditor simply and discourteously to tell a preclear to "shut up" than to have the preclear run himself "out of the bottom" on havingness. You can observe this for yourself if you permit a person who is not too able to talk about his troubles. He will begin to talk more and more hecticly. He is reducing his havingness.

He will eventually talk himself down the tone scale into apathy, at which time he will be willing to tell you (as you insist upon it) that he "feels better" when, as a matter of fact, he is actually worse. Asking a preclear "How do you feel now?" can reduce his havingness since he looks over his present time condition and as-ises some mass.

3. Too many processes. It is possible to run a preclear on too many processes in too short a time with a reduction of the preclear's recovery. This is handled by observing the communication lag of the preclear. It will be discovered that the preclear will space his answers to a repeated question differently with each answer. When a long period ensues between the question and his answer to the question a second time, he is said to have a "communication lag." The "communication lag" is the length of time between the placing of the question by the auditor and the answering of that *exact* question by the preclear. It is not the length of time between the placing of the question by the auditor and some statement by the preclear. It will be found that the communication lag lengthens and shortens on a repeated question. The question on the tenth time it has been asked may detect no significant lag. This is the time to stop asking that question since it now has no appreciable communication lag. One can leave any process when the communication lag for three successive questions is the same.

In order to get from one process to another one employs a communication bridge which to a marked degree reduces the liability of too many processes. A communication bridge is always used. Before a question is asked, the preclear should have the question discussed with him and the wording of the question agreed upon as though he were making a contract with the auditor. The auditor says that he is going to have the preclear do certain things and finds out if it's all right with the preclear if the auditor asks him to do these things. This is the first part of a communication bridge. It precedes all questions, but when one is changing from one process to another the bridge becomes a bridge indeed. One levels out the old process by asking the preclear whether or not he doesn't think it is safe to leave that process now. One discusses the possible benefit received from the process and then tells the preclear that he is no longer going to use that process. Now he tells the preclear he is going to use a new process, describes the process and gets an agreement on it. When the agreement is achieved, then he uses this process. The communication bridge is used at all times. The last half of it, the agreement on a new process, is used always before any process is begun.

4. Failure to handle the present time problem. Probably more cases are stalled or found unable to benefit in processing because of the neglect of the present time problem as covered above than any other single item.

5. Unconsciousness, "dopiness" or agitation on the part of the preclear is not a mark of good condition. It is a loss of havingness. The preclear must never be processed into unconsciousness or "dopiness." He should always be kept alert. The basic phenomenon of unconsciousness is "a flow which has flowed too long in one direction." If one talks too long at somebody he will render him unconscious. In order to wake up the target of all that talk, it is necessary to get the unconscious person to do some talking. It is simply necessary to reverse any flow to make unconsciousness disappear, but this is normally cared for in modern Scientology by running the Trio above.

Books on auditing are available from the Hubbard Association of Scientologists International, Brunswick House, 83 Palace Gardens Terrace, London W.8, and from the Distribution Center Incorporated, Box 242, Silver Spring, Maryland, U.S.A., as well as from the local groups and other Scientology Offices throughout the world. Magnetic lecture tapes with lectures on Scientology for groups and auditors are also available. Individual processing by the staff auditors of Clinics is available from the above addresses and also at the Hubbard Guidance Center, 2315 15th Street Northwest, Washington, D.C. Training as an auditor is obtainable. An auditor should be trained in the very fine schools of the HASI London or the Founding Church in Washington, D.C. the same. These are the only official sources for diplomas in auditing and in professional Scientology.

THE FUTURE OF SCIENTOLOGY

With man now equipped with weapons sufficient to destroy all mankind on Earth, the emergence of a new science capable of handling man is vital. Scientology is such a science. It was born in the same crucible as the atomic bomb. The basic intelligence of Scientology came from nuclear physics, higher mathematics and the understanding of the ancients in the East. Scientology can and does do exactly what it says it can do. In Washington, D.C. there is an enormous file cabinet filled with thousands of case histories, fully validated and sworn to, which attest the scientific thoroughness of Scientology. With Scientology man can prevent insanity, criminality and war. It is for man to use. It is for the betterment of man. The primary race of Earth is not between one nation and another today. The only race that matters at this moment is the one being run between Scientology and the Atomic Bomb. The history of man, as has been said by well-known authorities, may well depend upon which one wins.

F I N I S

Remimeo
Qual Hats
Tech Hats

SUB ZERO RELEASES
EXAMINER'S SAFEGUARD

The Pc Examiner in the Department of Examinations, employs the FAST FLOW SYSTEM in examining pcs sent for Release declare. If in doubt when faced with raw meat pc who seems to show nowhere near the expected awareness level for the grade of release he or she has come in for (Grades 0—IV), the Examiner simply tells the pc that he is going to assess a list and that the pc does not have to say anything unless he wants to.

THE AWARENESS LEVELS from the GRADATION CHART are then assessed from the bottom -34 up (to -52 when published).

When the pc's AWARENESS LEVEL is called the needle will float. This will be most real to the pc and he will probably comment on it.

The Examiner stops at that instant, indicates the floating needle. The Examiner notifies the Auditor that a Sub Zero Release has been obtained. The pc is now ready to receive auditing on the level on which he originally came for declare and will be returned to the Auditor.

This verifies that the indicators didn't justify the grade of Release being claimed prior to finding the Sub Zero Release.

NOTE: A good dictionary should be at hand. If no float is obtained, find out if the pc is hung up on any word, and clear it using the dictionary.

The Fast Flow System is observed, assess first, if any trouble arises from misunderstoods, clear it.

L. RON HUBBARD
Founder

LRH :jp.rd

Techniques of Child Processing

L. Ron Hubbard

Tomorrow's cases are child cases today. Whole civilizations have changed because somebody changed the children. In the past, the children were usually changed for the worse. Today let's be different and change them for the better.

But whatever the benefits and reasons of child processing, however much it may do to smooth out a home and improve the future, the fact remains that it is a highly technical subject. The processing of children requires more technically perfect auditing and more properly applied sessions and processes than the average adult.

To achieve the greatest benefit for children, one should first achieve the greatest possible command of auditing skill and Scientology theory and practice. Because a child is helplessly unable to express his ARC breaks violently enough to be listened to is no reason he should be given them.

Child processing demands more perfect auditing than adult processing and therefore requires a better trained auditor than the average. If you would process children, be a Professional auditor first even if the children are your own. You will find that it will pay.

With that reservation in mind, here are a few very modern developments in the processing of children. These are the best processes I know and the only processes that have worked out over a long period of time on a great many children.

