

**Hubbard Qualified
Scientologist
Course
Materials**

by

L. Ron Hubbard

**SCIENTOLOGY PUBLICATIONS ORGANIZATION
Jernbanegade 6, 1608 Copenhagen V, Denmark**

Published by

SCIENTOLOGY PUBLICATIONS ORGANIZATION

(AOSH DK Publications Department A/S)

Jernbanegade 6
1608 Copenhagen V
Denmark

Publishers for Dianetics® and Scientology®

Copyright © 1972, 1974
1954, 1955, 1956, 1957, 1958
1959, 1960, 1961, 1962, 1963, 1964
1965, 1966, 1967, 1968, 1969
1970, 1971, 1972
by L. Ron Hubbard
ALL RIGHTS RESERVED

No part of this book may be reproduced
without permission of the copyright owner.
No facsimile may be made for
reproduction purposes without
permission of the printers.

First Edition 1972
Second Edition 1974

The E-Meter is not intended or effective for the diagnosis,
treatment or prevention of any disease.

Dianetics and *Scientology* are the trademarks of L. Ron Hubbard
in respect of his published works.

Printed in Denmark by Scientology Publications Organization

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 MAY 1969
Issue II

Remimeo
Dianetics
Course

Tech Division -- Qual Division

STUDENTS GUIDE TO ACCEPTABLE BEHAVIOUR
(Edited for the Hubbard Standard Dianetic Course)

GENERAL

1. Get sufficient food and sleep. Always eat breakfast before class and morning sessions.
2. When being a preclear, be one, not a student or auditor. When being an auditor, be an auditor, not a student or preclear. When in class and lectures, be a student not an auditor or a preclear.
3. If you don't know something or are confused about course data, ask a Supervisor or send a despatch. *DO NOT ASK OTHER STUDENTS AS THIS CREATES PROGRESSIVELY WORSENING ERRORS IN DATA.* Also despatches from you to L. Ron Hubbard will be relayed if you place all such in the basket marked "Students Out".

AUDITING

4. Do not consume any alcoholic beverage between 6 a.m. on Sundays and after class on Fridays.
5. Do not consume or have administered to yourself or any other student any drug, antibiotics, aspirin, barbiturates, opiates, sedatives, hypnotics or medical stimulants for the duration of the course without the approval of the D of T.
6. Do not give any processing to anyone under any circumstances without direct permission of the D of T. (Emergency assists excepted.)
7. Do not receive any processing from anyone under any circumstances without the express permission of the D of T.
8. Do not engage in any "self-processing" under any circumstances during the course at any time.
9. Do not receive any treatment, guidance, or help from anyone in the healing arts, i.e. physician, dentist, etc., without the consent of the D of T / Ethics Officer. (Emergency treatment when the D of T is not available is excepted.)
10. Do not engage in any rite, ceremony, practice, exercise, meditation, diet, food therapy or any similar occult, mystical, religious, naturopathic, homeopathic, chiropractic treatment or any other healing or mental therapy while on course without the express permission of the D of T / Ethics Officer.
11. Do not discuss your case, your Auditor, your Supervisors, your classmates, L. Ron Hubbard, ORG personnel or the ORG with anyone. Take up any complaints with your supervisor. 2.
12. Do not engage in any sexual relationships of any nature or kind or get emotionally involved with any classmate who is not your legal spouse.
13. Follow the Auditor's Code during all sessions when being the Auditor.

14. Follow technical procedure as outlined on the course exactly and precisely.
15. Be honest at all times on your auditing report form. Stating every process run, Tone Arm changes and times, sensitivity setting, cognitions of your preclear and any changes of physical appearance, reactions, communication level, or otherwise what you observe in your preclear.
16. Place all reports in the folder of your preclear after each session, turn it in to the Examiner for examination.
17. Students must not read their own report folder or that of another student, unless he is auditing that student.

PREMISES

18. Do not make any undue noise either indoors, or when leaving class.
19. Use the correct entrances for entering and leaving the premises.

QUARTERS

20. Do not put cigarettes out in plastic waste baskets or on the floors.
21. Keep all your bulletins, supplies and personal possessions in the space allotted to you and keep your space neat and orderly. *o 22-7-78*
22. Students are allowed to smoke during breaks only and always outside any study or auditing quarters.
23. The basket marked "Student In" is the basket where all communications, bulletins or mail to students are placed. Always check this basket daily to see if you have received any communications.
24. Report and turn in any damaged property or goods used on the Course. Protect and keep the premises in good condition.
25. No food may be stored or eaten in the Classrooms at any time.

SCHEDULES

26. Be on time for class and all assignments.
27. Buy any books you need from the bookstore at appointed times.
28. Follow all schedules exactly.
29. Study and work during your class periods and over weekends. You have a lot to get checked out on in order to get a course completion. You can't afford to waste time.

L. RON HUBBARD
Founder

LRH:emp.cs.ei.rd
Copyright © 1969
by L. Ron Hubbard
ALL RIGHTS RESERVED

BOARD TECHNICAL BULLETIN

26 OCTOBER 1970

Issue II

Reissued 8 July 1974 as BTB

CANCELS

HCO BULLETIN OF 26 OCTOBER 1970

Issue II

SAME TITLE

**Remimeo
Student Hat
All Staff**

DEFINITION OF A STUDENT

A student is one who studies. He is an attentive and systematic observer. A student is one who reads in detail in order to learn and then *apply*.

As a student studies he knows that his purpose is to understand the materials he is studying by reading, observing, and demonstrating so as to *apply* them to a specific result.

He connects what he is studying to what he will be *doing*.

**Jon Horwich
Flag Class VIII Course
Supervisor**

**Reissued as BTB
by Flag Mission 1234**

**I/C: CPO Andrea Lewis
2nd: Molly Harlow**

**Authorized by AVU
for the**

**BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY**

**BDCS:SW:AL:MH:JH:mh.jh
Copyright © 1970, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED**

BOARD TECHNICAL BULLETIN

27 OCTOBER 1970

Reissued 7 July 1974 as BTB

CANCELS

HCO BULLETIN OF 27 OCTOBER 1970

SAME TITLE

Remimeo
Student Hat
All Staff

(Extracted from Study Tapes)

THE INTENTION OF THE STUDENT

The state of mind with which a student approaches study will determine the results that student gets from the study.

The student *must* determine what he is going to do with the materials he is studying. He *must* determine what he is going to do with the information he is absorbing.

If a student's intent is to study the materials so he can pass the exam he will be very incapable of doing anything with the subject once the exam is over. He might be a great theoretician, but he will not be able to use the subject.

Some students don't have any intention other than getting through the Course. They are just there studying away. They balk at doing demos or clay or looking up words for their exact meaning. Even when forced to demonstrate something they maintain the attitude that it has nothing to do with them. "It's all very interesting to read but"

Non-involvement is the primary barrier in the ability to apply the materials of a Course.

There can be many reasons for study. Points, exams, status, speed, glory, whatever.

There is only one valid reason. Studying for understanding, application and practice.

Jon Horwich
Flag Class VIII Course
Supervisor
Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY



**HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex**

HCO BULLETIN OF 16 OCTOBER 1968

**Remimeo
Supervisor's
Course**

SUPERVISOR'S DUTY

The duty of the Supervisor of a Course consists of:

The Communication of the data of Scientology to the student so as to achieve acceptance, duplication and application of the technology in a standard and effective manner.

**L. RON HUBBARD
Founder**

LRH:ja.an.ls.ei.rd
Copyright ©1968
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 24 OCTOBER 1968

Remimeo
Supervisors
D of Ts
Supervisor Hat
Supervisor
Checksheet

SUPERVISOR KNOW-HOW

Running the Class

To be an effective Supervisor one must know that there is Standard Tech and therefore that there is Standard Supervision.

Tech is contained **ONLY** in HCOBs, tapes and books written and issued by LRH. So is Standard Supervision.

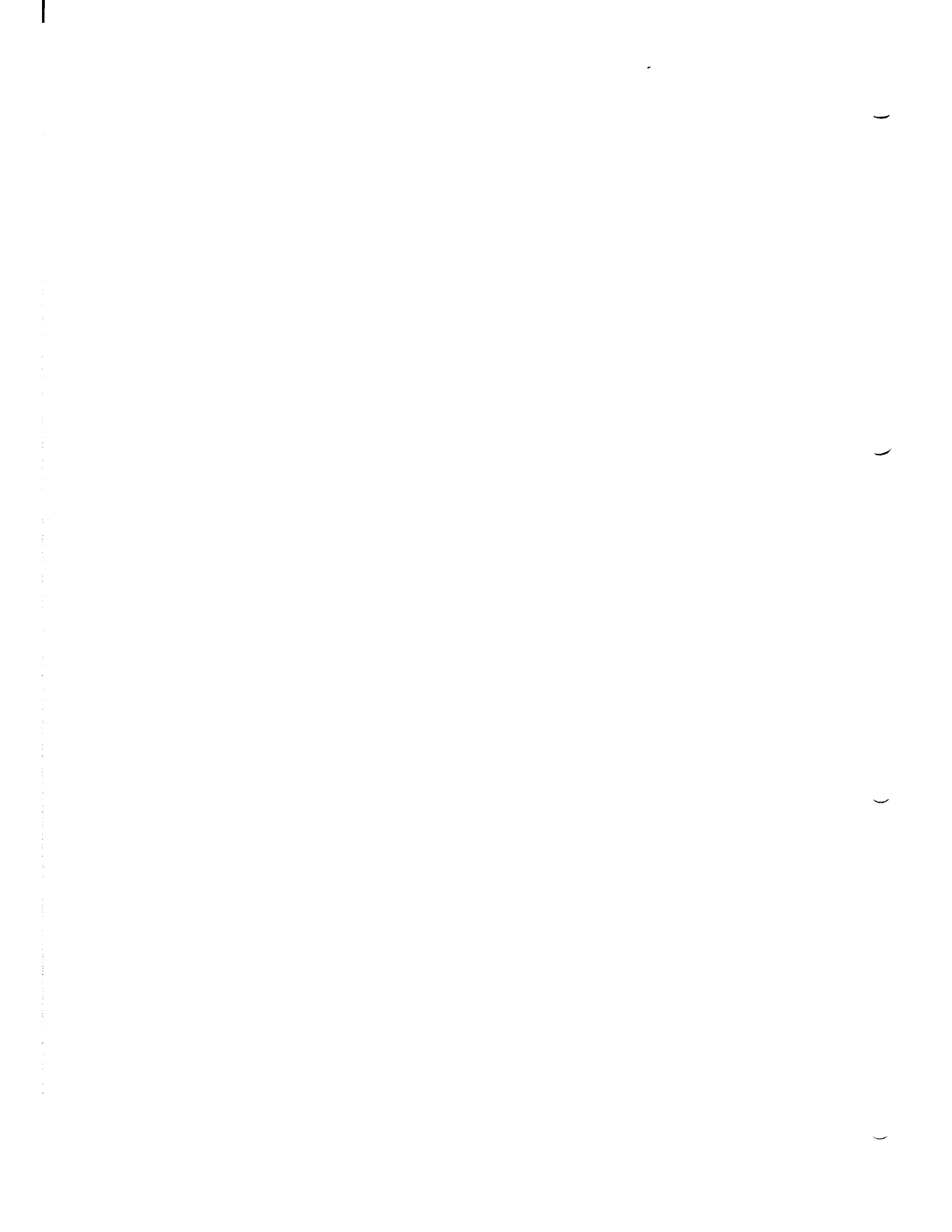
The Supervisor's job consists of

1. Noting that the class members are present on time.
2. Calling roll.
3. Introduction of new students or those returning from the Examiner.
4. R Factor for newcomers.
5. Handling queries and/or questions regarding the course and its running.
6. Ensuring that space and equipment are available.
7. Seeing that Tech Services personnel provide top service and no sloppy "help yourself to whatever you want".
8. Seeing that breaks are started and completed promptly with Rollcall.
9. Area must be neat and tidy at all times. Uniform chairs and tables used and squared away, excess student gear stowed elsewhere.
10. A library containing all the books and PABs should be available should the bookstore run out of literature.
11. Students do not arrive or leave on their own accord.
12. They are not to interrupt each other at work and all questions should be directed to the Supervisor who will refer them to the material which contains the information required.
13. **NEVER NEVER** allow anyone to walk in and interrupt or address any student on course.
14. The Supervisor is there and there on time.
15. The schedule runs exactly on time, never varying.

As Supervisor it is your responsibility to eradicate any barriers or hindrances presented which distract the student from studying. This includes extracurricular activities.

LRH:ew.ei.rd
Copyright © 1968
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD
Founder



BOARD POLICY LETTER

17 MAY 1971RA

Issue II

Revised 13 November 1972

Revised & Reissued 10 June 1974 as BPL

Remimeo
All Staff
All Students

CANCELS

HCO POLICY LETTER OF 17 MAY 1971R

Issue II

SAME TITLE

STUDY POINTS AND CONDITIONS

(Revises and replaces HCO PL 25 Oct 70
of same title for all checksheets.)

GOES INTO EFFECT WEEK ENDING 27 JUNE 1974

This revised issue has been designed to even out earlier inequities which gave artificial surges and slumps in students' graphs, and adds points for handling misunderstandings to further reward application of Study Tech.

The following point system is the standard point system and is to be used on all Scientology and Dianetics Courses. It cancels all previous point systems.

A point system is used so that students may accurately measure their progress through a course. It further provides a quantitative measurement of the production of a course, Academy or Org.

The system itself is based on (1) how long a particular study action takes and (2) the type of action it is. Thus the practical is more heavily weighted than the theory, since the purpose of study is application.

ALL POINTS MUST BE *EARNED*.

The point system assumes that the student knows and can apply all the data for which he has gotten points. (See HCO PL 26 May 1961, "Quality Counts".)

PARTICULAR EMPHASIS ON TOUGH EXCELLENT TRS AND METERING AND UNDERSTANDING OF AUDITOR'S CODE IS REQUIRED.

SUPERLITERATES (those who have completed PRD) count their points exactly the same as others. E.g. an item marked starrate on a checksheet is so counted by the SUPERLITERATE even though not checked out by another.

<i>STUDY ACTION</i>		<i>POINTS</i>
0. Misunderstood word from materials defined and cleared.		1 point per word
or		
Word defined and cleared on the PRD.		3 points per word
1. Any written material (except as noted otherwise below).	0-rate	3 points per page
	*-rate	5 points per page
2. Tapes	0-rate	60 (60-min tape)
	0-rate	90 (90-min tape)
	*-rate	75 (60-min tape)
	*-rate	100 (90-min tape)

<i>STUDY ACTION</i>	<i>POINTS</i>
3. Clay demonstrations (Only credited if done <i>precisely</i> per HCO B 11 Oct 67, "Clay Table Training". Demos must be of good large size and show what's being demonstrated. Points are counted per demo rather than per item on checksheet where any one item required more than one demo.)	25
4. Essays	10
5. Study LRH C/Sed Sessions	10 per session
6. TRs (Wherever TRs are done, the following is required):	
OT TR-0 to major stable win	50 per hour plus 50 for passing
TR-0 to a major stable win nonbullbaited pass	50 per hour plus 100 for passing
TR-0 Bullbaited to a major stable win	50 per hour plus 50 for passing
Other TRs to 10 unflunked consecutive actions. Each previous TR to be <i>in</i> .	60 each
TR 101	25
TR 102 (All done thoroughly.	50
TR 103 All TRs to be <i>in</i> .)	75
TR 104	100
7. E-Meter Drills (except for the following)	15 per drill
E-Meter Drills 17, 20, 21, 26	25 per drill
Instant Read and Assessment Drills	50 per drill
Dating Drills	120 per drill
8. Doll Drills—All thoroughly done to a <i>good</i> pass—thoroughly done with TRs <i>in</i> .	30
Bullbaited Drills coached to a flubless pass.	75
9. Films	0-rate same as for tapes *-rate same as for tapes
10. Codes and Axioms—To be thoroughly understood. If clay demos done, the clay demo points apply.	0-rate 1 per code or Axiom *-rate 10 per code or Axiom
11. Scales—To be thoroughly understood. If clay demos done, the clay demo points apply.	0-rate 15 per scale *-rate 25 per scale
12. Charts	*-rate 75 0-rate 25
1 column of a chart or 1 level	*-rate 15 0-rate 10

<i>STUDY ACTION</i>	<i>POINTS</i>
13. Student Auditing Requirements:	
Flunked Session	0
Not Flunked Session	60 per auditing hr
Well Done Session	100 per auditing hr
Very Well Done Session	120 per auditing hr
14. Student Folder Error Summaries	10 per session
Student Pc Program—correct and accepted	100
Dianetic Flow Table	100
15. Student C/S—correct and accepted	15 per C/S (includes session admin time)
16. Coaching another student through a drill	same points as student for that drill
<i>Completing</i> a student fully on Dianetics or on Expanded Grade	500-point <i>bonus</i> —provided student delivered at a <i>minimum</i> rate of 25 WDAHs in the chair per week in delivering the grade.
Coaching another student but failure to complete to a pass	0
17. Twin Checkouts—not coaching	5 per checkout given whether flunked or passed
M3 on another student	3 points for each word found and cleared
18. Official Examinations	200 for exam <i>passed</i> or 100 for attest
19. Specialist Training—practical, not otherwise covered	60 points per hour
 <i>ADDITIONAL:</i>	
A. Hat checkouts, etc.	Follow study points system for individual items studied.
B. Full Org Board drawn up and posted—for any purpose	120

STUDENT CONDITIONS

FULL TIME STUDY = 8 hours a day, 7 days a week.

PART TIME STUDY = 2½ hours a day, 7 days a week.

<i>CONDITION</i>	<i>POINTS PART TIME</i>	<i>POINTS FULL TIME</i>
POWER	1800 or above	5600 or above
AFFLUENCE	1600–1799	5000–5599
NORMAL	1400–1599	4500–4999
EMERGENCY	1200–1399	4000–4499
DANGER	1000–1199	3400–3999
NON-EXISTENCE	Less than 1000	Less than 3400

NOTE: The trend of the student's stat graph is always taken into account per HCO PL 3 October 1970, "Stat Interpretation".

Revised & Reissued as BPL
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:BL:mh.ts
Copyright © 1971, 1972, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1971
Issue III

Remimeo
TR Course

**STUDY DEFINITIONS
FOR THE TR COURSE**

CHECKSHEET: A list of materials, often divided into sections, that give the theory and practical steps which, when completed, give one a study completion. The items are selected to add up to the required knowledge of the subject. They are arranged in the sequence necessary to a gradient of increasing knowledge of the subject. After each item there is a place for the initial of the student or the person checking the student out. When the checksheet is fully initialed it is complete, meaning the student may now take an exam and be granted the award for completion. Some checksheets are required to be gone through twice before completion is granted.

CHECKLIST: A list of actions or inspections to ready an activity or machinery or object for use or estimate the needful repairs or corrections. This is erroneously sometimes called a "checksheet", but that word is reserved for study steps.

CHECKOUT: The action of verifying a student's knowledge of an item given on a checksheet.

SUPERVISOR CHECKOUT: A checkout done by the Supervisor of a course or his assistants.

THEORY: The data part of a course where the data as in books, tapes and manuals is given.

PRACTICAL: The drills which permit the student to associate and coordinate theory with the actual items and objects to which the theory applies. Practical is *application* of what one knows to what one is being taught to understand, handle or control.

TWIN: The study partner with whom one is paired. Two students studying the same subject who are paired to checkout or help each other are said to be "Twinned".

TWO WAY COMM: The precise technology of a process used to clarify data with another for the other. It is not chatter. It is governed by the rules of auditing. It is used by Supervisors to clear up blocks to a person's progress in study, on post, in life or in auditing. It is governed by the communication cycle as discovered in Scientology.

METER CHECK: The action of checking the reaction of a student to subject matter, words or other things, isolating blocks to study, interpersonal relations or life. It is done with an E-Meter.

COURSE SUPERVISOR: The instructor in charge of a course and its students.

COURSE ADMINISTRATOR: The course staff member in charge of the course materials and records.

BLOW: Unauthorized departure from an area, usually caused by misunderstood data or overts.

LEAVE OF ABSENCE: An authorized period of absence from a course granted in writing by a Course Supervisor and entered in the student's study folder.

ROLL BOOK: The master record of a course giving the student's name, local and permanent address and the date of enrollment and departure or completion.

QUAL: The Qualifications Division (Division V of an org) where the student is examined and where he may receive cramming or special assistance and where he is awarded completions and certificates and where his qualifications as attained on courses or in auditing are made a permanent record.

CRAMMING: A section in the Qualifications Div where a student is given high pressure instruction at his own cost after being found slow in study or when failing his exams.

PROGRAMMING: The overall planning for a person of the courses, auditing and study he should follow for the next extended time period.

STUDENT CONSULTATION: The personal handling of student problems or progress by a qualified consultant.