TYPE OF SESSION

A child must be given a very formal session. A child's case will go downhill generally if the child is processed hit or miss, any old time, with careless sessioning. A child's session must be given the full dignity of an adult session. It must be opened and closed. All the formalities of a session must be observed—and of course the auditing must be done in a place where the session cannot be broken in upon by outside persons or influences.

The old technique of "short sessioning" works very well with a child. All one does is formally open and close a session and run within it only a minute or two of some simple process as below. The attention span of a child is short and if the child is even faintly unwilling

to be audited, you can coax the child into short sessions and then, as time goes on, lengthen them gradually.

ASSISTS ON CHILDREN

Of course one does not open and close a session with any formality while doing an assist. The preclear is always too tied up with the emergency and the agony to do anything but the process.

The best assist for a child is "Where did it happen?" and, after asking this, "Where are you now?" getting the child to point each time he answers the questions.

"Look at my fingers" while touching around the injured area lightly, is also a good assist for an injured child.

ROUTINE CHILD PROCESSES

Probably the most worthwhile child process which works as early as first speech is: "Where is the_____?" using "table," "chair" and other room objects, but avoiding bodies. The child takes this at first as a language examination and is very proud of it. It occasionally blows grief charges on losses.

Very effective on a child that is normal or has a physical defect is an alternate touching of the child's arm, the auditor's arm, and using various duplicative body parts first on the auditor then on the child, accomplishing in effect: "From where could you communicate to a body?" with the actual command: "Feel my arm," "Thank you," "Feel your arm," "Thank you," and so on, using common body parts. But a warning with this—if it turns on a somatic, do the same process session after session until the child is very bright and alert all the time. This is a very fine child psychosomatic process.

CHILDREN WITH ROUGH CASES

Very young children and children who are older but have rough cases, respond well to CCH I and CCH 2—but if you have to look those up to find out what they are, or if you are not a Professional, don't try them.

A version of TR 5 "You make that body sit in that chair" can be run even on babies by substituting bed for chair.

INSTILLING CONFIDENCE

The worst crime most Scientology parents commit is demanding the child be far better and brighter than he or she can manage at once. This has the effect of making the child feel that he can't really do anything to please his parents and that he is thus failing them. The right thing to do is to acknowledge what the CHILD thinks he can do or is all right. Otherwise you are evaluating for the preclear and that's a Code break. A child seeking the approval of his parents is always inventing new tricks to attract attention. This means the child is already feeling neglected without reason, but is not in itself any bad sign. Acknowledge the tricks and spend more time with the child.

RECALL PROCESSES

Self Analysis Recall Processes contained on the next but last page of the book *Self Analysis* can be run on a child with some success. For the very young children, these require rewording.

The aforementioned may seem brief to you, but it is a complete catalogue of workable and invariably helpful processes for children. If they can run any more than this, they're adults.

L. RON HUBBARD

P.A.B. No. 110
PROFESSIONAL AUDITOR'S BULLETIN

The Oldest Continuous Publication in Dianetics and Scientology

From L. RON HUBBARD

Via Hubbard Communications Office
35/37 Fitzroy Street, London W.1

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15 April 1957

EDUCATION

Education—point of agreement.

The learning processes are all of them extremely interesting to the auditor because they bring to his attention at once that the common denominator of communication and aberration is at once "telling somebody something." You say to somebody "hello"-you mean in essence "I am here, you are there and I recognize it." It's the relay of an idea. Well, now, learning itself has been, for I don't know how long, very compartmented, it's been very carefully grooved, so that learning as we speak of it then prior to 1956 meant what they meant in school—and that was "the inflow of ideas."

Now when you speak to somebody out in the public about learning he thinks you're talking about inflow of ideas, from some source or another either from a book or a teacher. That is a very narrow look, and when I talked to you about this before I was using learning in that definition—an inflow of ideas.

It is not true that learning rate or the rate one will permit ideas to inflow is the common denominator of aberration or anything else, but it *looks* like it. The truth of the matter is, if you only considered inflow it would be like considering the motivator without the overt act. Now you know as an auditor how important it is to look at the overt act rather than the motivator. Don't look at these inflows all the time. If you continue to look at these inflows and nothing but these inflows you will make as many mistakes as have been made in the past umpteen thousands of years in the field of education; and let's not make these mistakes all over again.

Education could have been defined this way: "Education is the process of placing data in the recalls of another." Do you see that? That's what education thought it was doing. It thought it was placing ideas in the recalls of another and making a recall possible by somebody else of data related to him. Now that's not very complicated, and that is the trouble with it: it is not complicated enough for educators. Now we deal with simplicities and this is the first time we really find fault on the line of simplicity—it's an idiot's definition—and that's the process that is being carried on at this moment at Yale, Princeton, Harvard and Columbia; down here at George Washington, at Oxford, Cambridge and the Sorbonne—any place across the world at which they consider themselves tops in education—they are placing ideas in the recall of others.

A few schools departed from this from time to time, almost by accident, and usually under duress from their student bodies. Heidelberg is an example of this. Heidelberg never considered the relay of ideas important; it considered having been to Heidelberg important, and that was quite different.

As long as we maintain this idea of "inflow only" we are in trouble. Education does not happen. If education means inflowing ideas then you are also talking about hypnotism. You see, there's no differentiation there; we are talking about beating somebody up and laying in an

engram. This too would be education, wouldn't it? So we have education and aberration very, very closely associated.

In fact, education WAS aberration. Life was busy teaching somebody a lesson and the lesson it succeeded in teaching him was not to do any more living. And that little lesson, then, was always at the base of education and it was done so that education itself could be considered aberration. In other words educational systems did the lazy thing, they did the easy thing: they simply paralleled the game of the MEST universe in teaching somebody not to live, and living paralleled it. Why, they then thought they were doing a good job. But let's look at education as it was done. You taught somebody something by saying "Pigs have snouts." They're not supposed to say "Yes," the classroom is supposed to be quiet. Later on you put an examination in front of them and it says: "What do____have?" and they're supposed to immediately answer and write: "___have snouts." You're supposed to be able to associate this completely. So it's just a test of recall.