HC: A HUBBARD CONSULTANT is skilled in testing, two-way comm, consultation, programming and interpersonal relations. This is the certificate especially awarded to persons trained to handle personnel, students and staff. These technologies and special training were developed to apply Scientology auditing skills to the field of administration especially. An HC is not an auditor but a consultant. HC is a requisite for Course Supervisors and Student Consultants.

SCHEDULING: The hours of a course or the designation of certain times for auditing.

OUT: Things which should be there and aren't or should be done and aren't are said to be "Out". I.e. "Enrollment Books are out."

IN: Things which should be there and are or should be done and are, are said to be "In". I.e. "We got scheduling in."

PACK: A pack is a collection of written materials which match a checksheet. It is variously constituted—such as loose leaf or a cardboard folder or bulletins in a cover stapled together. A pack does not necessarily include a booklet or hard cover book that may be called for as part of a checksheet.

MANUAL: A booklet of instruction for a certain object or procedure or practice.

POINTS: The arbitrary assignment of a credit value to a part of study materials. "One page equals one point." "That drill is worth 25 points."

POINT SYSTEM: The system of assigning and counting up points for studies and drills that give the progress of a student and measure his speed of study. They are kept track of by the student and Course Administrator and added up each week as the student's statistic. The statistic of the course is the combined study points of the class.

FLUNK: To make a mistake. Fail to apply the materials learned. Opposite of pass.

DEMO KIT: Demonstration Kit. Consists of various small objects such as corks, caps, paperclips, pen tops, batteries—whatever will do. These are kept in a box or container. Each student should have one. The pieces are used while studying to represent the things in the material one is demonstrating. It helps hold concepts and ideas in place. A demo kit adds mass, reality and doingness to the significance and so helps the student to study.

PINK SHEET: Pink sheets are issued by a Course Supervisor as a corrective measure. A student is given a pink sheet when something earlier was missed that should

have been learned. The principle of the Pink Sheet is that a student is responsible for all the material he has studied earlier. If he is unable to apply or use any of this material then the Pink Sheet is issued to remedy the situation. It gives the student a study assignment calling for re-study and checkout of the specific materials pertaining. It is a quick and precise remedy.

TR: Training Regimen or Routine. Often referred to as Training Drill. TRs are a precise training action putting a student through laid out practical steps gradient by gradient to teach a student to apply with certainty what he has learned.

COACH: To train intensively by instruction, demonstration and practice. In training drills, one twin is made the coach and the other the student. The coach, in his coaching actions, coaches the student to achieve the purpose of the drill. He coaches with reality and intention following exactly the materials pertaining to the drill to get the student through it. When this is achieved the roles are then reversed—the student becoming the coach and the coach becoming the student.

COMPLETION: A “completion” is the completing of a specific course or an auditing grade, meaning it has been started, worked through and has successfully ended with an award in Qual.

SUCCESS STORY: The statement of benefit or gains or wins made by a student or a preclear or Pre OT to the Success Officer or someone holding that post in an org.

L. RON HUBBARD
Founder

LRH:dz.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 OCTOBER 1971

Remimeo

DRUG DRYING OUT

It occasionally happens that someone is still on drugs when he or she requires drug processing.

This sets up a very rough problem.

DRUGS PREVENT ANY CASE GAIN.

If the person is still on drugs, processing will have little effect. He will not cease to be a drug addict. The drugs trap him.

When the world went druggie (about 1960), this problem of drying out became one of the first order. It was not just a problem to us. All pre-Scientology efforts failed—and had been failing for all Man's history. But relatively small numbers had been involved. After 1960 the problem became planet-wide.

Our first organization to handle this was Los Angeles. They made the person cease to take drugs for 6 weeks, then audited the drugs out. Most of these cases stayed stable and thereafter had case gain and were no longer condemned to an eternity of disability.

However, some were unable to stop taking drugs.

What is called **WITHDRAWAL SYMPTOMS** set in. These are the body and mental reactions to no longer taking drugs. They are ghastly. No torturer ever set up anything worse.

The patient had this problem then:

- A. Stay on drugs and be trapped and suffering from here on out.
- B. Try to come off the drugs and be so agonizingly ill meanwhile that he couldn't stand it.

This was a dead if you do, dead if you don't sort of problem.

Medicine did not solve it adequately. Psychotherapy was impossible.

Two approaches now exist to this withdrawal problem.

1. Light objective (look outward, take attention off body) processes ease the gradual withdrawal and make it possible.
 2. Nutritionist experiments indicate that vitamins assist the withdrawal.
- Objective processes are covered elsewhere in this material.

VITAMIN THERAPY

According to world renowned nutritionist Adelle Davis, vitamin therapy has had success in handling Withdrawal Symptoms.

Instead of just telling the person to break off drugs with all that suffering and danger of failure, the patient is given heavy doses of vitamins. The data is repeated here for information.

DRUG BOMB ONE DOSE

1,000 mg of niacin amide (*not* nicotinic acid as it is severely toxic in such amounts). This for any mental disturbance.

500 milligrams of magnesium carbonate (to make the vitamin C effective).

2000 milligrams of Vitamin C.

25 milligrams of B6.

200 milligrams of B Complex.

100 milligrams of pantothenic acid.

ADMINISTRATION

The bomb is given four times a day, roughly every six hours.

It is given in a mild preparation that furnishes intestinal flora such as yoghurt.

GREAT CAUTION must be used to give the dose in such a way that the vitamins will not corrode the stomach. If this is neglected the patient can be given a false duodenal (upper intestine) ulcer and will be unable to continue the treatment. Druggies are usually in terrible physical condition anyway. Thus all the above would have to be in "enteric coated" capsules, meaning an intestinal shielding must be on the pills so they gradually dissolve and don't hit the sensitive upper stomach hard enough to corrode it.

Thus milk with powdered amino acids in it would have to be given to wash the pills down.

In testing these recommendations stomach corrosion from the bomb was the main barrier noted.

If the bomb is given without any cushion the patient can (a) feel too full after eating (b) have a stomach ache (c) have a burning sensation (d) the exterior of the stomach can get sore. These are all stomach ulcer symptoms.

If such symptoms turn on, end off the vitamins. Aluminum hydroxide tablets chewed up and swallowed in milk each time the symptoms start will ease the stomach. Amino acids, intestinal flora and milk must then be given until the stomach gets better.

Shots, with a needle, especially of Vitamin C can be too painful. Not the needle, that's nothing; but the vitamin itself.

Such medication is in a crude state of research, mainly because of the violent hostility earlier exerted against vitamin people by the American Medical Association and other reactionaries to anything beneficial or new.

It is hoped that the stomach corrosion factor can be lessened by new preparations which do the same thing but less violently.

I am not particularly advocating the use of the Drug Bomb but as a pioneer in this area of research I feel that any data of value on the subject of drug withdrawal should be widely published.

The difficulties and agonies of withdrawal are the primary failure point in trying to salvage a being from the insanity of drugs.

SUMMARY

People who have been on drugs do not make case gain until the drugs are handled in processing.

Processing such as Dianetics is not effective when done on a person who is taking drugs.

Withdrawal from drugs sometimes sets up a violent physical reaction too painful or depressing to be continued and the person goes back on drugs.

Anyone on drugs or who has taken drugs is doomed as a being—just like that. He or she will cave right on in and finish up in the ash can from here on out.

Only processing by Dianetics and Scientology can handle the effects of drugs fully. No other technology, medical or biochemical has ever helped—we have thousands of cases to prove this completely.

The primary barrier to processing is getting the person off drugs and keeping him off until he can be fully audited. Then he will be very okay.

Two means to do this are known—A. Light objective processes while "drying out" and B. Nutritional therapy.

A and B can be combined.

Neither A nor B will fully handle drugs. The person on vitamins if not processed will relapse.

Vitamins are not drugs. They are nutrition. A person can be processed while on them.

By close application of these principles the person can be salvaged.

And having been salvaged can go on up to greater freedom and ability.

He won't make it otherwise by any other known technology.

L. RON HUBBARD
Founder

LRH:nt.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD

Scientology was developed by L. Ron Hubbard, an American writer and philosopher. It was completed after 35 years of research.

Born in Tilden, Nebraska, on 13th March, 1911, he was the only child of Commander H. R. Hubbard, U.S.N., and Dora May Hubbard.

Hubbard was raised on his grandfather's cattle ranch in Montana and could ride before he could walk. He later became a blood brother of the Blackfeet (Pikuni) Indians, and his first novel published in 1936 concerns them.

At the age of ten he rejoined his father and mother. Two years later, in Washington, D.C. at the time, he became a fast friend of the President's son, Calvin Coolidge, Jr., whose untimely death is probably responsible for L. Ron Hubbard's early interest in mental research.

As his father's duty took the family to the Far East, L. Ron Hubbard was in China when he was fourteen and spent the next several years in travel throughout Asia. In Northern China and India he became intensely curious about the composition and destiny of Man, and studied on the one hand with Lama Priests, and made himself agreeable on the other hand to war-like people by his ability to ride.

With the death of his grandfather, Hubbard, 19 years of age, was brought home by his father to study at the George Washington University in Washington, D.C. He graduated in Mathematics and Engineering from Columbian College to become a member of the first United States course in formal education in what is called today nuclear physics. He also attended the Princeton University.

During his college days he supported himself by his writing, and before he concluded college he was well established as an essayist.

His first action on leaving college was to lead an expedition into Central America. In the next few years he headed three further expeditions, all of them undertaken to study savage peoples and cultures to provide material for his articles and stories. Between 1933 and 1941 he visited many barbaric cultures and yet found time to write seven million words of published fact and fiction.

Having first in Asia become interested in the mind and in Man, he multiplied this interest with his investigations of savage peoples, and by 1938 he had written a never-published work on the subject of the basic principles of human existence.

By 1936 he had become a member of the Explorers Club in New York City.

In addition to travel articles, he has written western, science fiction, and adventure stories, and he is still one of the better known science fiction writers.

He was first called to Hollywood to write a film script in 1936 and since that time he has done a considerable amount of film work.

Commissioned before the war in 1941 by the U.S. Navy, he was ordered to the Philippines at the outbreak of the war and was flown home in the late spring of 1942 as the first U.S. returned casualty from the Far East.

As a yachtsman he had considerable sea experience, and the scarcity of officers was such that, without rest, he was ordered at once to command of a corvette. He served for the remainder of that year with British and American anti-submarine vessels in the North Atlantic and rose to command a squadron. In 1943 he saw duty in the North Pacific.

Crippled and blind at the end of the war, he resumed his studies of philosophy and by his discoveries recovered so fully that he was reclassified in 1949 for full combat duty. It is a matter of medical record that he has twice been pronounced dead and that in 1950 he was given a perfect score on mental and physical fitness reports.

Revolted by war and Man's inhumanity to Man, he resigned his commission rather than assist government research projects. He subsequently published his original thesis on his work and the startling popularity of this thesis brought publishers to offer him a contract for a popular work. Published in 1950, it soared to the top of the best-seller lists and stayed there. Its title—"Dianetics, The Modern Science of Mental Health".

Dianetics means "through thought or mind". As a science it explained and demonstrated conclusively the workings of the human mind. Thus were unlocked the secrets of this hitherto unknown territory—a major breakthrough in the history of Man. Dianetic techniques in addressing the mind achieved remarkable results, but further research established that tremendously higher results were obtainable by addressing the spirit or thetan (taken from the Greek symbol for "thought" or spirit) as it is known in Scientology. Thus Scientology evolved from Dianetics.

Scientology today is a world-wide organization with organizations on every continent and headquarters at Saint Hill Manor in Sussex, England. Scientology is the most vital movement on earth today and is expanding phenomenally fast. Every week thousands of new people are introduced to its great benefits.

The home of L. Ron Hubbard and his family since 1959, Saint Hill Manor is where Ron continued his relentless search into the rehabilitation of the spirit of Man. Late in 1965 the final and most important stage of his research was completed.

The long sought bridge to total freedom for Mankind was complete.



THE CODE OF HONOUR

No one expects the Code of Honour to be closely and tightly followed.

An ethical code cannot be enforced. Any effort to enforce the Code of Honour would bring it into the level of a moral code. It cannot be enforced simply because it is a way of life which can exist as a way of life only as long as it is not enforced. Any other use but self-determined use of the Code of Honour would, as any Scientologist could quickly see, produce a considerable deterioration in a person. Therefore its use is a luxury use, and which is done solely on self-determined action, providing one sees eye to eye with the Code of Honour.

1

Never desert a comrade in need, in danger or in trouble

2

Never withdraw allegiance once granted

3

Never desert a group to which you owe your support

4

Never disparage yourself or minimize your strength or power

5

Never need praise, approval or sympathy

6

Never compromise with your own reality

7

Never permit your affinity to be alloyed

8

Do not give or receive communication unless you yourself desire it

9

Your self-determinism and your honour are more important than your immediate life

10

Your integrity to yourself is more important than your body

11

Never regret yesterday. Life is in you to-day, and you make your tomorrow

12

Never fear to hurt another in a just cause

13

Don't desire to be liked or admired

14

Be your own adviser, keep your own counsel and select your own decisions

15

Be true to your own goals

L. RON HUBBARD

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 FEBRUARY 1965
(Reissued on 7 June 1967, with the word
"instructor" replaced by "supervisor".)

Remimeo
All Hats
BPI

SAFEGUARDING TECHNOLOGY

For some years we have had a word "squirreling". It means altering Scientology, off-beat practices. It is a bad thing. I have found a way to explain why.

Scientology is a *workable system*. This does not mean it is the best possible system or a perfect system. Remember and use that definition. Scientology is a *workable system*.

In fifty thousand years of history on this planet alone, Man never evolved a workable system. It is doubtful if, in foreseeable history, he will ever evolve another.

Man is caught in a huge and complex labyrinth. To get out of it requires that he follow the closely taped path of Scientology.

Scientology will take him out of the labyrinth. But only if he follows the exact markings in the tunnels.

It has taken me a third of a century in this lifetime to tape this route out.

It has been proven that efforts by Man to find different routes came to nothing. It is also a clear fact that the route called Scientology *does* lead out of the labyrinth. Therefore it is a workable system, a route that can be travelled.

What would you think of a guide who, because his party said it was dark and the road rough and who said another tunnel looked better, abandoned the route he knew would lead out and led his party to a lost nowhere in the dark. You'd think he was a pretty wishy-washy guide.

What would you think of a supervisor who let a student depart from procedure the supervisor knew worked. You'd think he was a pretty wishy-washy supervisor.

What would happen in a labyrinth if the guide let some girl stop in a pretty canyon and left her there forever to contemplate the rocks? You'd think he was a pretty heartless guide. You'd expect him to say at least, "Miss, those rocks may be pretty, but the road out doesn't go that way."

All right, how about an auditor who abandons the procedure which will make his preclear eventually clear just because the preclear had a cognition?

People have following the route mixed up with "the right to have their own ideas." Anyone is certainly entitled to have opinions and ideas and cognitions—so long as these do not bar the route out for self and others.

Scientology is a workable system. It white tapes the road out of the labyrinth. If there were no white tapes marking the right tunnels, Man would just go on wandering around and around the way he has for eons, darting off on wrong roads, going in circles, ending up in the sticky dark, alone.

Scientology, exactly and correctly followed, takes the person up and out of the mess.

So when you see somebody having a ball getting everyone to take peyote because

it restimulates prenatals, know he is pulling people off the route. Realize he is squirreling. He isn't following the route.

Scientology is a new thing—it *is* a road out. There has not been one. Not all the salesmanship in the world can make a bad route a proper route. And an awful lot of bad routes are being sold. Their end' product is further slavery, more darkness, more misery.

Scientology is the only workable system Man has. It has already taken people toward higher I.Q., better lives and all that. No other system has. So realize that it has no competitor.

Scientology is a workable system. It has the route taped. The search is done. Now the route only needs to be walked.

So put the feet of students and preclears on that route. Don't let them off of it no matter how fascinating the side roads seem to them. And move them on up and out.

Squirreling is today destructive of a workable system.

Don't let your party down. By whatever means, keep them on the route. And they'll be free. If you don't, they won't.

L. RON HUBBARD
Founder

LRH:jw.jp.rd
Copyright © 1965, 1967
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo
Tech & Qual
All Students
Supervisors
Supervisor's Course
Cramming
Word Clearers

HCO BULLETIN OF 25 JUNE 1971

Word Clearing Series 3

BARRIERS TO STUDY

There are three different sets of physiological and mental reactions that come from 3 different aspects of study. They are three different sets of symptoms.

(1) Education in the absence of the *mass* in which the technology will be involved is very hard on the student.

It makes him feel physiologically condensed. Actually makes him feel squashed. Makes him feel bent, sort of spinny, sort of dead, bored, exasperated.

If he is studying the doingness of something in which the mass is absent this will be the result.

Photographs help and motion pictures would do pretty good as they are a sort of promise or hope of the mass but the printed page and the spoken word are not a substitute for a tractor if he's studying about tractors.

You have to understand this data in its purity—and that is that educating a person in a mass that they don't have and which isn't available produces physiological reactions. That is what I am trying to teach you.

It's just a fact.

You're trying to teach this fellow all about tractors and you're not giving him any tractors—well he's going to wind up with a face that feels squashed, with headaches and with his stomach feeling funny. He's going to feel dizzy from time to time and very often his eyes are going to hurt.

It's a physiological datum that has to do with processing and the field of the mind.

You could therefore expect the greatest incidence of suicide or illness in that field of education devoted to studying absent masses.

This one of studying the something without its mass ever being around produces the most distinctly recognizable reactions.

If a child felt sick in the field of study and it were traced back to this one, the positive remedy would be to supply the mass—the object or a reasonable substitute—and it would clear it up.

(2) There is another series of physiological phenomena that exist which is based on the fact of too steep a study gradient.

That's another source of physiological study reaction because of too steep a gradient.

It is a sort of a confusion or a reelingness that goes with this one.

You've hit too steep a gradient.

There was too much of a jump because he didn't understand what he was doing and he jumped to the next thing and that was too steep and he went too fast and he will *assign* all of his difficulties to this new thing.

Now differentiate here—because gradients sounds terribly like the 3rd one of these study hang ups, definitions—but remember that they are quite distinctly different.

Gradients are more pronounced in the field of doingness but they still hang over

into the field of understanding. In gradients however it is the *actions* we are interested in. We have a plotted course of forward motion of actions. We find he was terribly confused on the second action he was supposed to do. We must assume then that he never really got out of the first one.

The remedy for this one of too steep a gradient is cutting back. Find out when he was not confused on the gradient, then what new action he undertook to do. Find what action he understood well. Just before he was all confused what did he understand well—and then we find out that he didn't understand it well.

It's really at the tail end of what he understood and then he went over the gradient you see.

It is most recognizable and most applicable in the field of doingness.

That's the gradient barrier and one full set of phenomena accompanies that.

(3) There is this third one. An entirely different set of physiological reactions brought about through—a bypassed definition. A bypassed definition gives one a distinctly blank feeling or a washed out feeling. A not-there feeling and a sort of an hysteria will follow in the back of that.

The manifestation of "blow" stems from this 3rd aspect of study which is the misunderstood definition or the not comprehended definition, *the undefined word*.

That's the one that produces the blow.

The person doesn't necessarily blow on these other two—they are not pronouncedly blow phenomena. They are simply physiological phenomena.

This one of the misunderstood definition is so much more important. It's the make up of human relations, the mind and subjects. It establishes aptitude and lack of aptitude and it's what psychologists have been trying to test for years without recognizing what it was.

It's the definitions of words.

The misunderstood word.

That's all it goes back to and that produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and the prime factor involved with many other things.

If a person didn't have misunderstands his *talent* might or might not be present but his *doingness* would be present.

We can't say that Joe would paint as *well* as Bill if both were unaberrated in the field of art, but we can say that the *inability* of Joe to paint compared with the *ability* of Joe to do the motions of painting is dependent exclusively and only upon definitions—Exclusively and only upon definitions.

There is some word in the field of art that the person who is inept didn't define or understand and that is followed by an inability to act in the field of the arts.

That's very important because it tells you what happens to doingness and that the restoration of doingness depends only upon the restoration of understanding on the misunderstood word—misunderstood definition.

This is very fast processing. There is a very swift wide big result obtainable in this.

It has a technology which is a very simple technology.

It enters in at the lower levels because it has to. This doesn't mean it is unimportant, it means it has to be at the entrance gates of Scientology.

It is a sweepingly fantastic discovery in the field of education and don't neglect it.

You can trace back the subject a person is dumb in or any allied subject that got mixed up with it. The psychologist doesn't understand Scientology. He never understood a word in psychology so he doesn't understand Scientology.

Well that opens the gate to Education. Although I've given this one of the misunderstood definition last it is the most important one.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 OCTOBER 1967

Remimeo

CLAY TABLE TRAINING

- PURPOSE:
1. To make the materials being studied real to the student by making him DEMONSTRATE them in clay.
 2. To give a proper balance of mass and significance.
 3. To teach the student to *apply*.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay SHOWS the thing. It is *not* just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long winded labels of individual parts. The clay *shows* it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay—the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled “lead”. The outer layer is labeled “wood”. The small cylinder is labeled “rubber”. Then a label is made for the whole thing: “pencil”. On checkout, the student removes “pencil” before the examiner can see it. If the examiner can look at it and say, “It’s a pencil,” the student passes.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper clips, rubber bands, etc. The examiner should ask questions that require an ability to *apply*. Give the student a situation and have him tell you how he would handle it.

Questions about what is rule “a” do not detect the glib student. Long winded explanations on clay table put it back into significance, prevent the student from learning to apply, and prevent the student from getting the proper balance of mass, and do not blow confusion.

All checkouts must keep in mind that the purpose is application, not just getting a checksheet complete.

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that *real* learning is being put aside for the sake of speed.

This student has to *audit* with his materials. Don’t let him fall flat by lousy checkouts and lousy demonstrations. A well done clay demo, which actually does demonstrate will produce a marvellous change in that student. And he will retain the data.

L. RON HUBBARD
Founder

LRH:jp.rd
Copyright (c) 1967
by L. Ron Hubbard
ALL RIGHTS RESERVED

BOARD TECHNICAL BULLETIN

6 JULY 1971R

Issue I

Revised & Reissued 28 July 1974 as BTB

(Revision in this type style)

Remimeo
Students
All Courses
All Supers
Supervisor
Checksheets
Cramming
Checksheet
Student Hat
Checksheets

CANCELS

HCO BULLETIN OF 6 JULY 1971

Issue II

SAME TITLE

CLAY DEMO ERRORS

Students can make the error when doing clay demonstrations, of not labeling every clay object they make with its correct significance label *AS THEY GO ALONG*.

The procedure should go—student makes one object, labels it, makes another object, labels it, makes a 3rd object and puts a label on it and so on in sequence.

This comes from the data that optimum learning requires an equal balance of mass and significance and that too much of one without the other can make the student feel bad (LRH Study Tapes).

If a student makes all the masses of his demonstration at once then he is sitting there with all those significances stacking up in his mind instead of putting down each one as he goes.

This is also a failure to apply the “Stable Data in a Confusion” technology as given in the LRH Book *Problems of Work* and is a failure to complete one “Cycle of Action” at a time. (Start, Change, Stop.)

The situation stated earlier can be even worse if the student goes ahead and makes a whole series of demonstrations *before labeling any one single mass*. (Such as doing the targets laid out in a project, in clay.)

The correct procedure is *label each mass as you go along*.

And every separate mass *must* have a label.

Other *issues* explaining Clay Table Training are:

HCO B	11 Oct 67	Clay Table Training
HCO B	10 Dec 70	Clay Table Work in Training
	Issue I	
<i>BTB</i>	22 Apr 70	Clay Table Demo Checkouts
<i>BTB</i>	30 Oct 70	Clay Demo

Training & Services Aide

Revised & Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis

2nd: Molly Harlow

Authorized by AVU

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:BW:mh.jh
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED



BOARD TECHNICAL BULLETIN

30 OCTOBER 1970

Reissued 4 July 1974 as BTB

CANCELS

HCO BULLETIN OF 30 OCTOBER 1970

SAME TITLE

Remimeo
All Students
All Staff

CLAY DEMO

Clay Demos in many cases are not being done correctly. The way to do a Clay Demo is contained in HCO B 11 Oct 67.

The main point that is being missed is that the clay shows the thing.

An ARC Break is not a strip of clay ripped in half and connected to two heads. It shows the bank and the thetan and what happens. The clay shows the thing. Not the labels or the imagination.

Another point about Clay Demos may never have been stated exactly.

One of the purposes of Clay Table Training is to make what the student is demonstrating more real to him. Thus the size of the Demo can be important.

If the Demo is too small (less mass) the reality of what is being demonstrated will drop. Also the affinity will drop as the person is less willing to occupy the space of something very small. Hence you get less understanding.

The Demo should be rather large. (One or two inches high for bodies is usually inadequate.) This increases the reality and affinity of the student for what he is demonstrating.

The closer the Demo is to the original thing being demonstrated, including size, the more understanding will be imparted to the student.

A correctly done Demo should be given a lot of points. They are very important. For each line on a checksheet there should be only one Demo. Not "Show the ten ways . . ." That would count as ten Demos.

If you as a student are not brightening up while doing Clay Demos you are doing something wrong whether you passed or not.

Clay tables are very powerful. There are even Bulletins on processing with Clay tables.

So the gains are there to be had. It is up to the student to get them.

Flag Class VIII Course
Supervisor

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:JH:mh.jh
Copyright © 1970, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 FEBRUARY 1971

Remimeo
Student's
Hat
All Staff

GRADIENT SCALES

(Extracted from LRH study tapes)

A gradient is something that gets steeper and steeper.

It starts out simple and gets more and more complex.

Let's say you want to teach somebody how to swim. The first action might be to have them go look at a swimming pool.

As you went along the actions would get more and more complicated. You might have them read a book on swimming. Then put their foot in the water. Then they might put in their foot and their leg. And then the foot, leg and waist.

If the person hangs up on one of the actions you go to the action done just before. If he couldn't get in up to his waist, then you would have him put his foot and leg in again until he felt very good about it, and then try and get him up to his waist again. (You may even have to go all the way back to his foot and make sure that he is certain about that step.)

You can make the mistake of failing to undercut the gradient in the very first step. In the example above if he has trouble with the first step of looking at the swimming pool, you might have him go look at a partially full bath tub.

The point is the person must be certain about an action or the next ones will hang him up. If he has the slightest bit of confusion or uncertainty on one step, he will fall on his head on the next ones.

So to find the skipped gradient go to where the person is having trouble. Then go to the step just before that where he thought he was doing well and you will find some kind of confusion. You may even have to go one step before this one and find another confusion.

When you find the basic confusion or uncertainty the student drills on it until he feels good about it and then proceeds with the next step.

Knowing these datums every student can walk with certainty.

D of T, Flag
for
L. RON HUBBARD
Founder

1

2

3

4

BOARD TECHNICAL BULLETIN

1 JULY 1971

Issue I

Reissued 21 September 1974 as BTB

Remimeo
Tech & Qual
Students
Supervisors
Supervisor
Checksheets
Cramming Off
Checksheets
Word Clearers

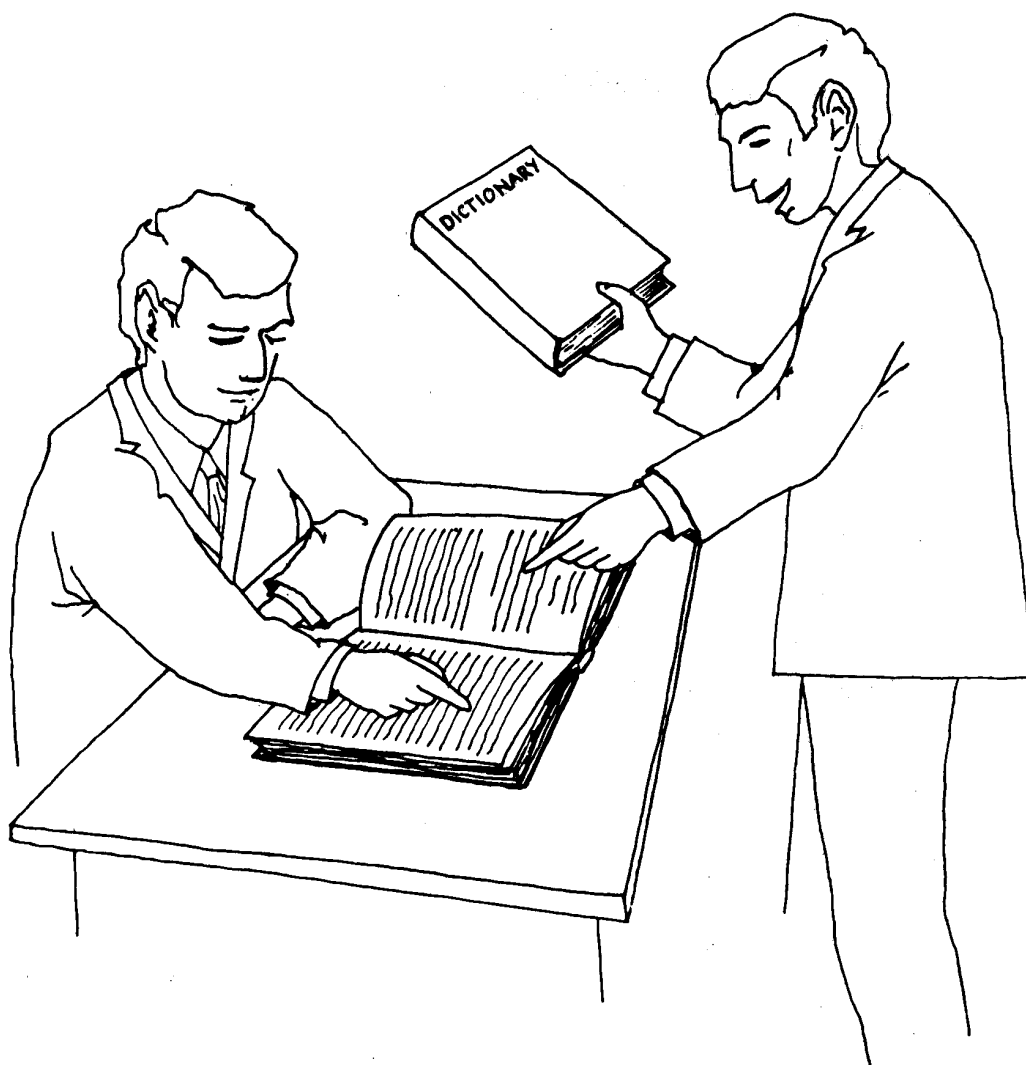
CANCELS
HCO BULLETIN OF 1 JULY 1971

Issue I

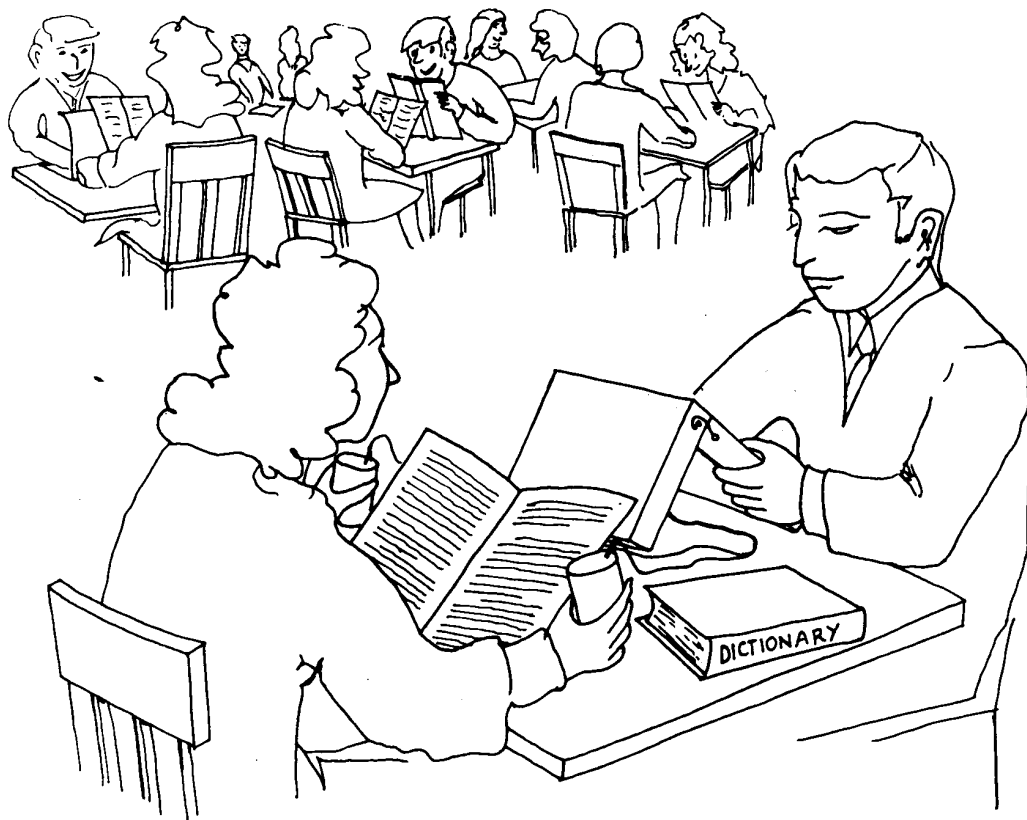
SAME TITLE

Word Clearing Series 9

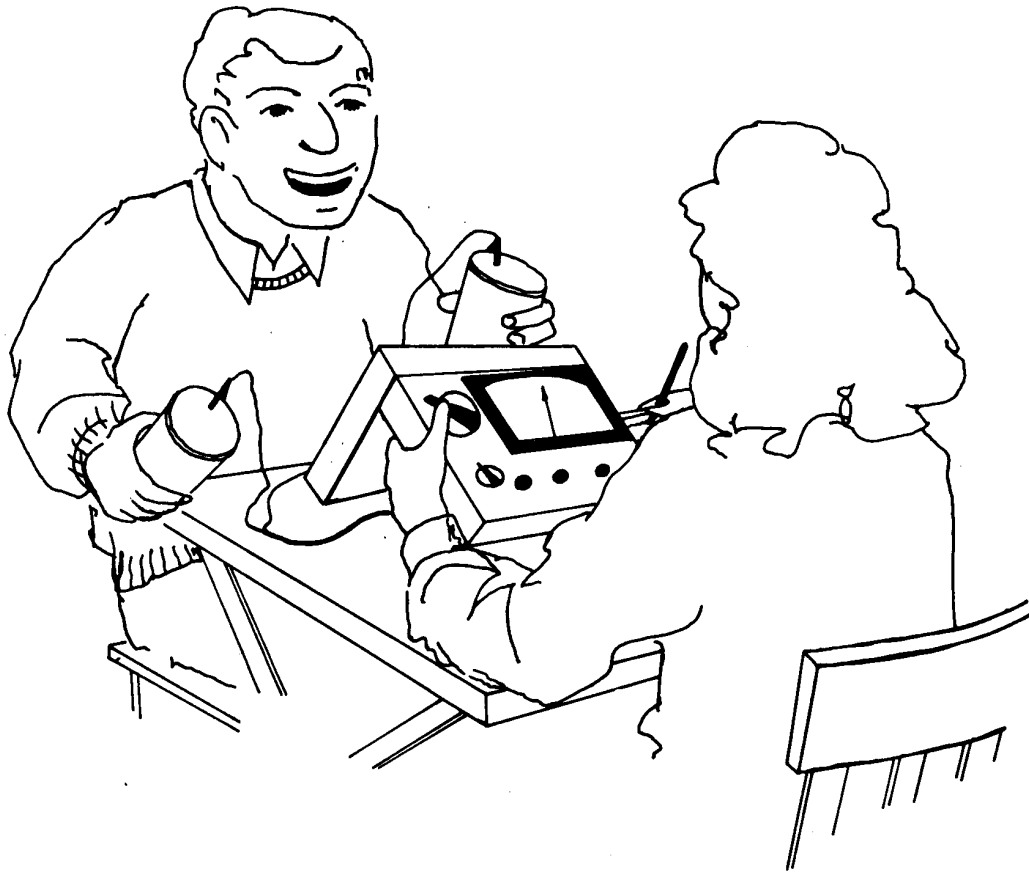
THE THREE TYPES OF WORD CLEARING



“Verbal in Classroom: The student says he does not understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.” LRH (HCO B 24 June 71, WC Series 2, WORD CLEARING)



“By Meter in Classroom: The earlier passage is read by the student while on a Meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the student’s own verbal composing. The misunderstood area is then reread until understood.” LRH (HCO B 24 June 71, WC Series 2, WORD CLEARING)



“By Meter in Session: A full assessment of many many subjects is done. The *auditor* then takes each reading subject and clears the chain back to earlier words and/or words in earlier subjects until he gets an F/N VGIs.” LRH (HCO B 24 June 71, WC Series 2, WORD CLEARING)

Training & Service Aide
and Flag Artist

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:BW:RG:nt.mh.jh
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 AUGUST 1971
REVISED

Remimeo

Word Clearing Series 16R

CONFUSED IDEAS

Whenever a person has a confused idea of something or believes there is some conflict of ideas **IT IS ALWAYS TRUE THAT A MISUNDERSTOOD WORD EXISTS AT THE BOTTOM OF THAT CONFUSION.**

Example: "I just don't understand this idea of opposing forces. I think it all ought to be rewritten and"

Method 2 Word Clearer: "Is there any word there you don't understand?" **READ!**
STUDENT: "Oh no, I understand all the words. It's" "What word is this that's reading on the meter?" "Er . . . ah . . . Forces?" "Yes, that reads and blows down. Let's look it up." "Oh no, I know what it means. It's the idea that" "Let's look it up!" "Well, all right. Let's see D . . . E . . . F . . . FO . . . FORCES. Here it is. 'That which changes the motion of a body on which it acts.'" *WD CLEARER:* "Use it in a sentence several times." *Student does.* ". . . er . . . ah. I've got it. Hell I thought it meant police brutality! Couldn't figure out why two police forces would fight!" Word Clearer: "Now how do you feel about this idea of opposing forces?" "Oh, let's see. Why that's clear enough. Just like I'd never read it before!" *METER: F/N.*

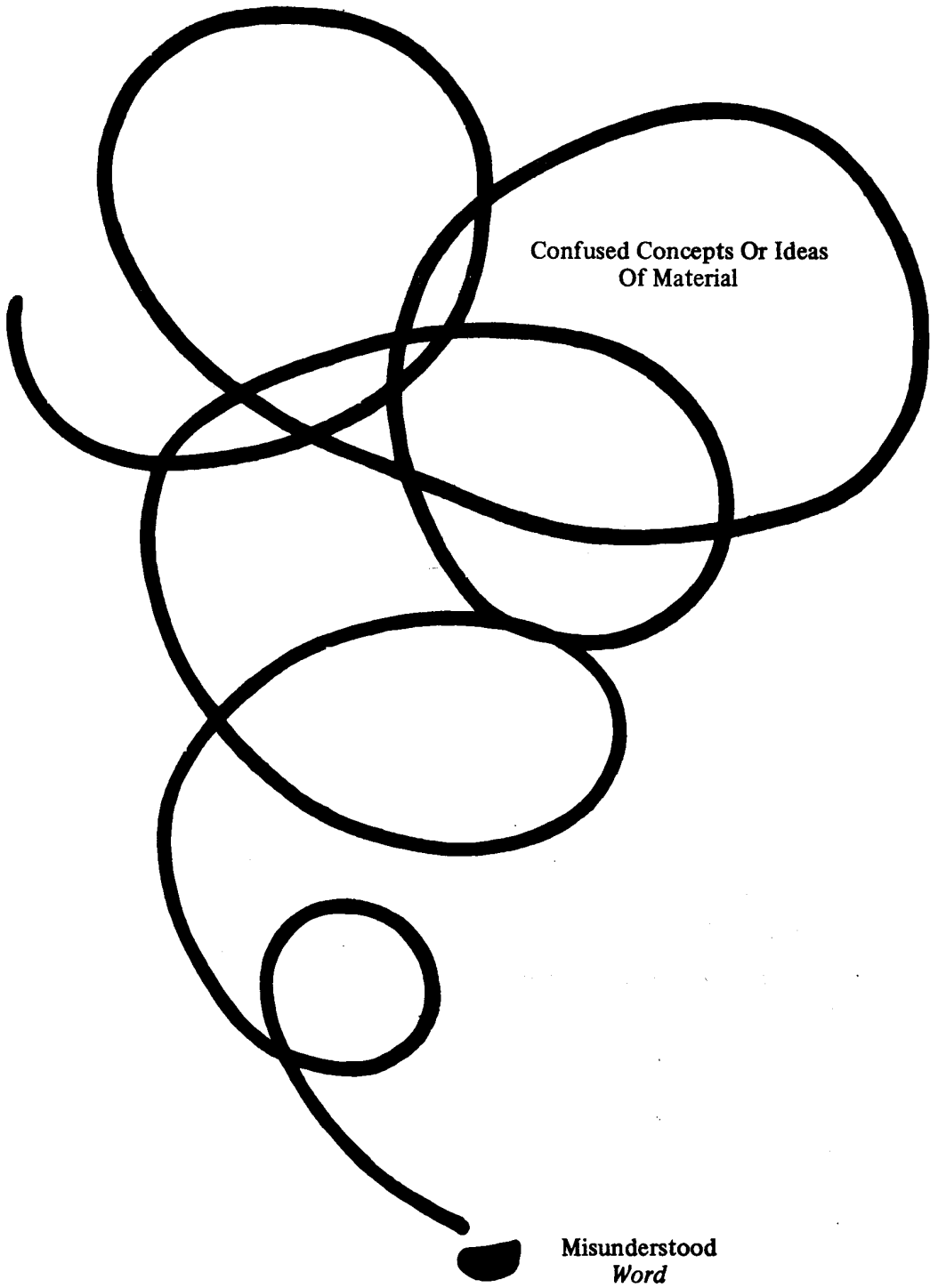
Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

They will generate weird ideas and erroneous concepts of what the text says. They do wrong things and say the text said to. They ask strange ideas of their instructors. They clamor for "clarifications".