Now as you know, therapeutically, recalls—and by the way, if you don't know this try it some time: just sit and ask somebody to recall something about some person and do nothing but that and notice that you get a decline of case. That's an interesting thing. You had to use the whole of the ARC formula, something really real, some time you were in communication with, and the reverse side of it too—in other words, the entirety of the straight-wire formula, inflow and outflow—to get away with it. But if you just asked somebody to remember something about George, remember something else about George, remember something else about George—if you asked him what he was doing, he's picking up every moment he ever saw George motionless. This erases, you see, all the rest points of George and leaves nothing but the confusions and the halfway feeling that George is there, so we sort of move George as a disembodied entity into present time and confirm the valence. Now this is quite a trick, but you just knock these rest points out and George becomes a confusion. Therefore, nothing but recall used therapeutically and educationally would wind somebody up in rather a confused state. He would be sort of half hypnotized, just nothing but recalls. So if you give people data like "Pigs have snouts" and then ask them "What____has a snout?" or "What____has a____?" you have given them a stable datum and now you're taking it away from them.

You might look up some time a university record as to suicide and nervous breakdown; such a record is honestly kept, I know. I did this once and I had a lot of trouble. I wanted to know how many students had committed suicide in that university and they wouldn't own up to it, but I found out there had been quite a few and there'd been a great many nervous breakdowns, all at examination time. They spend the whole semester giving somebody some stable data and then at examination time they take that all away suddenly. In other words, simply implanting the recall and then pulling it back out again has been defined as education; but it is nothing but a black operation—nothing but. To do this to little kids is to do away with their initiative; therefore a time for revolution in the field of education is definitely at hand.

Education would have to be defined much more broadly. But remember in the old logics about action definitions. Well, you'd have to give it an action definition; it would have to be a real definition that gave its use and a purpose for it, to be of any kind of a game itself. The reason why teachers go into a no-game condition is because teaching itself is not really a game. It is putting a bunch of other people in a no-game condition, and of course that's only part of a game. To teach a subject it would be necessary for the person being taught to be able to receive a non-significant, disrelated idea from another person. You see, that would be a necessity in order to teach somebody something.

The next condition that we would have to meet would be making certain that person could maintain his power of choice over the data given to him. So we would give him some data which were incorrect, and giving him these incorrect data we would find out if he could remember them and if he could reject them. The idea of being able to reject a datum and still remember it, to know that it's untrue and non-factual and still be able to recall it, is of course bettered by a further action: being able to wipe it out completely or not even recall it; and that is a skill.

The next thing would be to feed him a datum, have him give objective examples and active examples of this datum so that it's not then just a string of words, and then ascertain whether or not he could still reject it or accept it and then ask him to rephrase it, and eventually he will form something which will to him be an agreeable stable datum, and having done this we would then have accomplished power of choice over a datum. To get him to remember or repeat a non-significant datum would be the longest haul at first, and you may find people who have a terribly long haul on the subject of incorrect data. You give him an incorrect datum and he can't reject it, but when you have made that possible you can then give him a datum, have him give objective examples of the datum, have him rephrase it, give objective examples of his datum, accept it, reject it, handle it, throw it around, and the next thing you know he has something which will buff the entirety of confusion surrounding that subject. You have created there something which is armor plate as far as he is concerned. He KNOWS a datum. Now he doesn't KNOW it as recall; that's the trick, you see. This is entirely different.

Now it's hard to describe how he knows it, because there's nothing there to describe except the datum itself, so to write long chapters on this new type of knowingness would be an impossibility—it's something that is experienced, it easily goes on beyond the field of description.

All right, let's take a look then at education and find out why you would do this that way—rather than to just place something in somebody's recalls, to have him really know it as a datum. Why would you do this? Would there be any sense in this at all? Well, yes, there certainly would be. The individual would be able to USE that datum. He would be able to evaluate its importance, he would be able to handle it and handle with it many other things. In other words you have given him something for his utilization.

Now I want to tell you a little difference in the field of education itself. The stress of "teaching" in a modern school today is this: "How to occupy the child's time." That's right—that's what they teach in modern training schools. Great stress is put on this; you have a child just so long, he has to be taken out of his home for that length of time, you have to keep him occupied in school and that's just about it, and you wonder why a child of twelve or thirteen doesn't really know how to spell, his penmanship is poor, his reading is worse, and so on—that's because a different thing has come into view. Now this is not the tradition of the little red schoolhouse of song and storybook through the generations. There was another tradition in this country, and I don't know where the tradition I have just described came from, but this other tradition was the American tradition and it went like this: You had to get 'em and put some shoes on 'em in a hurry and teach 'em readin', writin' and 'rithmetic as fast as you could because they weren't going to be in school very long, and the teacher who was put through normal school, so called, a hundred years ago was taught that. You have got to be fast, you never know when papa's going to take him out and put him behind the plough. Give him some education before it happens to him. You probably will get them in the winter months when there's not much work to do, but in the summer you're never going to get them. Hence the summer vacation.

Of course, the child loves this idea; he doesn't have too much sympathy with education in the most part, as it is performed; but if school really educated him I'm afraid you'd have an entirely different attitude on the part of the child. Now I have been very fortunate to know in my life quite a few real geniuses—fellows that really wrote their name fairly large in the world of literature and science—and I consider myself very fortunate to have known them because they are so rare. Why are they so rare? I found something peculiar about these fellows—they were for the most part taught in peculiar schools! They were taught in some YMCA school or they were taught by some Englishman who ran a little college for difficult children in the street; they were all taught—it seems—in some kind of off-breed school. Now this is peculiar, because the school existed to a large measure to take care of people who were slopovers from the usual educational system—there wasn't very much education involved. The fellow would come in and he'd be interested in something and therefore they had the master give him his head. One chap by the way, who gave us solid fuel, rockets and assist take-offs for airplanes

too heavily loaded on aircraft carriers, and all the rest of this rocketry panorama, and who formed Aerojet in California and so on. The late Jack Parsons, by the way, was not a chemist the way we think of chemists. He was not taught in the field of chemistry beyond this fact: There was a little professor who opened up a school. Nobody could do anything with Jack so they sent him over to this school and the professor found out he was interested in chemical experiments and turned him loose in the laboratory and gave him a lot of encouragement. He eventually became quite a man. It is interesting that this completely sloppy type of education is apparently quite workable.

Here are some LEARNING PROCESSES. Try them out and see the difference between KNOWING a datum and knowing it as a recall.

1.   Learning Process No. 1:

(Flatten each part thoroughly before going to next.)
(a)   Give pc 3 numbers. Have him repeat. See if he remembered. Repeat this process.
(b)   Give him incorrect datum. Have him repeat it. Discover if he could remember it. Discover if he could reject it. Repeat this process.
(c)   Give him vital datum (concerning rudiments of auditing in the case of a Scientologist, for example). See if he can repeat it. See if he can rephrase it. Have him give objective examples. See if he can reject it. Repeat this process.