AND AT THE BOTTOM OF ALL THIS IS SIMPLY MISUNDERSTOOD WORDS.

There is not *also* misunderstood ideas. There is *only* the misunderstood *word* which breeds, then, huge towering wrong *ideas*.

A MISUNDERSTOOD WORD BREEDS STRANGE IDEAS.



Confused Concepts Or Ideas
Of Material

Misunderstood
Word
Detectable Only
By Meter

Picture of A
Student's *Mind*

L. RON HUBBARD
Founder

LRH:nt.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 16 MARCH 1971

Remimeo
Course Super Cse
Course Super Checksheets
LRH Comm to Enforce

WHAT IS A COURSE?

In Scientology a course consists of a *checksheet* with *all* the actions and material listed on it and *all* the materials on the checksheet available in the same order.

“Checksheet Material” means the policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned.

“Materials” also include clay, furniture, tape players, bulletin boards, routing forms, supplies of pink sheets, roll book, student files, file cabinets and any other items that will be needed.

If you look this over carefully, it does not say, “materials on order” or “except for those we haven’t got” or “in different order”. It means what it says exactly.

If a student is to have auditing or word clearing rundowns or must do auditing those are under ACTIONS and appear on the checksheet.

A course must have a supervisor. He may or may not be a graduate and experienced practitioner of the course he is supervising but HE MUST BE A TRAINED COURSE SUPERVISOR.

He is not expected to *teach*. He is expected to get the students there, rolls called, checkouts properly done, misunderstands handled by finding what the student doesn’t dig and getting the student to dig it. The supervisor who tells students answers is a waste of time and a course destroyer as he enters out data into the scene even if trained and actually especially if trained in the subject. The Supervisor is NOT an “instructor” that’s why he’s called a “supervisor”.

A Supervisor’s skill is in spotting dope-off, glee and other manifestations of misunderstands, and getting it cleaned up, not in knowing the data so he can tell the student.

A Supervisor should have an idea of what questions he will be asked and know where to direct the student for the answer.

Student blows follow misunderstands. A Supervisor who is on the ball, never has blows as he caught them before they happened by observing the student’s misunderstanding before the student does and getting it tracked down by the student.

It is the Supervisor’s job to get the student through the checksheet fully and swiftly with minimum lost time.

The successful Supervisor is tough. He is not a kindly old fumbler. He sets high point targets for each student for the day and forces it to be met or else.

The Supervisor is spending Supervisor Minutes. He has just so many to spend. He is spending student hours. He has just so many of these to spend so he gets them spent wisely and saves any waste of them.

A Supervisor in a course of any size has a Course Administrator who has very exact duties in keeping up Course Admin and handing out and getting back materials and not losing any to damage or carelessness.

If Paragraphs One to Three above are violated it is the Course Administrator who is at fault. He must have checksheets and the matching material in adequate quantity to serve the Course. If he doesn't he has telexes flying and mimeo sweating. The Course Admin is in charge of routing lines and proper send off and return of students to Cramming or Auditing or Ethics.

The final and essential part of a course is students.

If a course conforms with this P/L exactly with no quibbles, is tough, precisely time scheduled and run hard, it will be a full expanding course and very successful. If it varies from this P/L it will stack up bodies in the shop, get blows and incompetent graduates.

The final valuable product of any course is graduates who can apply the material they studied successfully and be successful in the subject.

This answers the question What is a Course? If any of these points are out it is NOT a Scientology Course and it will not be successful.

Thus, the order "Put a Course there!" means *this P/L in full force*.

So here's the order, WHEN OFFERING TRAINING PUT A COURSE THERE.

L. RON HUBBARD
Founder

LRH:nt.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 AUGUST 1971
Issue II

Remimeo
Courses
Checksheets

TRAINING DRILLS MODERNIZED

(Revises 17 APRIL 1961.
This HCO B cancels the following:

Original HCO B 17 April 1961 Training Drills Modernized
Revised HCO B 5 Jan 71 Training Drills Modernized
Revised HCO B 21 June 71 Training Drills Modernized
Issue III
HCO B 25 May 71 The TR Course

This HCO B is to replace all other issues of
TRs 0-4 in all packs and checksheets.)

Due to the following factors, I have modernized TRs 0 to 4.

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, **THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRS.**
4. Almost all confusions on Meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

Academies were tough on TRs up to 1958 and have since tended to soften. Comm Courses are not a tea party.

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

Public courses on TRs are NOT "softened" because they are for the Public. Absolutely no standards are lowered. **THE PUBLIC ARE GIVEN REAL TRS—ROUGH, TOUGH AND HARD.** To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCO B MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THESE TRS ARE DONE EXACTLY PER THIS HCO B WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: OT TR 0 1971

NAME: Operating Thetan Confronting.

COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is *NO* twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. **BE THERE, COMFORTABLY, AND CONFRONT.**

When a student can BE there comfortably and confront and has reached a *major stable win*, the drill is passed.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 CONFRONTING REVISED 1961

NAME: Confronting Preclear.

COMMANDS: None.

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

PURPOSE: To train student to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of a preclear, to BE there and not do anything else but BE there.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is mis-named if Confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologising or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a *major stable win*.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 BULLBAIT REVISED 1961

NAME: Confronting Bullbaited.

COMMANDS: Coach: "Start" "That's it" "Flunk".

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

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, "bull baiting" can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach: "Flunk! You coughed. Start." This is the whole of the coach's patter as a coach.

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes

when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a *major stable win*.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 1 REVISED 1961

NAME: Dear Alice.

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.

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

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

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

The coach must have received the command (or question) clearly and have understood it before he says "Good".

PATTER: The coach says "Start", says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability.

NUMBER: TR 2 REVISED 1961

NAME: Acknowledgements.

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

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

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

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

To teach further that one can fail to get an acknowledgement across or can fail to stop a pc with an acknowledgement or can take a pc's head off with an acknowledgement.

PATTER: The coach says "Start", reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says "Flunk". "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin a new coaching after a "That's it".

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 by L. Ron Hubbard.

NUMBER: TR 3 REVISED 1961

NAME: Duplicative Question.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, if he or she Q and As with excursions taken by the coach.

PATTER: The coach uses "Start" and "That's it", as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: "Do fish swim?"
Coach: "Yes."
Student: "Good."
Student: "Do fish swim?"
Coach: "Aren't you hungry?"
Student: "Yes."
Coach: "Flunk."

When the question is not answered, the student must say, gently, "I'll repeat the auditing question," and do so until he gets an answer. Anything except commands, acknowledgement and, as needed, the repeat statement, is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start", "Flunk", "Good" or "That's it", should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, "I'll repeat the auditing command."

"Start", "Flunk", "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as "I just had a cognition." "Coach divertive" statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a "Blow" (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard. The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting

their questions answered. This TR was redesigned to improve that frailty.

NUMBER: TR 4 REVISED 1961

NAME: Preclear Originations.

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

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

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

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

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student's patter is governed by: 1. Clarifying and understanding the origin. 2. Acknowledging the origin. 3. Giving the repeat statement "I'll repeat the auditing command," and then giving it. Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised.) Flunks are given if the student does more than 1. Understand; 2. Acknowledge; 3. Return pc to session.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk.

Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment. By Originate is meant a statement or remark referring to the state of the coach or fancied case. By Comment is meant a statement or remark aimed only at student or room. Originations are handled, Comments are disregarded by the student.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks.

As TR 5 is also part of the CCHs it can be disregarded in the comm course TRs despite its appearance on earlier lists for students and staff auditors.

TRAINING NOTE

It is better to go through these TRs several times getting tougher each time than to hang on one TR forever or to be so tough at start student goes onto a decline.

L. RON HUBBARD
Founder

LRH:jw:JR:JS:nt.pe.rd
Copyright © 1961, 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

BOARD TECHNICAL BULLETIN

16 AUGUST 1971R

Revised & Reissued 31 July 1974 as BTB

(Revision in this type style)

CANCELS

HCO BULLETIN OF 16 AUGUST 1971

SAME TITLE

Remimeo
TR Course
TR Course
Super Hats

BREAKTHROUGH TR COURSE

(Reference *BTB* 15 August 1971,
"TR Course Bugs Handling")

It has been found through extensive research that a student can be apparently overrun on a TR, particularly on Confronting drills.

When a student by-passes a *major stable win* and carries on to meet a time requirement he runs into a grind and goes downhill at that point. This only occurs because it is an INVALIDATION of his belief he has done it.

THEREFORE TIME REQUIREMENTS ON TRs ARE CANCELLED. A TR IS DONE TO A MAJOR STABLE WIN. THIS VARIES FROM PERSON TO PERSON. IT MAY TAKE MINUTES TO HOURS TO A HUNDRED HOURS TO ACHIEVE THE MAJOR WIN. ONCE IT IS OBTAINED IT IS NOT BY-PASSED.

A Supervisor does not pass a student on a TR without consulting that student first. The student will know if he has attained his major stable win. The gains are incredible, they are not slight.

TRs can only be invalidated in two ways.

1. A false pass.
2. A false insistence the student hasn't made it.

Both can be meter checked. 1. Can be redone. 2. Can be rehabbed.

TRs can only fail in five other ways.

3. Misprogramming—putting a student on or off the course in conflict with other major actions.
4. A heavy out-rudiments situation before or during the course.
5. Twin upsets.
6. An improperly taught TR Course (What is a Course? PL).
7. Not attending.

This *BTB* in no way eases the tough procedure on TRs. TR 0 is STILL done rough, no blink, no red eyes, fidgeting—nothing added to just BEING THERE. TRs are TOUGH and results are not compromised by "softening" TRs or doing anything else but being tough where they are concerned.

Expect the toughest most rewarding course ever.

CS-6

from directions by
L. RON HUBBARD
Founder

Revised & Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU

for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:DH:mh.jh
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

(7)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1971
Issue I

Remimeo

Study Series No. 2

CONFRONTING

The first requisite of any subject is the ability to confront the various components (things) (parts) (divisions) of the subject itself.

All misunderstandings, confusions, omissions, alterations of a subject begin with failures or unwillingness to confront.

The difference between a good pilot and a bad pilot depends of course on consistent study and practice, but underlying this, determining whether the person *will* study and practice, is the ability to confront the components of study and airplanes.

A "quick study", by which is meant a student who learns rapidly or a person who grasps a subject quickly, has a high ability to confront that subject.

In a dramatic profession, the wild animal trainer who could confront wild animals remained alive. The one who couldn't confront was too slow of perception to live long.

In a more common line of work, the *fast* typist could confront study and typing in the first place and the slow typist couldn't and can't.

The confusions about "talent" and "native ability" and such are resolved to no small extent when one recognizes the role played by the ability to confront.

Basically, if one can just be there with it, he can *then* achieve the skill of communicating with whatever "it" is and handling it.

Thus, before communicating with the components of a subject can properly begin, one must be able to be there comfortably *with* the components of the subject.

All power depends upon the ability to hold a location. To communicate one must be able to hold to a location.

This is even true in the physical universe. You can't move a chair unless you can hold a position yourself near the chair. If you don't believe it, try it.

Thus the ability to communicate with precedes the ability to handle. But before one can communicate with something one must be able to *be* in a location near it.

The age old puzzle of how some scholars can get "A" on a subject they have studied and then not be able to *apply* even a scrap of the data is resolved by this fact of confronting. They can confront the book, the class and the thought. But they haven't attained the ability to confront the *physical objects* of the subject.

At least such "glib" students can confront the book, the paper, the thought. They are part way there.

Now all they need to do is confront as well the physical things to which the subject is applied and they would be able to apply what they know.

Some people are not so lucky as to be "glib" students. They have to work up to "being there" with the book, paper, classroom and teacher.

Thus "confronting" is actually the ability to be there comfortably and perceive.

Amazing reactions occur when conscious effort is made to do this. Dullness, perception trouble, fogginess, sleep and even pains, emotions and convulsions can occur when one knowingly sets out to BE THERE AND COMFORTABLY PERCEIVE with the various parts of a subject.

These reactions discharge and vanish as one perseveres (continues) and at last, sometimes soon, sometimes after a long while, one *can* be there and perceive the component.

As one is able to confront one part he then finds it easier to confront other components.

People have mental tricks they use to get around actual confronting—to be disinterested, to realize it's not important, to be sort of half dead, etc—but these discharge (run out) as well eventually and at last they can just be there and comfortably perceive.

Eye blinks, swallows, twitches, aches, pains, are all systems of interrupting confronting and are the symptoms of discomfort. There are many of these. If they are present then one is not just being there and perceiving.

Confronting on a via (using a relay point) is another method of ducking out of it.

The worst off cannot even tolerate the idea of being there and perceiving anything. They run away, even go into emotional fits rather than be there and perceive. Such people's lives are a system of interruptions and vias, all substitutes for confronting. They are not very successful. For success in life depends not on running away from it but by being there and perceiving it and then being able to communicate with it and handle it.

TERMS

"A gradient scale" means a gradual increasing condition of, or a little more of little by little.

A "skipped gradient" means taking on a higher degree or amount before a lesser degree of it has been handled. One has to go back and handle the missed degree or thing or else one will have just losses on a subject thereafter.

"Flattening" something means to do it until it no longer produces a reaction.

"Overrunning" something means accumulating protests and upsets about it until it is just a mass of stops. Anyone can do anything forever unless he begins to stop it.

"Invalidation" means a refuting or degrading or discrediting or denying something someone else considers to be a fact.

GRADIENTS

Some of the things one would have to be able to be there and perceive in order to study, placed on a graduated scale of increasing difficulty are:

- Beginning at all.
- The classroom or work space.
- Paper.
- Books.
- Writing materials.
- Sounds.
- A Student.
- The Supervisor.
- The area of the study subject's physical components.
- The motionless equipment of the subject.
- The moving equipment of the subject.
- Masses connected with the subject.
- The subject as a whole.

The next stages would have to be confronting while moving. This requires a consecutive being there and perceiving even though one is occupying different locations.

The next stages would be confronting selectively while moving despite other things seeking to distract.

This Bulletin is not an effort to set out the numerous confronting drills. It is intended to set out the various axioms or laws necessary to an understanding of the subject of confronting itself.

From these brief notes all the axioms can be derived.

The fundamental and basic simplicities of confronting itself is the first thing that must be grasped. All complexity surrounding any subject or action is derived (comes from) a greater or lesser inability to confront.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 MAY 1968

Remimeo

COACHING

In order to help you to do the best you possibly can in the course as far as being a coach is concerned, below you will find a few data that will assist you:

1. *Coach with a purpose.*
 - (a) Have for your goal when you are coaching that the student is going to get the training drill correct; be purposeful in working toward obtaining this goal. Whenever you correct the student as a coach just don't do it with no reason, with no purpose. Have the purpose in mind for the student to get a better understanding of the training drill and to do it to the best of his ability.
2. *Coach with reality.*
 - (a) Be realistic in your coaching. When you give an origination to a student really make it an origination, not just something that the sheet said you should say; so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the coach, such as saying to him "my leg hurts". This does not mean that your leg should hurt, but you should say it in such a manner as to convey to the student that your leg hurts. Another thing about this is do not use any experiences from your past to coach with. Be inventive in present time.
3. *Coach with an intention.*
 - (a) Behind all your coaching should be your intention that by the end of the session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.
4. *In coaching take up only one thing at a time.*
 - (a) For example: Using TR 4, if the student arrives at the goal set up for TR 4 then check over, one at a time, the earlier TRs. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his acknowledgements ending the cycles of communication, etc. But only coach these things one at a time; never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied". It does mean that a person can always get better and once you have reached a certain plateau of ability then work toward a new plateau.

As a coach you should always work in the direction of better and more precise

coaching. Never allow yourself to do a sloppy job of coaching because you would be doing your student a disservice and we doubt that you would like the same disservice. If you are ever in doubt about the correctness of what he is doing or of what you are doing, then the best thing is to ask the supervisor. He will be very glad to assist you by referring you to the correct materials.

In coaching never give an opinion, as such, but always give your directions as a direct statement, rather than saying "I think" or "well, maybe it might be this way", etc.

As a coach you are primarily responsible for the session and the results that are obtained on the student. This does not mean, of course, that you are totally responsible but that you do have a responsibility toward the student and the session. Make sure you always run good control on the student and give him good directions.

Once in a while the student will start to rationalise and justify what he is doing if he is doing something wrong. He will give you reasons why and because. Talking about such things at great length does not accomplish very much. The only thing that does accomplish the goals of the TR and resolves any differences is doing the training drill. You will get further by doing it than by talking about it.

In the training drills the coach should coach with the material given under "training stress" and "purpose" on the training sheet.

These training drills occasionally have a tendency to upset the student. There is a possibility that during a drill a student may become angry or extremely upset or experience some misemotion. Should this occur the coach must not "back off". He should continue the training drill until he can do it without stress or duress and he feels "good about it". So, don't "back off" but push the student through whatever difficulty he may be having.

There is a small thing that most people forget to do and that is telling the student when he has gotten the drill right or he has done a good job on a particular step. Besides correcting wrongnesses there is also complimenting rightness.

You very definitely "flunk" the student for anything that amounts to "self-coaching". The reason for this is that the student will tend to introvert and will look too much at how he is doing and what he is doing rather than just doing it.

As a coach keep your attention on the student and how he is doing and don't become so interested in what you yourself are doing that you neglect the student and are unaware of his ability or inability to do the drill correctly. It is easy to become "interesting" to a student; to make him laugh and act up a bit. But your main job as a coach is to see how good he can get in each training drill and that is what you should have your attention on; that, and how well he is doing.

To a large degree the progress of the student is determined by the standard of coaching. Being a good coach produces auditors who will in turn produce good results on their preclears. Good results produce better people.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JUNE 1971
Issue II

Remimeo
TR Course

(Extracted from HCOB 23 Mar 65 Materials
and Axiom 28)

WHAT IS COMMUNICATION

Communication is often defined as the interchange of ideas or even objects between two people.

So we need two people and an idea or something to be communicated.

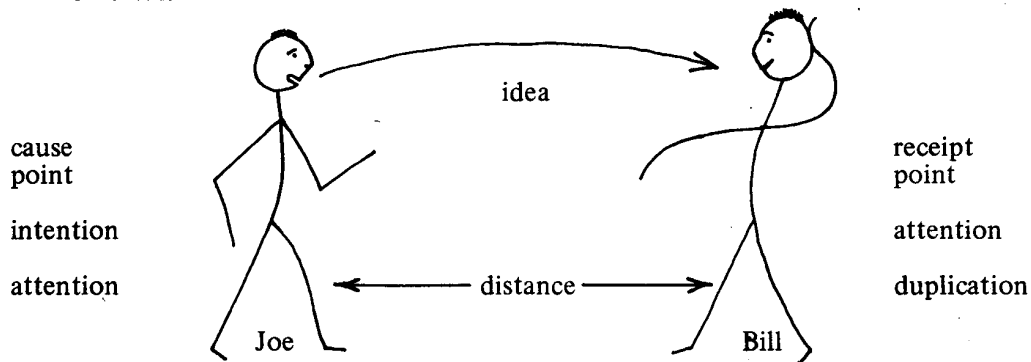
Now let's see what else is needed.

First of all we have to have one person who starts the communication. We will call him the cause-point because he causes the communication to start. The other one receives the communication, so we call him receipt-point.

Now we come back to the cause-point and we know that if he is going to get his idea across he has to intend to reach the other fellow, so we put intention on his side. He also has to have some attention on the other fellow to see if he is ready to be talked to, so we also have "attention" there. Receipt-point, in order to receive the message, has to have his attention on the sender, so he has "attention" too.

There is one other factor that has to go in here for there to be a good communication. Look at this example of the message that the battle commander sent back to headquarters from the battle. This message was, "Send reinforcements. We are going to advance." But the message had to be passed by word of mouth from the front line and by the time it got to headquarters it said, "Send three-and-fourpence. We are going to a dance." What was the missing factor that made this an imperfect communication? Duplication. Each person getting the message didn't copy exactly what was said. This is where most communication breaks down. Because we didn't get the person's attention or because our own intention to get our idea across wasn't strong enough, the idea is not duplicated, is not received the way we meant it and so mis-understandings arise.

So communication looks like this:



From this picture we now get the formula of communication which is:

CAUSE – DISTANCE – EFFECT,
with INTENTION, ATTENTION
and DUPLICATION.

Joe is *Cause* and Bill is *Effect* and there is *Distance* between them. Joe puts his *Attention* on Bill and gets Bill's *Attention*. Joe with *Intention* gets his communication across to Bill who has the *Intention to Duplicate* it and does.