2.   Learning Process No. 2:

(a)   Discover things Auditor and pc can agree on in vicinity.
(b)   Feed pc vital data (Scientology and rudiments, for example). Get him to give objective examples, rephrase and reject and accept.

3.   Learning Process No. 3:

Have pc discover unimportant data in environment.

4.   Assigning Identity:

This is a Walkabout, inside and outside.
Commands: **"Look around here and find something you could have," "For what is it used?" (or "What is it called?"), "Could you invent another use (name) for it?"**

5. Objective Forgettingness:

This is a Not-Know Process. It is another Walkabout.
Commands: **"Look around here and find something it would be all right to forget (or not-know)."**

If these five processes are flattened early in the week, note the changes, repeat, and effect further changes.

L. RON HUBBARD

"The Old Man's Case-Book"

L. Ron Hubbard

(The following material is an extract from the case-books of Dr. Hubbard or advice he has given in letters or personally to auditors concerning the running of cases.)

Mr. Brennan, HPA (Gt. Britain), phoned me concerning the treatment of an eighteen-months-old baby expected to live one week according to medical opinion. Medicine as usual had given up the case and the family as well, evidently, as the family doctor had insisted that a consulting Scientologist be brought in. The baby was conscious and fairly alert. Mr. Brennan was informed that this is a very trying type of case and results on it are not within reasonable expectancy.

He was informed of procedures as follows:

Leukaemia is evidently psychosomatic in origin and at least eight cases of leukaemia had been treated successfully by Dianetics after medicine had traditionally given up. The source of leukaemia has been reported to be an engram containing the phrase "It turns my blood to water."

The reduction of an engram in an eighteen-months-old baby by Dianetics is, of course, impossible; therefore keying out procedures or automatic type running or direct communication with the thetan are indicated.

The first procedure Mr. Brennan was given was to have the baby get two anchor points in present time. This to be done with tactile and the baby's hands. The theory of this is, of course, that contact with present time is contact with the material universe. By slightly agitating, pleasantly or unpleasantly, the fingers of the baby, thus attracting his attention to his fingers for a period of time—at least two or more hours— there is a possibility that the baby could be brought into present time. This, of course, is a key-out of an engram.

The second procedure given Mr. Brennan was a somewhat imaginative one based upon the conduct of two mocked up matched terminals. The MEST universe is a two terminal universe; by having one object of everything there is no discharge of the environment; thus the MEST universe remains constant. By mocking up two terminals facing each other, both the same, a preclear often experiences physical reaction and the charge on that type of terminal can be found to dissipate without the preclear knowing what has happened. This is a limited technique used in assists. In this case it was suggested that two effigies made out of pillows and clothes or two dolls similar to the baby be placed in sight of the baby, facing each other, and that the baby's attention be permitted to rest on these two objects. By doing this, there is a faint chance that the charge on the baby itself might discharge automatically.

The third technique consisted of a type of processing used on animals. The basis of this is that man's health is proportional to his belief in his dangerousness to his environment. Animals are processed by building up in them the belief that they are capable of frightening or driving something away. A cat or a dog is taken and gestures are made at its hands. The moment it makes the faintest return gesture in retaliation, the auditor backs up as though frightened. He does this very quietly, for the animal is liable to be frightened itself at this first venture. The animal is led more and more to strike out at the auditor on a gradient scale, until the animal is very cocky and confident about its approach to the auditor. It will be found that neurotic or

depressed cats, dogs and mice will alter their social behavior and will become well if this process is followed. This is about all there is to animal therapy. It was suggested that this be tried with the baby by getting the baby to strike back. It was particularly cautioned that the first advance the baby made should be met by the auditor with the very gentlest of withdrawals, for the baby is quite often surprised if an exclamation of fear and a sudden gesture of withdrawal are made. This is the application of gradient scale, getting more and more of something built up.

The final method is one which has been reportedly used by several auditors with success. The baby's body, facial expressions and voice are disregarded as communication mediums. The auditor addresses the thetan and continues in confidence that the thetan understands him. The auditor applies Step I and, even though the baby gives no sign of understanding, the auditor goes right on working Step I. He exteriorizes the thetan, orients the thetan in the room by putting the thetan in various places of the room, and then eventually asks the thetan to patch up whatever is wrong with the body by locating deposits of energy on nerves or in other places in the body, turning them white and discharging them. The auditor continues this process for several sessions, each time going back to the first part of Step I and going through Step I completely; then completing an orientation and asking the thetan to patch up the body. This reportedly works. I have not myself done this to babies. I have been informed that it has worked on babies as young as four months. In working babies I normally use the first three steps given above.

HCO BULLETIN OF 29 JULY 1981
ISSUE I

Remimeo
Auditors
C/Ses
Tech/Qual

(Cancels BTB 28 May 74RB
FULL ASSIST CHECKLISTS FOR INJURIES
AND ILLNESSES which was incomplete
and which failed to list the source
references for running the processes
listed on the checklists.)

FULL ASSIST CHECKLISTS

FOR INJURIES AND ILLNESSES

REFERENCES:

ABILITY 73	TECHNICAL VOLUME I I I , pages 259-264
HCOB 29 Jul 81 II	ADDITIONAL ASSIST PROCESSES AND DATA
HCOB 27 Jul 69	ANTIBIOTICS
HCOB 5 Jul 71RB Re-rev. 20.9.78	C/S Series 49RB, ASSISTS
HCOB 11 Jul 73RB Re-rev. 21.9.78	ASSIST SUMMARY
HCOB 23 Jul 71R Rev. 16.7.78	ASSISTS
HCOB 21 Oct 71 Reiss. 21.9.74	ASSISTS IN SCIENTOLOGY
B.T.B. 7 Apr 72R Rev. & Reiss. 23.6.74	TOUCH ASSISTS, CORRECT ONES
HCOB 24 Jul 69R Rev. 24.7.78	SERIOUSLY ILL PCs
HCOB 31 Dec 78 II	OUTLINE OF PTS HANDLING
HCOB 2 Apr 69RA Rev. 28.7.78	DIANETIC ASSISTS
HCOB 16 Aug 69R Rev. 25.9.78	HANDLING ILLNESS IN SCIENTOLOGY
HCOB 15 Nov 78	DATING AND LOCATING
HCOB 15 Jul 70R Rev. 17.7.78	UNRESOLVED PAINS
HCOB 23 Dec 71	Solo C/S Series 10, C/S Series 73, THE NO-INTERFERENCE AREA
HCOB 12 Mar 69 II	PHYSICALLY ILL PCS AND PRE OTS
HCOB 4 Sep 68	"Don't force a pc . . . ."
HCOB 13 Jun 70	C/S Series 3, SESSION PRIORITIES REPAIR PGMS AND THEIR PRIORITY
HCOB 29 Mar 75R Rev. 23.10.78	ANTI-BIOTICS, ADMINISTERING OF
HCOB 21 Feb 66	DEFINITION PROCESSES

TAPE 5406C17 6ACC-50A & 50B   ASSISTS
TAPE 5608C.. HPC A-18   CHRONIC SOMATIC
TAPE 5905C21 6-LACC-6 CLEARING: PROCESS -SPECIAL CASES
TAPE 6110C03 SH SPEC 61 THE PRIOR CONFUSION
BOOK: DIANETICS 55!

IMPORTANT NOTE: DIANETICS IS FORBIDDEN ON CLEARS, OTs AND DIANETIC
CLEARS, PER HCOB 12 Sep 78 DIANETICS FORBIDDEN ON CLEARS AND OTS.

_____

There is a tremendous amount that can be done mentally and spiritually by an auditor to assist someone who is sick or hurt. We have known for years in Dianetics and Scientology that the tech of assists is very powerful and can work miracles when correctly applied.

The purpose of this bulletin is to lay out the available technology on assists for handling the ill or injured.

The processes presented in this issue are in checklist form which will greatly aid the C/S and auditor in drawing up and executing a proper assist program.

USING THE CHECKLISTS

In 1974 I developed the system of using a preliminary assessment of the pc's condition and checklists as aids to programming and C/Sing the case.

Attached to this bulletin are separate checklists which list symptoms for both injuries and illnesses and one comprehensive handling sheet which lists out the many assist actions and their references one uses to handle either.

To use the checklists:

1.   Look up the symptom or symptoms the pc may have on the appropriate preliminary assessment sheet (injury or illness). Below each symptom are listed many possible handlings.

2.   Look up the handlings on the handling sheet (which covers handlings for both injuries and illnesses).

3.   Use these handlings and their references in C/Sing the case.

4.   Draw up the program and C/S.

5.   The C/S can then circle the actions to be done on the handling sheet and number them in sequence. The handling sheet can be kept in the folder and signed off as each step is done.

6.   Audit the pc regularly until the illness, injury or condition is handled.

C/SING AND PROGRAMMING

The Assist Summary bulletins were never intended to be used as a rote sequence of handling assists, which vary based on the circumstances of the pc.

It could be a serious mistake to simply robotically copy down in order the handlings listed for the pc's symptoms and then audit them on the pc.

One reason for this is that the case levels of people differ. An OT with a sprained ankle would be handled differently than a Dianetic pc with one.

Also, injuries and illnesses are two separate subjects and are handled differently.

Therefore, data has to be gotten where available, from medical reports, session reports, interviews and exam statements, and the C/S has to understand the case before him and program and C/S accordingly.

ANY ASSIST ACTION MUST BE SUITED TO THAT PC'S CASE AND CURRENT CONDITION.

CAUTION

The injured or ill person is overwhelmed easily. One must beware of keying the person in.

The operating basis is to take it easy on the pc and try not to run anything too heavy on him. Going earlier similar on 2WCs should be avoided as due to his condition E/S tends to make the ill or injured pc dive back to the year zero. This is more than a sick person can stand up to.

Along with.this, NEVER MISS AN F/N ON A SICK PERSON.

NOTE ON HIGH CRIMING REFERENCES

It well behooves any auditor or C/S to get his high crime checkouts in PT for the assist actions listed in this bulletin. The circumstances requiring assists often crop up unexpectedly and a well prepared auditor will be more successful than an unprepared one.

One would always do whatever one could to help a person in difficulty regardless. Still, it is a matter of technical integrity and professional pride that one would get his high crime checkouts in PT for assist actions to his class.

_____

Factually, there is no group but ourselves which possesses a body of technology to effectively assist the spiritual condition of the ill or injured person. Our knowledge in this area is considerable.

So don't skimp on your study and drilling of these procedures and the theory behind them. You can do much to relieve the misery suffered by the ill or injured.

With full understanding and application of assists you may appear to others to be a miracle worker.

L. RON HUBBARD
FOUNDER

PRELIMINARY ASSESSMENT FOR ILLNESS/INJURIES

PC: _____ DATE:_____

1.   SYMPTOM: ILL AND HAS DONE A BUNK.

        HANDLINGS: 3, 2, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K,   6M, 6N, 60, 6P,
        6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,6BB, 6CC, 6DD, 6EE, 6FF, 6GG,
        6HH, 6KK,6LL,8A, 8C, 8D,
        8E.

2.   SYMPTOM: SEVERELY ILL AND CLOSE TO DEATH.

        HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q, 6R,
        6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK,
        6LL, 8A, 8C, 8D, 8E.

3.   SYMPTOM: SEVERELY ILL.

        HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q, 6R,
        6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK,
        6LL, 8A, 8C, 8D, 8E.

4.   SYMPTOM: ILL AND IN A COMA/UNCONSCIOUS.

        HANDLINGS: 1, 4A/4B/9C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q, 6R,
        6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK,
        6LL, 8A, 8C, 8D, 8E.

5.   SYMPTOM: ILL AND IN A STATE OF SHOCK (OR WAS).

        HANDLINGS: 1, 5, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q,
        6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH,
        6KK, 6LL, 8A, 8C, 8D, 8E.

6.   SYMPTOM: ILL AND IN PAIN/EXTREME DISCOMFORT.

        HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q, 6R, 6S, 6U,
        6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL,
        8A, 8C, 8D, 8E.

7.   SYMPTOM: ILL WITH AN INFECTION/TEMPERATURE.

        HANDLINGS: 1 (ANTIBIOTICS), 7, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P
        6R, 6Q, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG,
        6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

8.   SYMPTOM: ILL AND TAKING DRUGS.

        HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60, 6P, 6Q, 6R, 6S, 6U,
        6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL,
        8A, 8C, 8D, 8E.

10.   SYMPTOM: ILLNESS NOT HEALING.

        HANDLINGS: 6V, 6DD, 6FF, 8A, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

11.   SYMPTOM: ILL DURING/AFTER AUDITING.

       HANDLING: 10.