This is the way an idea goes across from one person to another. This is how to talk and how to listen.

THIS IS HOW TO COMMUNICATE!

When two people are in good communication, A sends his idea across to B, B receives it, then sends his reply or answer back to A who receives it. A then does what? Mostly he does nothing. There is a missing part here that should be in a good communication. The missing thing is acknowledgement. What is acknowledgement? It is the way you let someone know that you have his answer. It could be a nod or a smile, a thank you or an okay. It simply lets the person know that you received him. If I ask you for the time and you reply "It's 9 o'clock," how do you know I got your reply if I don't give you some acknowledgement? You would not know if you have been heard.

This lack of acknowledgement is very frequent in society today, and is the cause of a lot of communication difficulties. You will see people who do not talk at all. They have long since given up the idea that anyone has ever heard them, will listen to them, or wants to listen. Similarly the person who talks all the time is quite sure no-one has heard them and is still trying to get through. If there was someone around them who could acknowledge and let them know they had been listened to, they would improve.

We also get very tired of doing things for someone who never acknowledges what we have done. A little acknowledgement goes a long way. It is not necessarily praise, just a sign that we have noticed that something was done. You will see the people around you become more cheerful if you acknowledge their efforts and their communication.

"I see that you've done the lawns," "Thank you for ironing my shirt," or to your child "Thank you for going to bed when you were told." We are only too ready to notice a mistake or pay attention to something NOT done, or complain about a question not answered, we should be just as ready to acknowledge these things when they are done or answered.

As we have seen, the formula of Communication is: Cause, Distance, Effect, with Attention, Intention and Duplication.

Now let us have a look at this in more detail--

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.

A PRACTICAL DEMONSTRATION

Now demonstrate the above using bits of wood or matchboxes, etc. Set up a Source-Point and a Receipt-Point with two of these, with some Distance between them. Now take another object in your hand, and calling it the Impulse or Particle, push it (Action of Impelling) across the Distance from Source-Point to Receipt-Point.

Now do it again including this time the Consideration *and* the Intention to bring about a Duplication (at the Receipt-Point) of the Particle that Emanated from the Source-Point.

(Was it received the same as it was sent? Was it Duplicated?)

Repeat this demonstration until you are certain you understand the formula of communication.

Compiled from the materials
of LRH on Communication
by
Distribution Aide
for
L. RON HUBBARD
Founder

LRH:DH:nt.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 APRIL AD15

Remimeo
Franchise
Schil Students

LEVEL 1
PREMATURE ACKNOWLEDGEMENTS

Here's a *new* discovery. Imagine my making one on the Comm Formula after all these years.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from Premature Acknowledgement.

Like body odor and bad breath, it is not conducive to social happiness. But you don't use Lifebuoy soap or Listerine to cure it, you use a proper comm formula.

When you "coax" a person to talk after he has begun with a nod or a low "yes" you ack, make him forget, then make him believe you haven't got it and then make him tell you at GREAT length. He feels bad and doesn't cognite and may ARC Break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

THAT'S why pcs Itsa on and on and on and on with no gain. The auditor prematurely acknowledged. THAT'S why pcs get cross "for no reason". The auditor has prematurely and unwittingly acknowledged. THAT'S why one feels dull when talking to certain people. They prematurely acknowledge. That's why one thinks another is stupid—that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in *many* ways.

The quickest way to start the longest conversation is to prematurely acknowledge for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC Break maker, the cognition wrecker, the stupidifier, the Itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgement, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC Break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgement. Result, missed w/h in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the Comm formula too!

L. RON HUBBARD

LRH:wmc.cden
Copyright © 1965
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MAY 1968

Remimeo

UPPER INDOC TRS

Following are the Upper Indoc TRs 6 to 9 inclusive.

Number: TR 6

Name: 8-C (Body Control)

Commands: Non-verbal for first half of training session. First half of coaching session, the student silently steers the coach's body around the room, not touching the walls, quietly starting, changing and stopping the coach's body. When the student has fully mastered non-verbal 8-C, the student may commence verbal 8-C.

The commands to be used for 8-C are:

"Look at that wall." "Thank you."
"Walk over to that wall." "Thank you."
"Touch that wall." "Thank you."
"Turn around." "Thank you."

Position: Student and coach walking side by side; student always on coach's right, except when turning.

Purpose: First part: To accustom student to moving another body than his own without verbal communication. Second part: To accustom student to moving another body, by and while giving commands, only, and to accustom student to proper commands of 8-C.

Training Stress: Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgement, for poor repetition of command, and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

History: Developed by L. Ron Hubbard in Camden, New Jersey in October 1953, modified in July 1957 in Washington, D.C., and the commands were modified in HCO Bulletin of 16 November 1965, Issue II.

Number: TR 7

Name: High School Indoc.

Commands: Same as 8-C (control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error, and "That's it" to end the coaching session. No other remarks by the coach are valid on student. Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him. If the student falters, comm lags, fumbles a command, or fails to get execution on part of coach,

coach says "Flunk" and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

Position: Student and coach ambulant. Student handling coach physically.

Purpose: To train student never to be stopped by a person when he gives a command. To train him to run fine control in any circumstances. To teach him to handle rebellious people. To bring about his willingness to handle other people.

Training Stress: Stress is on accuracy of student performance and persistence by student. Start gradually to toughen up resistance of student on a gradient. Don't kill him off all at once.

History: Developed by L. Ron Hubbard in London, England, in 1956.

Number: TR 8

Name: Tone 40 on an Object.

Commands: "Stand up." "Thank you." "Sit down on that chair." "Thank you." These are the only commands used.

Position: Student sitting in chair facing chair which has on it an ashtray. Coach sitting in chair facing chair occupied by student and chair occupied by ashtray.

Purpose: To make student clearly achieve Tone 40 commands. To clarify intentions as different from words. To start student on road to handling objects and people with postulates. To obtain obedience not wholly based on spoken commands.

Training Stress: Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time. First, locate the space which includes himself and the ashtray but not more than that much. Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting. The coach's patter would run something like this: "Locate the space." "Locate the object in that space." "Command it as loudly as you can." "Acknowledge it as loudly as you can." "Command it as loudly as you can." "Acknowledge it as loudly as you can." That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object. Next, have the student do the drill while using the wrong commands—i.e., saying "Thank you" while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgement. The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student, using any verbal means he could to knock the student off Tone 40. Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention on the object for each command and for each acknowledgement, the drill is flat. There are other ways to help the student along. The coach occasionally asks "Are you willing to be in that ashtray?" When the student has answered, then "Are you willing for a thought to be there instead of you?" Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is, "Did you really expect that ashtray to comply with that command?" There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: "Think the thought—I am a wild flower." "Good." "Think the thought that you are sitting in a chair." "Good." "Imagine that thought being in that ashtray." "Good." "Imagine that ashtray containing that thought in its substance." "Good." "Now get the ashtray thinking that it is an ashtray." "Good." "Get the ashtray intending to go on being an ashtray."

“Good.” “Get the ashtray intending to remain where it is.” “Good.” “Have the ashtray end that cycle.” “Good.” “Put in the ashtray the intention to remain where it is.” “Good.” This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoc, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, coloured glass ashtrays.

History: Developed by L. Ron Hubbard in Washington, D.C., in 1957 to train students to use intention when auditing.

Number: TR 9

Name: Tone 40 on a Person.

Commands: Same as 8-C (Control). Student runs fine, clear-cut intention and verbal orders on coach. Coach tries to break down Tone 40 of student. Coach commands that are valid are: “Start” to begin, “Flunk” to call attention to student error and that they must return to beginning of cycle, and “That’s it” to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

Position: Student and coach ambulant. Student in manual contact with coach as needed.

Purpose: To make student able to maintain Tone 40 under any stress or duress.

Training Stress: The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on *exact* intention, exact strength needed, exact force necessary, exact Tone 40. Even a slight smile by student can be a flunk. Too much force can be a flunk. Too little force definitely is a flunk. Anything not Tone 40 is a flunk. Here the coach should check very carefully on student’s ability to place an intention in the coach. This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across. After the coach is satisfied with the student’s ability to get the intention across, the coach should then do all he can to break the student off Tone 40, mainly on the basis of surprise and change of pace. Thus the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.

History: Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

Purpose of these four training drills, TR 6, 7, 8 and 9, is to bring about in the student the willingness and ability to handle and control other people’s bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

L. RON HUBBARD
Founder

LRH:js.cden
Copyright © 1968
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

BOARD TECHNICAL BULLETIN

Remimeo
All Checksheets
where UPPER
INDOC TRs
ARE DONE
Missions

22 MAY 1971R

Revised & Reissued 10 November 1974 as BTB

CANCELS
HCO BULLETIN OF 22 MAY 1971
SAME TITLE

REVISED

Destroy all copies of earlier issue of same
date of this bulletin.

This Revision removes any inference that a
student is obliged to not use his hands to
enforce his commands.

TR-8 CLARIFICATION

ADDS TO HCO B 7 MAY 68, "UPPER INDOC
TRs", AND ADDS TO EVERY CHECKSHEET
AND HAT WHERE THIS BULLETIN APPEARS

In the early development of TR-8 "TONE 40 ON AN OBJECT" and in the years following, the student was required to lift the object (ashtray) manually to obtain execution of his Commands. (HCO B 11 June 57, "Training and CCH Processes".)

In later refinements of TR-8 this action was not stated. However, it was not intended that this action fall into disuse.

We will therefore restore this action to TR-8.

The following is to be added to HCO B 7 May 68, "Upper Indoc TRs", as the first sentence under TR-8 Training Stress:

"TR-8 is begun with student holding the ashtray which he manually makes execute the commands he gives."

The Upper Indoc TRs are done TOUGH with all the previous TRs *IN*.

With the inclusion of this TR-8 data, they are done *exactly* as per HCO B 7 May 68.

Lt. Comdr. Joan Robertson
Training & Services Aide
Revised & Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Commodore's Staff Aides
Approved by the
Board of Issues
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:MH:AL:JR:nt.rd
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 OCTOBER 1970

Issue III

REISSUED 19 SEPTEMBER 1974

(Only change is signature)

Remimeo
Students
Course Super's
Hat
Auditor's Hat

OBNOISIS AND THE TONE SCALE

The following is extracted from the Advanced Clinical Course Preparatory Manual for Advanced Students in Scientology. It was published in 1957.

OBNOISIS AND THE TONE SCALE

Somewhere in your possession, in your desk, or tucked into a bookcase, are two large pieces of paper. They are covered closely with data invaluable to an Auditor. You have pored over them, and quoted from them many, many times. They are, of course, the Chart of Human Evaluation and the Chart of Attitudes. The data in them is a large part of an Auditor's stock in trade, and every Auditor in the world is, in some degree, familiar with them.

But how about getting the data off the charts and applying it to life, to some real person? It's not hard to do casually, for some acute tone. "Joe was on a 1.5 kick last night." Sure, he turned red as a beet, and threw a book at your head. Simple. Mary breaks into sobs, and grabs for the Kleenex. Couple of Auditors on the scene exchange looks, nod sagely. "Hmm. Grief!" But how about chronic tone, with that thin, shiny veneer of social tone slicked over it? How sharp and how certain are you about that? Now, take a pc that you are familiar with. What, exactly, is his chronic tone? If you don't know, you had better read on. If you do, read on, and learn more about it.

The title of this article starts with an odd word: obnoisis. It's been put together from the phrase, "observing the obvious". The art of observing the obvious is strenuously neglected in our society at this time. Pity. It's the only way you ever see anything; you observe the obvious. You look at the isness of something, at what is actually there. Fortunately for us, the ability to obnose is not in any sense "inborn" or mystical. But it is being taught that way by people outside of Scientology.

How do you teach somebody to see what is there? Well, you put up something for him to look at, and have him tell you what he sees. That is what is done in an ACC class, the earlier in the course, the better. A student is asked to stand up in the front of the classroom and be looked at by the rest of the students. An instructor stands by, and keeps asking, "What do you see?" The first responses run about like this: "Well, I can see he's had a lot of experience." "Oh, can you? Can you really see his experience? What do you see there?" "Well, I can tell from the wrinkles around his eyes and mouth that he's had lots of experience." "All right, but what do you see?" "Oh, I get you. I see wrinkles around his eyes and mouth." "Good!" The instructor accepts nothing that isn't plainly visible. A student starts to catch on and says, "Well, I can really see he's got ears." "All right, but from where you're sitting can you see both ears right now as you're looking at him?" "Well, no." "Okay. What do you see?" "I see he's got a left ear." "Fine!" No conjectures, no tacit assumptions will do. Nor are the students permitted to wander in the bank. For example, "He's got good posture." "Good posture by comparison with what?" "Well, he's standing straighter than most people I've seen." "Are they here now?" "Well, no, but I've got pictures of them." "Come on. Good posture in relation to what, that you can see right now." "Well, he's standing straighter than you are. You're a little slouched." "Right this minute?" "Yes." "Very good." You see what the goal of this is? It is to get a student to the point where he can look at another person, or an object, and see exactly what is there. Not a deduction of what might be there from what he does see there. Not something the bank says ought to go in company with what is there. Just what is there, visible and plain to the eye. It's so simple, it hurts.

Along with this practice in observing the obvious about people, the students receive a lot of information about particular physical and verbal indications of tone level. Things very easy to see and hear, by looking at a person's body and listening to

his words. "Thetan-watching" has no part in obnosis. Look at the terminal, the body, and listen to what's coming out of it. You don't want to get mystical about this, and start relying on "intuition". Just look at what's there.

As examples: You can get a good tip on chronic tone from what a person does with his eyes. At apathy, he will give the appearance of looking fixedly, for minutes on end, at a particular object. Only thing is, he doesn't see it. He isn't aware of the object at all. If you dropped a bag over his head, the focus of his eyes would probably remain the same. Moving up to grief, the person does look "downcast". A person in chronic grief tends to focus his eyes down in the direction of the floor a good bit. In the lower ranges of grief, his attention will be fairly fixed, as in apathy. As he starts moving up into the fear band, you get the focus shifting around, but still directed downward. At fear itself, the very obvious characteristic is that the person can't look at you. Terminals are too dangerous to look at. He's supposedly talking to you, but he's looking over in left field. Then he glances at your feet briefly, then over your head (you get the impression a plane's passing over), but now he's looking back over his shoulder. Flick, flick, flick. In short, he'll look anywhere but at you. Then, in the lower band of anger, he will look away from you, deliberately. You know, he looks *away* from you; it's an overt communication break. A little further up the line, and he'll look directly at you all right, but not very pleasantly. He wants to locate you—as a target. Then, at boredom, you get the eyes wandering around again, but not frantically as in fear. Also, he won't be avoiding looking at you. He'll include you among the things he looks at.

Equipped with data of this sort, and having gained some proficiency in looking at the isness of people, the ACC students are sent out into the public to talk to strangers and to spot them on the tone scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to spot them on the tone scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: "What's the most obvious thing about me?" "When was the last time you had your hair cut?" "Do you think people do as much work now as they did fifty years ago?" At first, the students merely spot the tone of the person they are interviewing—and many and various are the adventures they have while doing this! Later, as they gain some assurance about stopping strangers and plying them with questions, these instructions are added: "Interview at least 15 people. With the first five, match their tone, as soon as you've spotted it. The next five, you drop below their chronic tone, and see what happens. For the last five, put on a higher tone than theirs."

What does an ACC student gain from these exercises? A willingness to communicate with anyone, for one thing. To begin with, students are highly selective about the sort of people they stop. Only old ladies. No one who looks angry. Or only people who look clean. Finally, they just stop the next person who comes along, even though he looks leprous and armed to the teeth. Confrontingness has come 'way up, and he's just somebody else to talk to. They become willing to pin-point a person on the scale, without shilly-shallying. They say, "He's a chronic 1.1. Social tone 3.5, but real phony." That's the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a comm lag in an informal situation. At sorting out apparencies from realities. The rise in certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every ACC Unit is: "Can't we please have some more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the ACC instructors, because these same students said at the beginning, "If you make me go out there, I'll walk out on the course.") Obnosis is quite important, and should be learned as thoroughly as possible by all Scientologists.

LRH:nt.rd
Copyright © 1957, 1970, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 OCTOBER 1971

REISSUED 19 SEPTEMBER 1974

(Only change is signature)

Remimeo

EXTERIORIZATION

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that man was an animal, and that he was a spiritual being timeless and deathless.

L. RON HUBBARD
Founder

LRH:nt.rd
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

2

3

4

BOARD TECHNICAL BULLETIN

30 SEPTEMBER 1971

Issue IV

Reissued 1 July 1974 as BTB

Remimeo
HQS Course
HQS Course
Supervisors

CANCELS

HCO BULLETIN OF 30 SEPTEMBER 1971

Issue IV

SAME TITLE

AUDITING

Auditing is the application of Scientology processes and procedures to someone by a trained auditor.

An auditor is one who listens carefully to what people have to say and is one who is trained and qualified in applying Scientology processes to others for their betterment.

A process is a set of questions asked by an auditor to help a person find out things about himself and life and so improve himself and his life and the conditions around him. Therefore a more exact definition of auditing would be 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.

A preclear is a term principally used to describe a person who, through Scientology processing, is finding out more about himself and life.

Auditing gets rid of unwanted barriers that inhibit, stop or blunt a person's natural intelligence and abilities—as well as gradually increasing the abilities a person has so that he becomes more able and his survival, happiness and intelligence increase enormously.

To be an auditor you only have to be willing to guide a person's attention to an area in life that is bothering him by asking him an exact auditing question, and then be willing to listen attentively to the person's answer and then be willing to accept that answer and acknowledge him for that answer.

In doing this you must be willing to follow a Code or a collection of rules (do's and don'ts) that an auditor follows while auditing someone. This will ensure that the preclear will get the greatest possible gain out of the processing that he is having, and that *nothing* can occur that will worsen the preclear.

In being a pc there are certain guidelines which you should know and follow for your own best gains:

1. You should be sure to get plenty of good food and rest and not take any alcohol or drugs. This way you will be able to put your full attention on the process.
2. When you are not in session do not continue to think about the process and its commands in reference to yourself. It often results in restimulating the reactive mind and not being able to get out of it again. Leave auditing for when you are in session.
3. Do not discuss your case or sessions with any other persons or students.

On an occasion a student may have a little trouble in auditing which is more than can be handled by the fellow student or the supervisor. At this time the pc goes to a professional auditor and has what is called a Review, where he gets special care to bring him through the confusion and back to having wins on course.

Keep these basic definitions in mind as you progress in your study of auditing and processing, follow the Auditor's Code, and you will find that you will be able to bring much increased happiness and ability to the lives of your friends.

Extracted from the Works of
L. Ron Hubbard

D/CS-6

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU
for the

BOARDS OF DIRECTORS
of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:BS:mh.rd
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 APRIL 1969

Remimeo
Dianetics
Checksheet

AUDITOR TRUST

A pc tends to be able to confront to the degree that he or she feels safe.

If the pc is being audited in an auditing environment that is unsafe or prone to interruption his or her confront is greatly lowered and the result is a reduced ability to run locks, secondaries and engrams and to erase them.

If the Auditor's TRs are rough and his manner uncertain or challenging, evaluative or invalidative, the pc's confront is reduced to zero or worse.

This comes from a very early set of laws (Original Thesis).

Auditor plus pc is greater than the bank,

Auditor plus bank is greater than the pc,

Pc minus auditor is less than the bank.

(By "bank" is meant the mental image picture collection of the pc. It comes from computer technology where all data is in a "bank".)

The difference between auditors is not that one has more data than another or more tricks. The difference is that one auditor will get better results than another due to his stricter adherence to procedure, better TRs, more confident manner, and closer observance of the Auditor's Code.

No "bedside manner" is required or sympathetic expression. It's just that an auditor who knows his procedures and has good TRs inspires more confidence. The pc doesn't have to put his attention on or cope with the auditor and feels safer and so can confront his bank better.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 APRIL 1971

Remimeo
HDC Checksht
Cse Sup Checksht
Class 0 Checksht
Cramming

AUDITING COMM CYCLE
(Reference HCO B 26 Apr 71
TRs AND COGNITIONS)

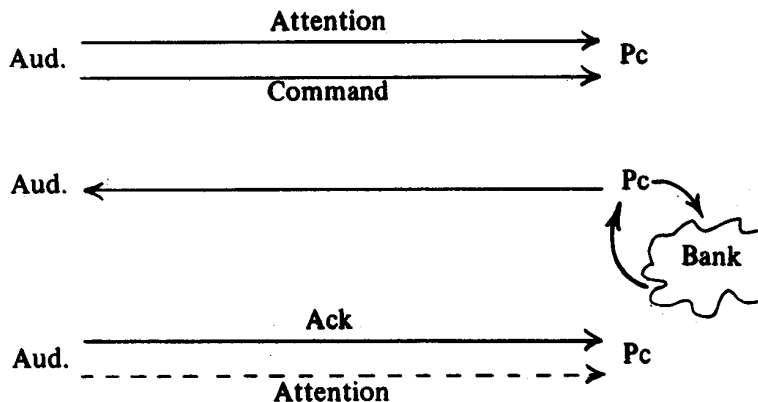
The following AUDITING comm cycle is taken from SHSBC tapes.