12.   SYMPTOM: AN OLD ILLNESS RECURRING (CHRONICALLY ILL).

       HANDLINGS: 6V, 6FF, 8A, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

13.   SYMPTOM: ILL AND IN NO-INTERFERENCE AREA.

       HANDLING: 14.

14.   SYMPTOM: HIGH OR LO TA.

       HANDLING: 13.

15.   SYMPTOM: NOTHING WORKS

       HANDLING: 9D.

16.   CHILDREN SYMPTOM: PHYSICAL DEFECT OR PSYCHOSOMATIC ILLNESS

       HANDLINGS: 1, 11B.

17.   SYMPTOM: TIREDNESS.

       HANDLING: 16.

HANDLINGS

l.   <u>MEDICAL TREATMENT</u>

An assist is not a substitute for medical attention and does not attempt to cure injuries requiring medical aid. First, call the doctor. Then assist the person as you can. (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY)

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person. (Ref. HCOB 11 Jul 73RB Re- rev. 21.9.78 ASSIST SUMMARY)

2.   <u>FIRST AID AND ENVIRONMENTAL CONTROL</u>

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....

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....

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 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. (Ref. HCOB21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY)

(This could include getting some assistance to ease discomfort such as Epsom salt baths, liniment, changing bandages, etc.)

3.   <u>IF A PERSON HAS DONE A BUNK</u>

The preclear may do a compulsive exteriorization, "do a bunk, and drop his body limp in the chair and give from that body no sign that he is hearing any of the auditing commands given by the auditor. One such case was pleaded with for half an hour by an auditor along the lines that the preclear should remember her husband, should think of her children, should come back and live for the sake of her friends, and found no response from the preclear. Finally the auditor said, "Think of your poor auditor," at which moment the preclear promptly returned. (Ref. DIANETICS 55! Chapter XVI EXTERIORIZATION)

4.   <u>ASSISTS FOR SOMEONE UNCONSCIOUS OR IN A COMA</u>

      4.A   "YOU MAKE THAT BODY SIT ON THAT CHAIR." (OR "LIE ON THAT BED.") (Ref. HCOB 21 May 59 HGC ALLOWED PROCESSES AND ACC PROCESSES AS OF MAY 21, 1959)

4.B   Touch patient's hand to parts of the bed with "FEEL THAT (OBJECT)." Ref. HCOB 27 Jul 69 ANTIBIOTICS)

4.C   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. (Ref. HCOB 5 July 71RB Re-rev. 20.9.78, C/S Series 49RB, ASSISTS)

5.   <u>SHOCK OR CATATONIA</u>

"HERE. WHAT WORD DID I SAY TO YOU?" "HERE. WHAT WORD DID I SAY T0 YOU?" The auditor keeps this up until all of a sudden the pc says, "You said 'Here.'" Then, "REACH DOWN NOW AND FIND THE FLOOR WITH YOUR HAND. PRESS IT" (Ref. 5406C17 6ACC-50A & 50B ASSISTS)

6.   <u>ASSISTS FOR ILLNESS OR INJURY</u>

6A.   <u>INJURY</u>

<u>CONTACT ASSIST</u>

Where possible and where indicated, until the person has re-established his communication with the physical universe site. To F/N. (Ref. HCOB 5 Jul 7lRB Re-rev. 20.9.78 C/S Series 49RB ASSISTS, HCOB 2 Apr 69RA Rev. 28.8.78 DIANETIC ASSISTS)

6B.   <u>ILLNESS OR INJURY</u>

<u>TOUCH ASSIST</u>

Until the person has re-established communication with the physical part or parts affected. To F/N. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY, BTB 7 Apr 72 Rev. & Reiss. 23.6.74 TOUCH ASSISTS CORRECT ONES)

6C.   <u>ILLNESS OR INJURY</u>

<u>HAVINGNESS</u>

Running havingness in every assist session is vital. This not only remedies havingness but also brings the preclear to present time. 'Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY", HCOB 7 Aug 78 HAVINGNESS FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS, HCOB 6 Oct 60R Rev., 8.5.74 THIRTY SIX NEW PRESESSIONS)

6D.   <u>ILLNESS</u>

He is explaining his illness by saying he needs attention and he is using it as a service fac of some sort or another, and you will find out this very often gives up if you give him attention. Well, there are various ways to give him attention. Get him a nurse, get him a doctor, put him in a special room, put him on arduously, awfully hard to maintain schedules. You take a pink pill at 20 minutes after the hour, three and one- half blue pills 45 minutes past the hour,

and then every hour on the hour take 7 green ones, but skip every odd-numbered hour.

Attention then is given to it and he gets the idea it is being as-ised. This makes him feel stronger and he will start to as_is it himself and very often gets well simply by giving him attention. There are various mechanisms to do so. (Ref. 5905C21 6-LACC-6 CLEARING: PROCESS-SPECIAL CASES)

6E.   <u>ILLNESS OR INJURY</u>

Run Reach and Withdraw from the affected area. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs)

Reach and Withdraw can also be done on other body parts not affected, the environment, the body itself, the location where an injury occurred, the thing that injured the pc (e.g. the knife that cut him). To EP of F/N, GIs. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

6F.   <u>ILLNESS OR INJURY</u>

"HELLO" AND "OKAY." (REF. P.A.B. No. 123 THE REALITY SCALE)

6G.   <u>INJURY</u>

"WHERE DID IT HAPPEN?," "WHERE ARE YOU NOW?" (Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING, Technical Volume III, pp. 553-554)

6H.   <u>ILLNESS OR INJURY</u>

"FROM WHERE COULD YOU COMMUNICATE TO A (body part)?" (To F/N, Cog, VGIs.) (Ref. HCOB 21 Jul 59 HGC ALLOWED PROCESSES)

6I.   <u>INJURY</u>

"LOOK AT THAT (object)." "DECIDE THE INJURY CANNOT HAVE IT." EP- pain gone, Cog, F/N. (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY)

6J.   <u>INJURY</u>

"KEEP IT FROM GOING AWAY." (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY)

6K.   <u>ILLNESS</u>

Run "HOLD IT STILL" on body parts until somatics blow. (Ref. HC0B 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DTTA)

6L.   <u>INJURY (IMPACT)</u>

"WHERE AREN'T YOU BEING _____ (e.g. "hit")?" Making sure he gets these places with great certainty. As a result you will get yourself quite a reduction in case. (Run to F/N, Cog, VGIs.) (Ref. 5406C17 ASSISTS)

6M.   <u>ILLNESS</u>

"WHAT OTHER ILLNESSES COULD YOU HAVE?" (Run repetitively to F/N, Cog, VGIs.) (Ref. 5608C.. HPC A-18 CHRONIC SOMATIC)