An auditor runs the session. He gives the pc the session action without pulling the pc's attention heavily on the auditor. He does *not* leave the pc inactive or floundering without anything to do. He does not leave the pc to make a session out of it. The auditor makes the session. He doesn't wait for the pc to run down like a clock or just sit there while the TA soars after an F/N.

The auditor runs the session. He knows what to do for everything that can happen.

And this is the Auditing Comm cycle that is *always* in use.

1. Is the pc ready to receive the command? (appearance, presence)
2. Auditor gives command/question to pc (cause, distance, effect).
3. Pc looks to bank for answer (Itsa maker line).
4. Pc receives answer from bank.
5. Pc gives answer to auditor (cause, distance, effect).
6. Auditor acknowledges pc.
7. Auditor sees that pc received ack (attention).
8. New cycle beginning with (1).



L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 OCTOBER 1971
Issue III

HQS Course

AUDITOR FAILURE TO UNDERSTAND

(Edited from HCOB 17 Oct 1962
for use on the HQS Course)

If a pc says something and the auditor fails to understand what the pc said or meant, the correct response is:

“I did not (hear you) (understand what was said) (get that last).”

To do anything else is not only bad form, it can amount to a heavy ARC break.

INVALIDATION

To say “You did not speak loud enough _____” or any other use of “you” is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *Auditor* is responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

EVALUATION

Far more serious than invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th Century Psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said.

Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, “You mean this item, then,” is not only an evaluation but a nearly hypnotic command, and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

SUMMARY

A very high percentage of ARC breaks occur because of a failure to understand the pc.

Don't *prove* you didn't with gestures or erroneous repeats.

Just audit, please.



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 1 JULY 1965
Issue II

Remimeo
Ethics Hats
Tech Hats
Qual Hats

HCO Division
Tech Div
Qual Div

COMM CYCLE ADDITIVES

There are *no* additives permitted on the Auditing Comm Cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the WORST kind of auditing.

Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2, 3 and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. EVERY ONE of them is a GOOF.

The ONLY time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard model session and the TR 0 to 4 Auditing Comm Cycle ONLY.

It is a serious matter to get a pc to "clarify his answer". It is in fact an Ethics matter and if done habitually is a Suppressive Act, for it will wipe out all gains.

There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command. (Pcs who won't look at you are ARC Broken. You don't then twist this to mean the pc has to look at you before you give the next command.)

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is

GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.

Additives on the Auditing Comm Cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0-4.

They are Gross Auditing Errors.

And should be regarded as such.

Auditors who add to the Auditing Comm Cycle never make Releases.

So, that's Suppressive.

Don't do it!

L. RON HUBBARD

LRH:ml.cden
Copyright © 1965
by L. Ron Hubbard
ALL RIGHTS RESERVED



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 MAY 1965

Remimeo
Sthil Cl VII Course
Students
Sthil Staff
Ethics HATS
Star-Rated Check

Qual & Tech Divs
ALL HATS

HCO Div
All HATS

PROCESSING

Since 1950 we have had an iron bound rule that we didn't leave pcs in trouble just to end a session.

For fifteen years we have always continued a session that found the pc in trouble and I myself have audited a pc for nine *additional hours*, all night long in fact, just to get the pc through.

Newer auditors, not trained in the stern school of running engrams, must learn this all over again.

It doesn't matter whether the auditor has had a policy on this or not—one would think that common decency would be enough as to leave a pc in the middle of a secondary or an engram and just coolly end the session is pretty cruel. Some do it because they are startled or afraid and "Rabbit" (run away by ending the session).

Auditors who end a process or change it when it has turned on a heavy somatic are likewise ignorant.

WHAT TURNS IT ON WILL TURN IT OFF.

This is the oldest rule in auditing.

Of course people get into secondaries and engrams, go through misemotion and heavy somatics. This happens because things are running *out*. To end off a process or a session because of the clock is to ignore the real purpose of auditing.

The oldest rules we have are

- (a) GET THE PC THROUGH IT.
- (b) WHAT TURNS IT ON WILL TURN IT OFF.
- (c) THE WAY OUT IS THE WAY THROUGH.

These now are expressed as POLICY.

A falsified auditor's report is also subject to a Court of Ethics.

Any auditor violating this policy letter is liable to an immediate Court of Ethics convened within 24 hours of the offence or as soon as is urgently possible.

Auditing at all levels works *well* when it is done by the book.

The purpose of Ethics is to open the way for and get in Tech.

Then we can do our job.

THERE IS NO MODERN PROCESS THAT WILL NOT WORK WHEN EXACTLY APPLIED.

Therefore in the eyes of Ethics all auditing failures are Ethics failures—PTS, Suppressive Persons as pcs, or non-compliance with tech for auditors.

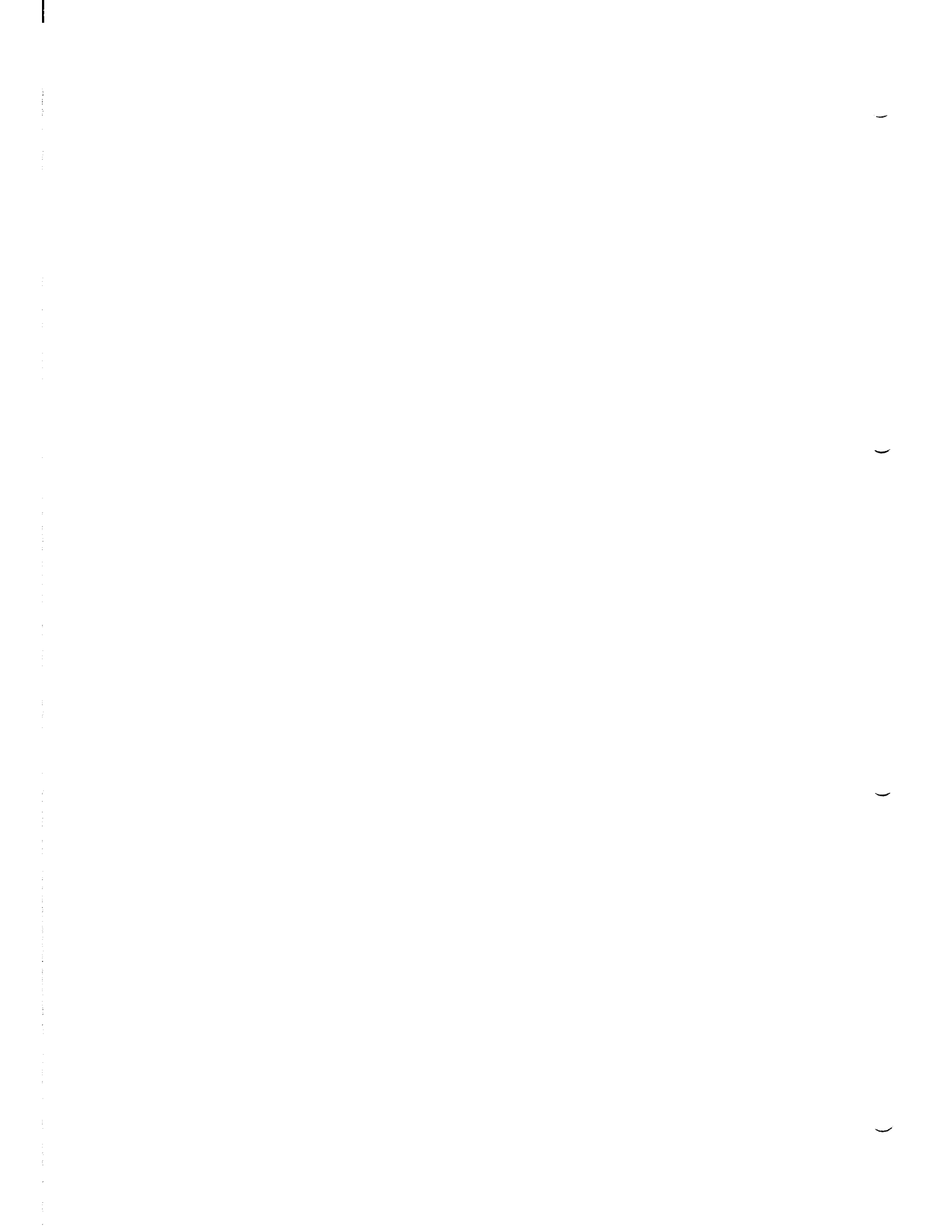
And the first offence an auditor can commit is ceasing to audit when he is most needed by his pc.

Hence it is the first most important consideration of Ethics to prevent such occurrences.

Then we'll make happy pcs, Releases and Clears.

LRH:wmc.pm.cden
Copyright © 1965
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 OCTOBER 1968

Auditor 43
Class VIII
All Auditors

THE AUDITOR'S CODE
AD 18

In celebration of the 100% gains attainable by Standard Tech.

I hereby promise as an auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.
2. I promise not to invalidate the preclear's case or gains in or out of session.
3. I promise to administer only Standard Tech to a preclear in the standard way.
4. I promise to keep all auditing appointments once made.
5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.
6. I promise not to process a preclear who is improperly fed or hungry.
7. I promise not to permit a frequent change of auditors.
8. I promise not to sympathize with a preclear but to be effective.
9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.
10. I promise never to walk off from a preclear in session.
11. I promise never to get angry with a preclear in session.
12. I promise to run every major case action to a floating needle.
13. I promise never to run any one action beyond its floating needle.
14. I promise to grant beingness to the preclear in session.
15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.
16. I promise to maintain Communication with the preclear and not to cut his comm or permit him to overrun in session.
17. I promise not to enter comments, expressions or enturbulence into a session that distract a preclear from his case.
18. I promise to continue to give the preclear the process or auditing command when needed in the session.
19. I promise not to let a preclear run a wrongly understood command.
20. I promise not to explain, justify or make excuses in session for any auditor mistakes whether real or imagined.

21. I promise to estimate the current case state of a preclear only by Standard Case Supervision data and not to diverge because of some imagined difference in the case.
22. I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.
23. I promise to see that any fee received for processing is refunded if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.
24. I promise not to advocate Scientology only to cure illness or only to treat the insane, knowing well it was intended for spiritual gain.
25. I promise to cooperate fully with the legal organisations of Dianetics and Scientology as developed by L. Ron Hubbard in safeguarding the ethical use and practice of the subject according to the basics of Standard Tech.
26. I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of "mental treatment".
27. I promise not to permit sexual liberties or violation of the mentally unsound.
28. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor

Date

Witness

Place

L. RON HUBBARD
Founder

LRH:jp.ei.rd
Copyright © 1968
by L. Ron Hubbard
ALL RIGHTS RESERVED

Note: Nos. 26, 27 and 28 have been added per HCO PL 2 November 1968.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 OCTOBER 1971

Remimeo
HQS Checksheet
(Public Course)
HQS Supervisor
Checksheet

(HCO BULLETIN OF 11 MAY 1969
REVISED 12 OCTOBER 1969
Edited and Reissued for HQS Course)

FORCING A PC

Forcing a pc to go on being audited when the pc is refusing or not wishing to go on upsets the pc and his case and will give the pc a heavy loss.

There is no excuse for it.

It invalidates the pc's cause.

The correct action is to either find out why he doesn't want to go on or send the pc to a Scientology Review.

L. RON HUBBARD
Founder

LRH:rs.pe.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 APRIL 1970
Issue II

Remimeo
All Auditors
All Students
Level 0 Checksheet

AN AUDITOR AND "THE MIND'S PROTECTION"

No Auditor should audit with the fear that he will do some irreparable damage if he makes an error.

"Dianetics: The Modern Science of Mental Health" provides the answer to the question, "What happens if I make a mistake?"

The following extracts are from "Dianetics: The Modern Science of Mental Health", Book 3, Chapter 1, "The Mind's Protection":

"The mind is a self protecting mechanism. Short of the use of drugs as in narco-synthesis, shock, hypnotism or surgery, no mistake can be made by an Auditor which cannot be remedied either by himself or by another Auditor."

"Any case, no matter how serious, no matter how unskilled the auditor, is better opened than left closed."

L. RON HUBBARD

LRH:nt.ei.rd
Copyright © 1970
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

2

3

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 APRIL 1971R
Issue II

REVISED 21 OCTOBER 1974

Remimeo
HQS Course

CANCELS
BTB 5 APRIL 1971
Issue I
SAME TITLE

**SUMMARY OF HOW TO WRITE
AN AUDITOR'S REPORT AND WORKSHEETS
FOR HQS CO-AUDIT**

AUDITOR'S REPORT

An Auditor's Report should contain:

Date
Name of Auditor
Name of Pc
Condition of Pc at session start
Time session started
What process was run—LISTING THE EXACT COMMAND
Whether any difficulties or upsets occurred. Was Supervisor called?
Whether process is complete or not
F/N, cognition and position of TA
Time session ended
Condition of Pc at session end
Pc gains or comments
Length of session.

WORKSHEETS

A worksheet is supposed to be the complete running record of the session from beginning to end. The Auditor should not be skipping from one page to another but should just be writing page after page as the session goes along. The Auditor writes the wording of the process being run and then the number of each question from the process as he asks it. The Auditor also writes in the Pc's answers and any originations and whether the Pc did the command or not.

A worksheet is always foolscap, 8 x 13 inches, written on both sides and each page is numbered. Pc's name is written on each separate sheet.

A worksheet may be in 2 columns depending on how big the writing of the Auditor is.

When the session is completed, the worksheets are put in proper sequence and stapled with the Auditor's Report Form on top from beginning to end of session.

Time notations should be made at *regular* intervals throughout the session.

When running various processes in a session, mark each one clearly, noting time it was started and ended.

Auditor's Report Forms and worksheets are never re-copied. The Auditor should always read over his worksheets before turning in the folder to the Supervisor, and, if any words or letters are missing or cannot be read, they should be written in with a different coloured pen.

It is a serious offence to give *any* session or assist (including locational assists) without making an Auditor's Report—or to *copy* the original Report after the session and submit a *copy* instead of the real Report.

Assist Reports that are only contact, locational, or touch assists, may be written after the session and handed in to the Supervisor.

***ALL REPORTS OF ALL SESSIONS GO INTO THE PC'S OWN FOLDER.
Otherwise past auditing cannot be checked and the case cannot be Case Supervised.***

If these rules are followed, it will make the Supervisor's job much easier and the Auditor's Reports more valuable.

L. RON HUBBARD
Founder

LRH:nt.rd
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 21 OCTOBER 1971
REISSUED 21 SEPTEMBER 1974
(Only change is signature)

Remimeo

(Taken from HQS Booklet Sect I, edited from ABILITY 73, "Assists in Scientology", by L. Ron Hubbard. Edited and reissued for use on the HQS Co-Audit.)

ASSISTS IN SCIENTOLOGY

DEFINITION: AN ASSIST: AN ACTION UNDERTAKEN BY A MINISTER TO ASSIST THE SPIRIT TO CONFRONT PHYSICAL DIFFICULTIES.

An assist is not normally done in a formal session. The way the term has been used is a very simple activity to relieve an immediate troublesome difficulty.

An assist is much more specifically and definitely anything which is done to alleviate a present-time discomfort.

An assist could happen almost anywhere. At the beginning of a session, no matter how formally this session is constituted, you are running an assist.

You have an auditing room. You have a preclear, and you are the auditor. You know all these things, but the preclear doesn't. Don't call it a formal session. Tell the preclear that it is an assist and that you are not intending anything very strenuous. In rendering an assist you should tell the preclear that "this is just an assist" to try and ease the pain in his hand a little, after which you are going to stop.

The handling of an assist as an auditor is different than the handling of a formal session since the factor of control is notably slackened, sometimes almost completely missing.

One of the factors in assists is that an assist has, as a large part of its anatomy, "trying to help". Just remember that you are only trying to help and don't get your heart broken by the fact that the fellow's broken spine doesn't heal instantly.

Another factor is that an assist is differentiated and defined as addressing the game someone knows he is playing.

What techniques would comprise an assist? Anything that would help. And what are these? One of the easiest ones to render is Locational Processing. You tell the person, "Look at that chair. Look at that ceiling. Look at that floor. Look at that hand" (the auditor pointing to the objects), when he has an injured hand and the pain will diminish. This is a very easy assist.

For example, a person has a bad shoulder. You touch his hand of the same arm and say, "Close your eyes and look at my fingers." Make sure that he keeps his eyes closed. You then touch him on the elbow and say, "Look at my fingers." Do this anywhere on his body. Just touch him and say, "Look at my fingers." This is a communication process which eases his attention over from a concentration upon the injury to something else which is quite near the injury and thus doesn't result in too much of a shock. It reduces havingness but it is positive and gets positive results. It can be done by an untrained person.

You can teach this assist to anybody. You say, "If somebody has a bruise, injury, a burn, a cut, the way to handle this is to tell the person to close his eyes, and then you touch the area near and distant from the vicinity of the injured area, asking them, with their eyes closed, to look at your fingers. You contact them this way many times. They will experience sudden pains in the area, and you will discover that the 'psychic trauma' has been discharged."

You will find that most people do not have any upset about physical contact. Most people think that this is the thing to do.

Say you wanted to render an assist on somebody who had a very indefinite difficulty. That is the hardest one to render an assist on. The person has a pain but he cannot say where. He doesn't know what has happened to him. He just feels bad. Use Locational Processing as such. You will find out that this process will work when other processes fail.

An assist carries with it a certain responsibility. If you give an assist casually to somebody out in the public and do not shove a calling card in his pocket, you are making an error. The reason for this is that he will not know from whom and where help came. An auditor goes through life and he casts his shadow upon many people and they have really no cognizance of what has happened at all if he is rendering an assist. He says, "Do this, do that"—maybe he wins, or maybe he loses because this is the type of session least calculated to procure orderly results. But in the main these people have been helped. They don't know really by what, except some word that the auditor kept saying. They don't even know that he is an auditor. They don't know anything about it at all. Show a person where he can obtain further assistance, and by whom the assistance was given.

Be yourself. Be positive. Be professional and definite. Have a calling card and make sure the card is easily enough understood. Don't ask them for permission. Just do it. No reason to wander around and give them funny notions. If you are going to help some stranger out, help him out. Don't explain to him or any bystander, otherwise you are likely to stand there explaining, waiting for somebody's permission. Don't bother with that. You act as though you are the one in charge and you will be in charge. And this is part and parcel of the knowledge of how to do an assist. You have got to be the person in charge. This has to be so good, as far as you are concerned, that you overcome the informality of the session to a very marked degree. If you do it extremely well, the assist will amount to auditing.

Say, for example, there is a big accident and a crowd of people are pressing around. The police are trying to push the people back. Well, push the people back and then push the policeman back. Say, "Officer, keep these people at a distance." Then you lean over the victim and snap him back to rights. If you are enough THERE, everybody else will realize that you are the ONE that is THERE. Therefore, such things as panic, worry, wonder, upset, looking dreamily into the far distance, wondering what is wrong or what should be done, are no part of your make-up if you are rendering an assist. Cool, calm and collected should be the keynote of your attitude. Realize that to take control of any given situation it is only necessary to be there more than anybody else. There is no necromancy (magic; conjuration of the spirits of the dead in order to predict the future) involved. Just BE there. The others aren't. And if you are there enough, then somebody else will pull himself out of it and go on living.

Understand that an auditor when rendering an assist must make up with presence what he lacks in surroundings and agreements. It all comes under the heading of willingness to be there and willingness to control people.

One of the ways of convincing people of beingness and of being there is to exercise control—positive, undeniable Tone 40 exercise of control. Start to control the situation with high enough ARC, enough presence and factuality—there won't be anybody present that won't step back and let you control the situation. You are entitled to it in the first place because of senior "know-how". The control of body attention or thought comprises the majority of your knowledge. The majority in Scientology simply points in this direction. The observable thing is control of attention, objects and thoughts. When you have good confidence of being able to handle these, and when you positively know how to do these, then you can make sure that everybody else knows you can do this, and you make them realize this by doing it. You have all of these things available in rendering an assist.

You might never think of a riot as being a situation which necessitated an assist, or an assist as applicable to a riot, but a riot is simply a psychosomatic momentary injury or traumatic condition on the third dynamic. Could you settle a riot? Well, if

you can settle a riot, you can certainly settle one person who is in a riot. The antithesis of any pain, disturbance or tumult is order. The thing which controls tumult is order; and, conversely, the thing which controls order is tumult. You need only bring order into a confused situation and bring confusion into an orderly situation to control everything in the field of motion, action and objects.

This is a fantastic simplicity and one which takes some grasping. Conceive as order, merely a fixed position, idea and attitude. A policeman knows what he is supposed to do. Maybe he will put on a tourniquet or maybe he won't. Keep the people away and stop everything is his idea of how it should be. Now you can aid or abet the order he is creating or cancel the order by creating a confusion which he cannot handle. Of the two, the first is the best in that situation. You aid and abet and cap the order he is creating. If you were to accuse him of having a confused accident scene, which is by now not at all confused, and ask him to straighten it out, you would channel his attention in the direction it is already gone, and so you control his attention.