6N.   ILLNESS OR INJURY

Ask the pc "GIVE ME ANOTHER PURPOSE FOR A (e.g. bad ear)." (He already assumes he's given you one. He's got a bad ear.) You could ask him for a few more purposes. Have him dream up a few more purposes and he'll feel much better. (Ref. 5608C..HPC A-18 CHRONIC SOMATIC)

60.   ILLNESS

"CAN YOU RECALL A TIME WHEN SOMEBODY ELSE HAD THAT CONDITION?" "CAN YOU RECALL A TIME WHEN YOU DECIDED TO HAVE THAT CONDITION?" To F/N, GIs. (Ref. ABILITY MAGAZINE MAJOR 4 of early July, 1955 entitled STRAIGHTWIRE A MANUAL 0F OPERATION. Tech Volume II, pp. 216-239)

6P.   ILLNESS OR INJURY

Fly Rudiments as follows: HANDLE ANY ARC BREAK that might have existed at the time (a) with the environment, (b) with another, (c) with others, (d) with himself, (e) with the body part or the body, and (f) with any failure to recover at once. Each to F/N.

HANDLE ANY PROBLEM the person may have had (a) at the time of illness or injury, (b) subsequently due to his or her condition. Each to F/N.

HANDLE ANY WITHHOLD (a) the person might have had at the time, (b) any subsequent withhold, and (c) any having to withhold the body from work orothers or the environment due to being physically unable to approach lt. (Ref.HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6Q.   ILLNESS OR INJURY

LlC "Concerning the illness_____" or "Concerning the injury/accident_____" Can also do LlC on the injured member. (Ref. HCOB 23 Jul 71R Rev. 16 Jul 78 ASSISTS)

6R.   ILLNESS

ASSESS THE AREA OF ILLNESS AND PREPCHECK ON THE AREA. ALSO ONE CAN PREPCHECK THE BODY ITSELF. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs)

6S.   ILLNESS OR INJURY

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her. (Ref. HCOB 26 Jun 78RA II Re-rev. 15 Sep 78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jul 71RA re-rev. 22.9.78 C/S Series 54RA NED Series 8R DIANETICS, BEGINNING A PC ON) NOTE: Dianetics is not run on Clears or OTs.

6T.   INJURY

Date/Locate the injury. (Ref. HCOB 15 Nov 78 DATING AND LOCATING)

6U.   ILLNESS OR INJURY

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative Secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref. HCOB 26 Jun 78RA II Re-rev. 15.9.78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jun 78RA Re- rev. 15.9.78 NED Series 7RA R3RA COMMANDS, HCOB 28 Jul 71RA Re-rev. 22.9.78 C/S Series 54RA, NED Series 8R DIANETICS, BEGINNING A PC ON, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Dianetics is not run on Clears or OTs.

6V.   ILLNESS OR INJURY

PREASSESS THE INCIDENT and take to a full Dianetic EP all somatics connected with the incident in which the pc is interested. (Ref. HCOB 18 Jun 78R Rev. 20.9.78 NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM and the issues referenced in 6U above) NOTE: Dianetics is not run on Clears or OTs.

6W.   ILLNESS OR INJURY

Check if the area was audited before on R3RA.
If so, L3RG; to F/N list on lt. (Ref. HCOB 29Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

6X.   ILLNESS OR INJURY

If pc has a Service Fac or Evil Purpose behind it, R3RA Quad. Note: Dianetics is not run on Clears and OTs. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

6Y.   ILLNESS OR INJURY

POSTULATE TWO-WAY COMM. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6Z.   ILLNESS OR INJURY

PRIOR CONFUSION. By 2- way comm see if a confusion existed prior to the accident, injury or illness. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6AA. ILLNESS OR INJURY

MYSTERY POINT. 2wc any mysterious aspect of the incident to F/N Cog VGIs. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6BB. ILLNESS OR INJURY

2WC AGREEMENT: Get any agreement the person may have had in or with the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 12.9.78 ASSIST SUMMARY)

6CC. ILLNESS OR INJURY

PROTEST: 2wc any protest in the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6DD. <u>ILLNESS OR INJURY</u>

PREDICTION: 2wc (a) How long he/she expects to take to recover. (b) Get the person to tell you any predictions others have made about it. 2wc it to an F/N Cog VGIs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6EE. <u>ILLNESS</u>

LOSSES. 2wc anything the pc may have lost to F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 29 Mar 65 ALL LEVELS ARC BREAKS)

6FF. <u>ILL OR INJURED WITH FIXED PICTURE</u>

BEFORE- AFTER: Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will "jar the engram loose" and change the stuck point. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6GG. <u>ILLNESS OR INJURY</u>

Have the numb, painful or injured area say "THERE IS SOMETHING HERE, THERE IS NOTHING HERE" having it then say, "THERE IS SOMETHING THERE, THERE IS NOTHING THERE" having the preclear say about the area, "THERE IS SOMETHING THERE, THERE IS NOTHING THERE,"and then the preclear about himself, "THERE IS SOMETHING HERE, THERE IS NOTHING HERE." This makes a complete bracket. (Run to Pain gone, Cog, F/N.) (Ref. THE JOURNAL 0F SCIENTOLOGY 16- G THIS IS SCIENTOLOGY THE SCIENCE OF CERTAINTY VOL 1 PAGE 388 OF TECHNICAL VOLUMES

6HH. <u>ILL OR INJURED AND WAS IN A SMALL ROOM FOR A LONG TIME</u>

The gradient scale of taking people into larger and larger spaces was an early one. An individual has been lying in this small room. He's very ill. He's been lying in this small room for days and days and you're going to process him. Just get him into a little bit larger space. The tremendous tiredness he will experience is just giving him a little more space and a greater remoteness of wall. You take him out of his room into a larger room, he will start to experience tiredness. If you did that every day, and you gave him a little more space every day and gradiently scaled him up the line a little bit more and a little bit more, the individual would snap out of lt. It's quite interesting because what you re doing is giving him a gradient scale of larger spaces to confront. Just don't give it to him with such steep doses that he finds them unconfrontable and you've got it made. (Ref. 5904C23 SH PA 20 THEORY OF PROCESSES)

6II. <u>INJURY</u>

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug "five days" does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or make sure that nothing was submerged by the drugs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED

SERIES 9RB drug handling AND HCOB 19 MAY 69RB RE-REV. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING)

6JJ.   INJURY

"SPOT THE SPOT WHERE YOU WERE INJURED." "SPOT A SPOT OUTSIDE (the house, etc.)" or "...AWAY FROM (the gate, etc.)." Run alternate repetitive until pc exteriorizes or something blows. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

6KK.   ILLNESS OR INJURY

Fly Ruds before the illness or injury. (can be done Quad.) (Ref. HCOB 24 Jul 69R Rev. 24 Jul 78 SERIOUSLY ILL PCS)

6LL.   ILLNESS OR INJURY

PREPCHECK THE PRIOR CONFUSION TO THE ILLNESS OR THE ACCIDENT/INJURY. NOTE: Do not Prepcheck the illness itself or accident/injury itself. (Ref. HCOB 9 Nov 61 THE PROBLEMS INTENSIVE USE 0F THE PRIOR CONFUSION, HCOB 7 Sep 78R Rev. 21.10.78 MODERN REPETITIVE PREPCHECKING. Also 6110C03 SH SPEC 51, THE PRIOR CONFUSION)

7.   HIGH TEMPERATURE

When illness is accompanied by temperature, anti- biotics is usually the first thought. Then Fly all Ruds and do a Temperature Assist Version A or Version B. (Ref. HCOB 23 Jul 71R Rev. 16.7.78 ASSISTS, HCOB 24 Aug 71 II ASSISTS ADDITION, HCOB 29 Mar 75R Rev. 23 Oct 78 ANTI- BIOTICS, ADMINISTERING OF)

8.   PTS HANDLINGS

8A.   ILLNESS OR INJURED
The PTS C/S-1, given in HCOB 31 Dec 78 III EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-l must be done before any other PTS handling is begun. (Ref. HCOB 21 Dec 78 II OUTLINE OF PTS HANDLING)

8B.   INJURY

SUPPRESSIVE PRESENCE: 2wc any suppresive or invalidative presence that may have caused a mistake to be made or the accident to occur, (To F/N Cog VGIs.) (Not E/S.) (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

8C.   ILLNESS OR INJURY

A metered PTS interview per HCOB 24 Apr 71 I, C/S Series 79, PTS INTERVIEWS or a "10 August Handling" per HCOB 10 Aug 73 PTS HANDLING done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal. (Ref. HCOB 31 Dec 78 II OUTLINE OF PTS HANDLING)

8D.   ILLNESS OR INJURY

3 S & Ds per HCOB 16 Aug 69R Rev. 25.9.78 HANDLING ILLNESS IN SCIENTOLOGY.

8E.   ILLNESS OR INJURY

RUDIMENTS: Flying ruds and overts triple orquad flow on the antagonistic terminal is often done to "get ruds in" and enable the pc to better confront the PTS situation he is facedwith. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor. (Ref. HCOB 31 Dec 78 Issue II OUTLINE 0F PTS HANDLING)

9.   UNRESOLVING CONDITION

9.A   WAS AUDITED WHILE ON DRUGS

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug "five days" does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious to certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: a piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED series 9RB DRUG HANDLING and HCOB 19 May 69RB Re-rev. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING)

9B.   UNRESOLVED PAINS

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.... This is also true for toothaches. 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. (Ref. HCOB 15 Jul 70R Rev.17.7.78 UNRESOLVED PAINS)

9C.   ILLNESS OR INJURY

Check if any L&N done in connection with the area, verify or correct the lists. NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST. Nothing else produces such a sharp deterioration in a case or even illness (Ref. HCOB 20 April 72 II C/S Series 78 PRODUCT PURPOSE AND WHY AND WC ERROR CORRECTION)

9D.   NOTHING WORKING - ILL OR INJURED

"WHAT COULD BE WORSE THAN (the condition of the pc)" Run respectively. Skip the F/Ns, just keep this one going until the pc gets well. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

10.   ILLNESS OR INJURY DURING/AFTER AUDITING

Repair the earlier auditing with the appropriate correction list and/or GF M5 as soon as possible.

It can occur that a pc gets ill after being audited where the "auditing" is out-tech.When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out interiorization, bad lists, missed W/Hs, ARC Breaks and incomplete or flubbed engrams are the commonest errors. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

11. ASSISTS FOR A CHILD

   11A. INJURED CHILD

   "WHERE DID IT HAPPEN?," "WHERE ARE YOU NOW?" (Ref. ABILITY 110 TECHNIQUES 0F CHILD PROCESSING Technical Volume III pp. 553-554)

   11B. CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILLNESS

   "FEEL MY ARM" "THANK YOU," "FEEL YOUR ARM," "THANK YOU," and so on, using common body parts. (Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING Technical Volume III pp. 553-554)

12. PREGNANCY

   A pregnant woman should have a full Preassessment done on birth and babies before delivery. Immediately after delivery the incident itself should be run out Narrative R3RA Quad and Preassessed if necessary. (Ref. HCOB 15 Jan 70 THE USES OF AUDITING, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

   NOTE: Pregnant woman are not to be audited or audit, for the sixth month up, from Power on up the Grade Chart. It is very common for pregnant mothers to be audited and to audit on New Era Dianetics and is in fact vital. NOTE: Dianetics is not run on Clears or OTs.

13. HIGH OR LOW TA

   A C/S 53RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Additional references applicable to this situation are HCOB 10 Dec 76RB Re- rev. 25.5.80 URGENT - IMPORTANT C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION and HCOB 2 Dec 80 FLOATING NEEDLE AND TA POSITION MODIFIED.)

14. ILL OR INJURED IN NO INTERFERENCE AREA

   Assess and handle the correction list for the Advanced Course level he is on or just completed as soon as possible. (Ref. HCOB 23 Dec 71 Solo C/S Series 10 C/S Series 73 THE NON-INTERFERENCE AREA)

15. ACCIDENT PRONE

Run a full battery of Objectives (CCHs, SCS, SOP 8-C, Op Pro by Dup, etc.) or put the person through the Survival Rundown. (Ref. HCOB 12 Jun 70 C/S Series 2 PROGRAMMING OF CASES)

16. <u>TIREDNESS</u>

Do a purpose list as follows: "WHAT PURPOSE HAS BEEN BLUNTED?" (You can also use "abandoned" if it reads better.) (Ref. HCOB 15 Sep 68 "Pc looking or continually...") Tiredness is technically BLUNTED PURPOSE.The most effective way to handle this is by overt- motivator engram. (Ref. HCOB 8 Sep 71R Rev. 20.5.75 CASE SUPERVISOR ACTIONS)