Remember, those people are still moving a little bit; they are still breathing. There is still a tiny bit of motion going on. If you were to ask him something on the order of "Can't we have it a little quieter and more orderly here?" he would at once perceive that there was far too much confusion and motion, and he would simply come under your direction because you have simply channeled his attention in the direction it was already going. Therefore, you have taken control.

If you ever want to overset a fixed order, create a confusion. If you want to overset a confusion, create a fixed order. Pick out of the scene those beings in the scene whose attention is channeled in the direction you want attention to go, and you aid and abet that attention which already exists. Or, where you have too many fixed positions and fixed ideas to overcome, you simply take those turbulent individuals in the scene who are creating the confusion against those fixed ideas and channels and you make their confusion much more confused, at the same time yourself imposing another order in another direction.

The mechanics of taking over any confused scene are simply the mechanics of trying to get a preclear to see through the morass of cross purposes, commands, ideas, and environments in which he has lived. And whether that applies to the third dynamic or otherwise, the laws are still there and it tells you then that the imposition of order on a preclear comes foremost in an assist.

In an assist you always count on the fact that the thetan himself would, if he could, do the right thing. If you work on that postulate you will never be wrong. Get the idea that it is something else trying to do the wrong thing. The keynote of a thetan is order.

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use First Aid. You should understand that First Aid *always* precedes an assist. You should look the situation over from the standpoint of how much First Aid is required. Maybe you will find somebody with a temperature of 106 degrees. It may very well be that he needs to lie down and be covered up, and though antibiotics are much overrated, he might be better off with a shot of one of these than with an assist at that time.

Auditing will not shut off a pumping artery, but a tourniquet will. If you are going into the zone of accidents, you are going to be in the vicinity of a great deal of destruction and chaos, and you are very foolish not to have your Red Cross First Aid Certificate. You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

An assist is auditing on several dynamics. It is, therefore, much harder to do than auditing in a formal room as it requires presence. You must bring yourself to face the fact that you have to give enough presence and enough control to enough dynamics to bring the environment into a compliance with your postulate. If you postulate that somebody

is going to pick up his bed and walk, then you have to be willing to move and be capable of moving around the people who are going to watch him pick up his bed and walk.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor; as she is going down, she grabs the butcher knife as it falls. You go in and say, "Well, let me fix that up." One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the First Aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. She becomes introverted into the cut to the point that she wouldn't particularly notice what you were doing. But you relieve the anxiety that all her blood is pouring out; your first attention to the case is attention to the environment.

Next you would make her sit down. To remove her from the scene of the accident is not as desirable as auditing her there. That is directly contrary, perhaps, to what you believe, but it is true. That is why you bring a little order into the environment. You position her and then you are ready for techniques. It is quite remarkable for you have manifested order in a much wider sphere than a cut hand in order to bring about a healing of the cut hand. If you understand that your responsibility always extends much wider than the immediate zone of commotion, you never miss. If you bring order to the wider environment you also bring it to the narrower environment. If you bring it into the narrow environment, you also bring it to the wider environment. It is a gradient scale of how much order you can bring.

In processing, you have to control or direct attention, objects, person, or thoughts of the injured person. If you are really good on the subject of assists, you will direct an additional thing: his knowingness. You can control a man's knowingness rather easily, but it is hard to see it. About the first thing that you can observe about somebody is his person. You are trying to straighten it out. Don't think even though you have this person sitting down that you have straightened it out, because it is still messed up. But there is something that you can straighten out easily—and that is his attention. If you could heighten his attention and his knowingness at the same time, you would really be in wonderful circumstances. You always shift and direct his attention, hence Locational Processing.

Because he is injured you are not going to move his person around. You have got his attention. Don't try to shift his thoughts around at first because they are dispersed and chaotic. This leaves you his attention only.

If someone is in terrible condition and he is really writhing around, and you want to render an assist, you don't wait until he stops writhing. He is liable to stop writhing dead. What you do with him is to direct his attention. You tell him to "*Shut your eyes and look at my fingers.*" You press your fingers hard enough so that he can't help but put his attention on them. In this wise you can always have a successful assist, because assists all come under the heading of control. The beingness of the person and his presence makes the control possible. So part of control is always presence, identity, person, the one who takes charge and has things under control. When you are able to control his attention, his body and thoughts, then he will be in session and you are no longer doing an assist.

Assists dominantly require that you direct the attention of the preclear and dispose his person one way or the other and eventually take over control of his thoughts on the subject. But by the time you have all these three in line you are no longer doing an assist.

So what you really do is do an assist up to the time the person can handle the incident or pain, put him in a more favorable environment and give him auditing. So the assist is what you do on the street, and auditing is what you do in the auditing room when he comes to you after your assist has been successful.

LRH:nt,jh
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 OCTOBER 1971
Issue II

HQS Co-Audit

(HCOB 9 OCTOBER 1967 with additional
information for use on the HQS Co-audit)

ASSISTS FOR INJURIES

Do not run a touch assist when the exact spot is available for a CONTACT ASSIST.

In a CONTACT ASSIST you take the person to the exact spot where the accident occurred. Then have him duplicate exactly what happened at the time of the incident.

For instance, if he hit his head on a pipe, have him go through the action of putting his head against the exact spot on the pipe, having the pipe also touch the exact spot on his head. He should be duplicating the whole thing. That is, the rest of his body should be in the position it was at the time of the accident. If the object is hot, you let it cool first, if current was on you turn it off before doing the Assist.

If he had a tool in his hand, or was using one, he should be going through the same motions with it.

Have the person repeat this several times, until the somatic occurs again. It will occur and blow off when he exactly duplicates it.

Ask him how it's going; has the somatic occurred. End when you get this phenomena of it turning on and blowing off. The full End Phenomena is Pain Gone and Cognition.

If the spot is not available, you do a TOUCH ASSIST. This is run on both sides of the body. It is run until the somatic turns on and then blows.

It is run around the injury and especially below the injury, i.e., further from the head than the injury.

It is a good idea to have the person shut his eyes so that he is definitely looking "through" the area of the injury in order to tell that you are touching him.

Just use a simple command like "Feel my finger. Thank you."

Before or after the Assist, depending on the seriousness of the injury, report the injury to the Medical Officer. Report also the Assist, length of time, somatics, nature of the injury, how it was run and on whom, in writing. Following the session the pc should be taken to the Examiner.

Extracted by
Special Project
for
L. RON HUBBARD
Founder

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 OCTOBER 1971

HQS Co-Audit

Issue III

(HCOB 5 MAY 1969 Issue I
with additional information
for use on the HQS Co-audit)

TOUCH ASSISTS

(Compiled from a lecture by L. Ron Hubbard
given 3 Oct 1968)

The Touch Assist is a form of Dianetic Assist. It is given to an injured person. A Contact Assist as written up elsewhere is faster than a touch assist but is not always possible.

It is done by having the injured person close his eyes and giving the command "feel my finger". You touch him with your finger and he is supposed to feel the finger. Don't articulate the command more than you have to. The pc gets the idea very quickly. After a few commands you will find he will give you a blink or a nod. You then knock off the verbalization. You wait for him to acknowledge after touching his body each time.

The most difficult area to do an assist on is the head. The head and nerve system of the body is a pain absorption cushion. With an electric or impact shock you will find there is a wave of shock or pain goes through the body. In the case of a hit head you will find a wave of shock that went all the way down the nerve channels, through the spine to the extremities of the body. You will normally find somebody who has had a head injury has something wrong with his spine afterwards. The shock wave is locked up in his spine. So the touch assist should include going from the head to the extremities of the body. You are just trying to get him back onto his feet as later on you will run it out as an engram.

The touch assist is not just in the area of the head or injured part. You have to approach the injury, go away from the injury, approach closer, go away further from the injury and so on until you gradually get to where you can touch the injured part.

When going away and coming up you try to follow the nerve channels of the body which includes the spine and the limbs. There are certain relay points like the knees and the elbows and the finger tips. These are the points you head for. These are all points the pain can get locked up in.

What you are trying to do is to get the communication again flowing through the body because the shock of injury stopped it.

If you do anything on the right side of the body you also do it on the left side of the body. If you do a touch assist on an injured hand you go further away from the body and closer to the injury and touch and pass the injury. Then you do exactly the same thing on the opposite side of the body.

If the fellow is bleeding from an artery and is going to bleed to death in the next few minutes you first apply a tourniquet to stop the bleeding and then proceed with the touch assist. When you have got him somewhat up the line end off the assist and let the Medicos have their day setting any bones, patching him up, Morphine, etc.

Try to minimize conversation around the injured person. Conversation just puts content into the engram.

When the structural trouble is patched up and he is somewhat recovered a day or two later, or as soon after as possible, you give him a session that runs out the engram.

This is the Touch Assist. If done in the standard way as described it produces miraculous results and greatly speeds up healing time.

The End Phenomena of the Touch Assist is Pain Gone and Cognition.

Following the assist, the pc should be taken to the Examiner and a report must be written up of what occurred.

1

2

3

4

BOARD TECHNICAL BULLETIN

7 APRIL 1972R

Revised & Reissued 23 June 1974 as BTB

(Revision in this type style)

CANCELS

HCO BULLETIN OF 7 APRIL 1972

SAME TITLE

Remimeo

TOUCH ASSISTS CORRECT ONES

Touch Assist *Bulletins* are right enough as to the data in them. Many were written by others than myself.

Accordingly, to correct certain outnesses and GET REAL RESULTS EVERY TIME, I gave a correct demonstration to the Medical Officers at Flag. They were also told by someone else it needed a Case Supervisor clearance and by another that it had to be known by a Class IV Auditor. Both of these data were false and were cancelled.

Being alerted now that students learning it do it all over a doll with no idea of balance, I wish to make sure the correct data is known so this tech, very *powerful* when CORRECTLY DONE, is better understood as to exact use.

I know no better way of giving the real scene than publishing these correct notes by one of the Medical Officers who took notes during the demonstration.

TALK BY LRH TO FLAG MEDICAL OFFICERS ON TOUCH ASSISTS, WITH DEMONSTRATION

On assists when you are speaking with medicos you talk to them in terms of restoring comm in blood and nerve channels.

I've recently observed nobody does a correct touch assist. Hence I want to show you how to get real results.

Normal *errors* in a touch assist are: (1) Don't go to extremities, (2) Don't equal balance to both sides, (3) Don't carry through (they go to release point only), (4) Don't repeat on following days if needed.

A guy stubs a toe, the other toe is where it is locked up.

There is a balance of the nerve energy of the body on 12 nerve channels going up and down the spine. The type of energy in the body travels at 10 ft a second.

The energy from a shock will make a standing wave in the body.

The brain is a shock cushion, that is all. It absorbs the shock from a large amount of energy. The neuron-synapse is a disconnection.

A wave one way will have a wave reacting the other way. In the sympathetic system the wave locks up on both sides of the body. So do assist thoroughly on both sides. Get both sides and unlock standing wave. The purpose of a touch assist is to unlock the standing waves that are small electronic ridges of nervous energy that is not flowing as it should.

You can unlock an impulse in the leg and it can get into spine and lock up. So this is where you get the Chiropractor fixing people. But the nerves are "telling the muscles" to hold the bone out of place.

A shock puts, via the nerves, a permanent command into a set of muscles, all different "commands" going out from the shock. The system functions through stops to try to hold that shock back. It's actually nerve to muscle to bone.

Light massage along nerve channels will get muscles unlocked to permit bone to go in place. You unlock nerve channels.

The trick is standing waves. The wave is slowed down as it goes through body, like at each joint. There are brain cells at each joint absorbing the shock.

Inertia—when enough heavy charge goes through a nerve it stops passing the charge through and just builds it up. A touch assist will bring the flow back and the suspended pain, cold, electrical charges and muscle command will blow through.

Shock impulse goes tearing down nerve in huge volume, all accumulating nodules of standing waves all over body, trying to stop the nerve impulse. The nerve goes into apathy with the huge volume of impulse. Like 100,000 volts of electricity over a small wire, something goes.

With auditing you are bringing back the nerve "from apathy" up through the tone scale. Like getting apathy of nerve up through the pain explosion. So the touch assist is short sessioned and always balanced.

At first you might just get an awareness of the area, then maybe after the 3rd or 4th assist (third or fourth day or many more days with one done each day) there is a large jolt that will go through.

The comm cycle is not as important in the touch assist as it is with thetan auditing. But it must be present. Here we are dealing with the body. You do give the command, get an answer from the patient and acknowledge each time.

THE ASSIST DEMO done on Arthur Hubbard

(Arthur had a wound on his right foot right side at ball of foot location, wound not healing quickly.)

You want to get the guy where he is available. (Arthur was sitting on chair with legs straight and feet on LRH's knees [one foot on each knee], and Arthur's hands palms down on his shins. Arthur was comfortable—LRH asked about his comfort.)

The target of all this touch assist is the pain in the wound in the side of the foot. The extremity is the top end of the big toe. Both hands and especially finger tip are also extremities. It's a sympathetic system.

On the assist you must go to corresponding extremities.

(R factor) I'm going to touch you like this (LRH touched Arthur's foot). When you feel it well tell me, okay? Okay.

Feel my finger? Yes (Arthur). Good (LRH). This was done *rapidly* alternating from one side of body to other, one command and answer and ack for each touch; assist done on each toe back and forth left to right, one for one touch on one side, touch on other side. Up foot, each toe, over to hands, left hand to right hand, one touch for one. This was done for several minutes.

LRH then had Arthur bend over to get to the spine. Arthur said he had some numbness in the lower spine when LRH asked about this area. LRH then did the spine touching 3 inches from spine on one side then to three inches on the other side alternately, up the head and around the neck and head.

LRH asked, "How's that?" Arthur said, "Better," gave cognition on pants being same ones he had on during accident, and LRH ended off.

SPINE

Arthur during assist had numbness in kidney back area. This is the midpoint between the extremities on the sympathetic system. In the future if the assist hadn't been done he might have had kidney trouble.

The impulse locks up in the spine, so you have to do the spine too to release that charge.

EXTREMITY

The extremity is beyond the point of the body injury. Really handling the extremity furthest from the injury, the legs, would strip the blocked energy out (if you get the extremity). (During the assist LRH did not do the legs, or arms, only toes, feet, hands, fingers and back.)

"The way you run the touch assist is

*give the command
then touch.*

"Do not touch and then give the command as it's backwards.

"This requires a drill

*'Feel my finger.'
Then touch a point."*

LRH

SCHOOLS OF HEALING

The thing that's wrong with each school of healing is that it says it can do the job totally. It can't. An example of this is a Swedish masseur saying he can cure a person. But in addition to massage, let us say, the person doesn't eat. It's not part of the cure, so doesn't cure.

The doctor's bug is diagnosis. He is even setting up a computer system in the country to figure out what is with the person. But they don't have logic or the Data Series to program from so they won't make it.

There is a big hole in Adele Davis's book on dieting. She doesn't talk enough about iodine on diets, but that is what activates thyroid which burns up the food. So her reducing diets don't always reduce.

If you block out the fields of knowledge you won't get anywhere.

To cure things a doctor should use a number of things (schools of healing) and do each one right.

Regard body with a question mark in your mind.

There is a "brain" at each joint. This is why acupuncture works. One can paralyze a whole body area with it by touching these minor "brains" with a needle. It can do other things as well if you know how.

MESMERISM

Mesmerism is no relation to hypnotism at all. Mesmerism is animal magnetism. It's a physiological rapport. Not a concentration on mental but on mental-physiological.

To have rapport with something you can *be* it.

Hypnotism is the reduction and absorption of mental power of the person. In hypnotism one takes over the person. The subject has no control.

When doing physical healing, if you stroke sympathetically (both sides) alternately inducing a rhythmic motion which is monotonous, you can mesmerize a person.

In Mesmerism there is an imposition on feeling. If you mesmerize a person and pinch your back, he will get red in the same place and feel the pain of the pinch. This is physiological rapport. No words are said during mesmerism.

In assists you *don't* want rapport; *avoid* a rhythm; on stroking in massages keep person talking; keep him saying Yes and you asking in an assist. Keep him in comm with you. That is why you use the comm cycle, or else all feeling can go out of the body. The comm cycle *prevents* a mesmeric trance occurring that would leave the patient in rapport.

Rapport is mutual feelingness.

In an assist (1) Keep talking, (2) Break rhythms, (3) End off. This is important.

Mesmerism is the transfer of the feeling and fault of operator to patient. A woman doing massages quietly and rhythmically could be giving her patient her disjointed hip. A doctor with bad eyesight can make his patients worse or vice versa possibly, if he had good eyesight, patient could get good eyesight.

Notes of Flag Medical Officer
Amended & Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:JD:mes.mh.rd
Copyright © 1972, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

BOARD TECHNICAL BULLETIN

7 JUNE 1969

Reissued 27 July 1974 as BTB

Remimeo

CANCELS
HCO BULLETIN OF 7 JUNE 1969
SAME TITLE

HOW TO MAKE A PERSON SOBER

There is an interesting piece of Tech developed and used by Ron many years ago but not previously written up. It is the use of Locational Havingness to make a person sober.

This process is not used to cure a person of alcoholism. The development of Prior Assessment in Standard Dianetics (HCO B 19 May 1969) handles the conditions that caused a person to be alcoholic.

The use of Locational Havingness will make a drunk person sober in a very few minutes and the cause of his need for alcohol can be audited out later. As society currently has no technology for handling the drunk who is an embarrassment to the police, his family, and often to himself, this process has social value and may serve as a line of co-operation and assistance to the police.

The Locational Havingness process is simply the command "Look at that _____ (room object)". Use very good TR 0. A drunk is usually considered somewhat unfrontable and he himself certainly cannot confront. One thing he cannot confront is an empty glass. He always refills it if it is empty.

Repeat the command, each time pointing out a room object, as often as required to bring the person to sobriety. Do not Q & A with the frequent comment "What object!" Just get the command carried out, acknowledge, and give the next command.

"DO NOT EVER GET ANGRY WITH OR STRIKE A DRUNK WHATEVER THE PROVOCATION."

We are not particularly in the business of handling the drunk. But we are in the field of helping our fellow man. In a society where the only alternative is a night in the clink and a fine, which is not desired by either the police or the intoxicated person, we can assist both and handle the situation in a matter of minutes. The case can be fully handled later by Dianetic Auditing with excellent lasting results if the person wishes it on his own determinism.

Lt. Comdr. Brian Livingston

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU
for the

BOARDS OF DIRECTORS
of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:BL:mh.jh
Copyright © 1969, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

2

3

4

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 DECEMBER 1965

Remimeo
All Students
St Hill Courses
All Staff

CCHs

(Replaces HCO Bulletin of July 5th, 1963, "CCHs Rewritten")

As per HCO Pol Ltr May 17th, 65, the CCHs are processes.

They are *not* drills.

The following revised rundown on the CCHs is to be used by all Auditors.

CONTROL—COMMUNICATION—HAVINGNESS PROCESSES

The following rundown of CCH 1, 2, 3 and 4 has been slightly amended. CCHs are run as follows:

CCH 1 to a flat point then CCH 2 to a flat point then CCH 3 to a flat point then CCH 4 to a flat point then CCH 1 to a flat point, etc.

No: CCH 1.

NAME: GIVE ME THAT HAND. Tone 40.

AUDITING COMMANDS: GIVE ME THAT HAND.

Physical action of taking hand when not given and then replacing it in the PC's lap. Making physical contact with the PC's hand if PC resists. THANK YOU ending each cycle.

All Tone 40 with clear intention, one command in one unit of time. Take up *each new Physical* change manifested *as though it were an origin* by the PC when it happens, and querying it by asking "What's happening?" This two way comm is *not* Tone 40. Run only on the right hand.

AUDITING POSITION: Auditor and PC seated in chairs without arms. Auditor's knees on outside of both PC's knees.

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

Never stop process until a flat place is reached. Freezes may be introduced at end of cycle, this being after the THANK YOU and before the next command, maintaining a solid comm line, to ascertain information from the PC or to bridge from the process. This is done between two commands, holding the PC's hand after acknowledgement. PC's hand should be clasped with exactly correct pressure. Make every command and cycle separate. Maintain Tone 40, stress on intention from Auditor to PC with each command. To leave an instant for PC to do it by own will before Auditor decides to take hand or make contact with it. Auditor indicates hand by nod of head.

Tone 40 Command = Intention without reservation. Change is any physical, observed manifestation.

No: CCH 2.

NAME: TONE 40 8c

AUDITING COMMANDS: YOU LOOK AT THAT WALL. THANK YOU.
YOU WALK OVER TO THAT WALL. THANK YOU.
YOU TOUCH THAT WALL. THANK YOU.
TURN AROUND. THANK YOU.

Take up *each new physical* change manifested *as though it were an origin* by the PC, when it happens, and querying it by asking "What's happening?" This two way comm is *not* Tone 40. Commands smoothly enforced physically when necessary. Tone 40, full intention.

AUDITING POSITION: Auditor and PC ambulant, Auditor in physical contact with PC as needed.

PROCESS PURPOSE: To demonstrate to PC that his body can be controlled and thus inviting him to control it. To orient him in his present time Environment. To increase his ability to duplicate and thusly increase his Havingness.

Absolute Auditor precision. No drops from Tone 40. No flubs. Total present time. Auditor on PC's right side. Auditor body acts as block to forward motion when PC turns. Auditor gives command, gives PC a moment to obey, then enforces command with physical contact of exactly correct force to get command executed. Auditor does not block PC from executing commands. Method of introduction as in CCH 1. Freezes may be introduced at the end of cycle, this being after the THANK YOU and before the next command, maintaining a solid comm line, to ascertain information from the PC or to bridge from the process, this being the acknowledgement "THANK YOU" after the command "TURN AROUND".

CCH 1 and CCH 2 were developed by L. RON HUBBARD in Washington, DC in 1957 for the 19th ACC.

No: CCH 3.

NAME: HAND SPACE MIMICRY

AUDITING COMMANDS: Auditor raises 2 hands palms facing PC's about an equal distance between the Auditor and PC 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 THEIR MOTION?" Acknowledge answer. Auditor allows PC to break solid comm line. When this is flat, the Auditor does this same with a half inch of space between his and the PC's palms. The command being "PUT YOUR HANDS FACING MINE ABOUT ½ INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION". "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge. When this is flat, Auditor does it with a wider space and so on until PC is able to follow motions a yard away.

AUDITING POSITION: Auditor and PC seated, close together facing each other, PC's knees between Auditor's knees.

PROCESS PURPOSE: To develop reality on the auditor using the reality scale (solid communication line). To get PC into communication by control and duplication. To find Auditor.

Auditor should be gentle and accurate in his motions, all motions being Tone 40, giving PC wins. To be free in 2-way communication. Process is introduced and run as a formal

process. If PC dopes off in this process Auditor may take PC's wrist and help him execute the command one hand at a time. If PC does not answer during anaten to question "DID YOU CONTRIBUTE TO THEIR MOTION?" Auditor may wait for normal comm lag of that PC, acknowledge and continue process.

TONE 40 Motion = Intention without Reservation. Two Way Communications = One Question—The Right One.

HISTORY: Developed by L. Ron Hubbard in Washington, DC 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.

No: CCH 4.

NAME: BOOK MIMICRY

AUDITING COMMANDS: THERE ARE NO SET VERBAL COMMANDS.

Auditor makes simple motions with a book. Hands book to the PC. PC makes motion, duplicating Auditor's mirror-image-wise. Auditor asks PC if he is satisfied that the PC duplicated the motion. If PC is and Auditor is also fully satisfied, Auditor takes back the book and goes to next command. If PC is not sure that he duplicated any command, Auditor repeats it for him and gives him back the book. If PC is sure he did and Auditor can see duplication is pretty wrong, Auditor accepts PC's answer and continues on a gradient scale of motion either with the left or right hand till PC can do original command correctly. This ensures no invalidation of the PC. Tone 40, only in motions, verbal 2-way quite free.

AUDITING POSITION: Auditor and PC seated facing each other, a comfortable distance apart.

PROCESS PURPOSE: To bring up PC's communication with control and duplication (control and duplication = communication).

Give PC wins. It is necessary for Auditor to duplicate his own commands. Circular motions are more complex than straight lines. Tolerance of plus or minus randomness is apparent here and the Auditor should probably begin on the PC with motions that begin in the same place each time and are neither very fast nor very slow, nor very complex. Introduced by the Auditor seeing that PC understands what is to be done, as there is no verbal command, formal process.

HISTORY: Developed by L.R.H. for the 16th ACC in Washington, DC 1957. Based on duplication. Developed by L.R.H. in London, 1952.

L. RON HUBBARD

LRH:ep.rd
Copyright © 1965
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

2

3

4

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 AUGUST 1962

Sthil Students
Course
Franchise

RUNNING CCH'S

CCH's being run terribly wrong.

Correct version follows: Run a CCH only so long as it produces change in the pc's general aspect.

If no change in aspect for three commands, with the pc actually doing the commands, go on to next CCH.

If CCH producing change do not go on but flatten that CCH.

Then when for three commands executed by the pc it produces no change go on to next CCH.

Run CCHs One Two Three Four, One Two Three Four, One etc.

Use only right hand on One.

The CCHs are run alternated with Prepchecking session by session depending upon whether or not the pc has had a win on either and whether the CCHs in the CCH Session were not left with the pc stuck in one CCH which was producing terrific change and thusly very unflat as a process.

CCHs are not run in Model Session, nor run on the E-Meter, nor are goals set. The reality factor is established before the first command is given.

It is code break clause thirteen to run a CCH that is producing no change or to not flatten in same or subsequent session a CCH that is producing change.

Some pcs get no reaction at first on any CCH; therefore run each one as above, CCH One Two Three Four, One etc., and with Prepchecking being given in alternate sessions, or as stated above in case one of the CCHs has to be flattened off in another session on the CCHs.

L. RON HUBBARD

BOARD TECHNICAL BULLETIN

6 SEPTEMBER 1962

Reissued 5 July 1974 as BTB

CANCELS

Remimeo

HCO BULLETIN OF 6 SEPTEMBER 1962
SAME TITLE

CCHs: MORE INFORMATION

The CCHs are motion processes, not speech processes. Many auditors have difficulties and queries regarding the CCHs merely because they do not place the correct emphasis of the processes where emphasis should be placed. You could even run the CCHs on someone who couldn't speak a word or on someone who spoke a different language, the reason being that it is not the verbal commands which are of importance, but the motions alone.

Many auditors go into a long, complicated R-Factor before beginning the CCHs and then give a big Tone 40 START OF SESSION. All this is certainly not necessary. In reality on the CCHs, the session starts when the auditor starts acting and ends when the auditor stops acting—it's the motion that starts and stops—not the verbal commands.

So the CCHs are a completely physical drill. The auditor never *acts* upon any data whatsoever which he receives from the preclear. If the preclear verbally communicates a somatic to the auditor, the auditor does not continue the CCH process which turned on the somatic just because of this verbal communication. If the somatic is one which evidences itself upon the preclear with a directly observable physical manifestation, naturally the auditor would continue the process because physical change is occurring. So each CCH is run to no physically observable comm lag and to no physically observable change for three consecutive cycles of the process, with the preclear actually *doing* the commands.

Two-way communication on the CCHs is used only to punch up physical reactions and is used at the precise moment when a physical reaction occurs and only consists of "How are you doing?", "What's happening?" or "How is it going?"

Many auditors make a mistake on CCH 1. The auditor always takes the preclear's hand AND PUTS IT BACK IN HIS LAP. The reason for this is that, if he clings to the auditor's hand at some future time, the auditor's separating the preclear's hand from his will then create no ARC Break.

The CCHs are done because in many, many cases only doingness will reach thinkingness. So only doingness of the CCHs will reach such.

Issued by

Mary Sue Hubbard

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:MSH:mh.rd
Copyright © 1962, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

1

1

1

1

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 APRIL 1962

Franchise

CCH's
AUDITING ATTITUDE

This is an important bulletin. If you understand it you will get results on hitherto unmoving cases and faster results (1 hour as effective as a former 25) with the CCH's.

Here is what happened to the CCH's and which will continue to happen to them to damage their value:

The CCH's in their most workable form were *finalized* in London by me in April 1957. That was their high tide of workability for the next five years. After that date, difficulties discovered in *teaching them to auditors* added extraordinary solutions to the CCH's (not by me) which cut them to about one twentyfifth of their original auditing value. Pcs thereafter had increasing difficulty in doing them and the gain lessened.

How far were the CCH's removed from original CCH auditing? Well, the other night on TV I gave a demonstration of the proper original CCH's which produce the gains on pcs. And more than twelve old time auditors (the lowest graded ones out of 36) thought they were watching a demonstration of entirely foreign processes.

Although these auditors had been "well trained" on the CCH's (but not by me) they did not see *any* similarity between how they did them and how they saw me do them. Two or three students and two instructors thought they were being done *wrong*. Even the higher ranking students were startled. They had never seen CCH's like this.

Yet, the pc was very happy, came way up tone, lost a bad before-session somatic and within 48 hours had a complete change in a chronic physical problem, *all in 1½ hours* of proper original CCH's.

The students and instructors "knew they weren't watching the correct CCH's" because there was no antagonism to the pc, because the Tone 40 was not shouted, because there was no endurance marathon in progress. There was just quiet, positive auditing with the pc in good, happy 2 way communication with the auditor and the auditor letting the pc win.

In the student auditing of the next two days, some shadow of the demonstration's attitude was used *and the cases audited gained much faster* than before. Yet at least two or three still feel that this is far too easy to be the CCH's.

In five years, the CCH's, not closely supervised by me, but altered in training, had become completely unrecognisable (and almost resultless).

Why?

Because the CCH's were confused with Op Pro by Dup which was for auditors. Because the CCH's became an arduous *ritual*, not a way to audit the pc in front of you. The CCH's became a method of auditing without communicating, of running off strings of drills without being there. And the CCH's are so good that even when done wrong or even viciously they produced some slight gain. The CCH's shade from bright white to dark grey in results, never to black.

Having been perverted in training to a system to make auditors audit them, they became something that had nothing to do with the pc.

What these students saw demonstrated (and which upset them terribly) was this:

The auditor sat down, chatted a bit about the coming session with the pc,

explained in general what he was about to do. The session was started. The auditor explained the CCH 1 drill in particular and then began on it. The pc had a bit of embarrassment come off. The auditor took the physical reaction as an origination by the pc and queried it. The routine CCH 1 drill went on and was shortly proved flat by three equal responses. The auditor went to CCH 2. He explained the drill and started it. This proved to be flat. The pc did the drill three times without comm change. The auditor explained and went to CCH 3. This also proved flat and after a three times test, the auditor came off it, explained CCH 4, and went to CCH 4. This proved unflat and was gradually flattened to three equally timed correct responses by the pc on a motion the pc could not at first do. About 50 minutes had elapsed so the auditor gave a ten minute break. After the break the auditor went back to CCH 1, found it flat, went to CCH 2 and found the pc jumping the command and, by putting short waits of different lengths before giving commands, knocked out the automaticity. The auditor went on to CCH 3, found it flat, and then to CCH 4 which was found unflat and was accordingly flattened. The auditor then discussed end ruds in a general way, got a summary of gains and ended the session.

All commands and actions were Tone 40 (which is *not* "antagonism" or "challenge"). *But* the pc was kept in two way comm between full cycles of the drill by the auditor. Taking up *each new physical* change manifested *as though it were an origin* by the pc and querying it and getting the pc to give the pc's reaction to it, this two way comm was *not* Tone 40. Auditor and pc were serious about the drills. There was no relaxation of precision. But both auditor and pc were relaxed and happy about the whole thing. And the pc wound up walking on air.

These were the CCH's properly done. With high gain results.

The viewers saw no watchdog snarling, no grim, grim PURPOSE, no antagonistic suspicion, no pc going out of session, no mauling, no drill-sergeant bawling and KNEW these couldn't be the CCH's. There was good auditor-pc relationship (better than in formal sessions) and good two way comm throughout, so the viewers KNEW these weren't proper CCH's.

Well, I don't know what these gruelling blood baths are they're calling "the CCH's". I did them the way they were done in April 1957 and got April 1957 fast results. And the processes aren't even recognised!

So somewhere in each year from April 1957 to April 1962 and somewhere in each place they're done, additives and injunctions and "now I'm supposed to's" have grown up around these precise but easy, pleasant processes that have created an unworkable monster that is called "the CCH's" but which definitely isn't.

Not seeing the weird perversions but seeing the slow graph responses, the vast hours being burned up, I began to abandon recommending the CCH's after 1959 as too long in others' hands. I didn't realise how complicated and how grim it had all become.

Well, the *real* CCH's *done right*, done the way they're described here, are a fast gain route, easy on auditor and pc, that goes all the way south.

Take a re-read of the June and November bulletins of last year (forget the 20 minute test, 3 times equally done are enough to see a CCH is flat) and, not forgetting your Tone 40 and precision, laying aside the grim withdrawn militant auditor attitude, try to do them as pleasantly as you find them described in the above outlined session, and be amazed at the progress the pc will make.

The CCH's easy on auditor and pc? Ah, they'd observed a lot of CCH's and never any that were *easy* on auditor or pc. Everybody came to know it was a bullying, smashing, arduous mess, a fight in fact. The only trouble was, the gains vanished when the ARC ran out.

Today, put *any* pc on the *original* CCH's done as above until they're flat, then go to 3D Criss Cross and the pc will fly.

Surely you don't have to look and sound so hungry, disinterested and mean when

you audit the CCH's. You want to *clear* this pc, not make him or her into a shaking wreck. The CCH's are easily done (when they're done right).

They'll get lost again, too, unless you remember they can get lost.

I believe upper indoc should be cancelled in Academies and extra time put on just the CCH's as it is the upper indoc attitude carried over that makes the CCH's grim.

SUMMARY

The PURPOSE of the CCH's is to bring the pc through incidents and into present time. It is the reverse of "mental" auditing in that it gets the pc's attention exterior from the bank and on present time. By using Communication, Control and Havingness this is done. If you make present time a snarling hostility to the pc, he of course does not want to come into present time and it takes just that much longer to make the CCH's work.

You do the CCH's with the Auditor's Code firmly in mind. Don't run a process that is not producing change. Run a process as long as it produces change. Don't go out of 2 way comm with the pc.

Complete every cycle of the process. Don't interject 2 way comm into the middle of a cycle, use it only after a cycle is acknowledged and complete.

Don't end a process before it is flat. Don't continue a process after it is flat.

Use Tone 40 Commands. Don't confuse antagonistic screaming at the pc with Tone 40.

If you *have* to manhandle a pc, do so, but only to help him get the process flat. If you have to manhandle the pc you've already accumulated ARC breaks and given him loses and driven him out of session.

Improve the ability of a pc by gradient scale, give the pc lots of wins on CCH 3 and CCH 4 and amongst them flatten off what he hasn't been able to do.

The CCH drills must be done precisely by the auditor. But the criteria is whether the pc gets gains, not whether the auditor is a perfect ritualist.

Exact Ritual is something in which you should take pride. But it exists only to accomplish auditing. When it exists for itself alone, watch out.

Audit the pc in front of you. Not some other pc or a generalised object.

Use the CCH's to coax the pc out of the bank and into present time.

Take up the pc's physical changes as though they were originations. Each time a new one occurs, take it up with 2 way comm as though the pc had spoken. If the same "origination" happens again and again only take it up again occasionally, not every time it happens.

Know what's going on. Keep the pc at it. Keep the pc informed. Keep the pc winning. Keep the pc exteriorizing from the past and coming into present time.

Understand the CCH's and what you're doing. If it all deteriorates to mere ritual you'll take 25 to 50 times the time necessary to produce the same result as I would.

The auditing is for the pc. The CCH's are for the pc. In auditing you win in the CCH's only when the pc wins.

L. RON HUBBARD

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 SEPTEMBER 1971

Issue V

Remimeo
HQS Course Checksheet
HQS Super Checksheet

CO-AUDITING

DRILL – MODEL SESSION FOR CCH's 1 to 4

Co-audit is an abbreviation for co-operative auditing. It means a team of two people who are using Scientology processes to help each other reach a better life. The supervisor will assign the people to teams. The two people alternate auditing each other. First one person is the auditor and the other the pc. The auditor audits the pc on one process until a predetermined time length, or the End Phenomena (EP) (result), which is cognition (realization) and VGIs (very good indicators—pc looking very bright and happy) are achieved for the pc. The two people then switch and the first person becomes the pc and the second becomes the auditor, using the same process. This is closely supervised by the supervisor.

On this course there will be two different types of processes. The first are called objective processes and deal with body motions and observing and touching objects in the auditing room. The second type are recall processes and deal with the pc remembering things that happened in his past. Each process will be taken to the End Phenomena (EP) which is cognition and VGIs (very good indicators). When the student auditor observes this phenomena he will then signal to the supervisor. The supervisor will have the pc go to a person called an Examiner, sit down at a table, and hold on to two ordinary tin cans which are connected to a device called an E-Meter. The E-Meter is an electronic device for measuring the mental state and changes of state of an individual. While on the meter the pc may say anything he would like to about the session he has just had. The Examiner will listen and note down what he says and he will also notice the movement of the needle on the meter. If the pc has just had a cognition and VGIs on the process the Examiner will probably see the needle moving in an idle uninfluenced motion. It will appear to float and is called a Floating Needle. This is a needle manifestation of the E-Meter of great importance as it indicates the preclear has reached a state where he is released or separated from his Reactive Mind or some portion of it. It is another indication of the end of the process. The Examiner will indicate if the needle is floating. The full End Phenomena of process is Cognition, VGIs and Floating Needle (F/N). If the EP does not occur in one session, the same process will be continued in later sessions until it is achieved.

A graduate of the HQS Course may and should audit friends and people on the Objective, Recall and Assist processes he/she has been trained in.

There are drills for each process so that the student understands and feels confident about the process before doing it on another student. They are done with a doll to make it as much like a real session as possible.

Drill – Model Session for CCH 1 to 4

(a four part process)

NAME: Drill – CCHs 1 to 4 (CCH: Control, Communication, Havingness).

COMMANDS: CCH 1 “Give me that hand.” “Thank you.”
CCH 2 “You look at that wall.” “Thank you.”
“You walk over to that wall.” “Thank you.”
“You touch that wall.” “Thank you.”
“Turn around.” “Thank you.”

CCH 3
Hand Contact Mimicry

“Put your hands against mine, follow them and contribute to their motion.”
“Did you contribute to their motion?”

(A change occurs when on the run through the CCHs, Hand Contact Mimicry is flat with no change, i.e., CCH 1, 2, 3 (Hand

Contact Mimicry with change), 4, 1, 2, 3 (Hand Contact Mimicry three commands only, no change), 4, 1, 2, 3 (Hand Space Mimicry).

Hand Space Mimicry

"Put your hands facing mine about ½ inch away, follow them and contribute to their motion."

"Did you contribute to their motion?"

(Acknowledge)

CCH 4 There are no set verbal commands. Auditor makes simple motions with a book. Hands the book to the pc. Pc makes motions duplicating auditor's.

PURPOSE: To train the student to be able to coordinate and apply the commands and procedure of CCH's 1 to 4 with the doingness of auditing so that he can do it smoothly in Co-auditing.

POSITION: Student and a doll (representing the pc) are seated in armless chairs, facing each other. Student's knees are on the outside of the doll's knees.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session including those steps given below. The drill is complete when the student can do it smoothly and comfortably without flubs or out TRs. (TRs 0 to 4 and 6 to 9.)

STEPS:

1. Select and set up an auditing space, and prepare your auditing report forms (on a clip board). The space should be large enough and suitable for the pc to be able to walk from wall to wall. There should be two chairs facing each other and a small plain book (for CCH 4).
2. Inform the supervisor that you are going to be starting a session and show the supervisor that you *are* up to that part of your checksheet, and just where the session will be.
3. The supervisor makes sure that you get the folder for your pc and that you understand what the next action is to be, and the supervisor gives you the OK to start session.
4. Bring the pc, sit the pc in his or her chair and then sit down across from the pc with the pc's knees between the auditor's. There is of course no E-Meter.
5. Ask the pc if it is all right to audit in the room and if not, make things right by adjusting the room or location of auditing.
6. Tell the pc the purpose of such sessions (Reality Factor)—"I want to improve your ability." It's the auditor's goal at this level, not the pc's. Also tell the pc exactly how long the session will be. (For this process the session should be an hour or more.) Note the time you started on the worksheets.
7. Tell the pc "Start of Session," and start your report form.
8. Tell the pc "We are now going to do CCH's." Then note the time session started and place your clip board on the floor. (Report forms are written up immediately following the session for objective processes, not kept during the process.)
9. Don't go into a discussion of the process, just say "We will now run CCH 1. Start of process."
Raise your right hand to just above waist height halfway between your body and pc. Hand held open.
10. Give Tone 40 command, "Give me that hand." Indicate pc's right hand by slight nod.
11. When pc has put his right hand in the auditor's give an acknowledgement, "Thank you."
12. Take the pc's right wrist by your left hand and return the pc's hand to the pc's side.
13. Repeat from the second part of step 9 through step 12. Continue until the pc has done so to 3 equal consecutive comm lags.

14. Take up any physical manifestations as pc origination by saying, "What's happening?" This is done after the pc has carried out the command and been acknowledged but before letting go of the pc's hand.
15. If pc doesn't give you his hand after the command and waiting a normal response period, take the pc's right hand in your left hand and place the pc's hand in your right. Then acknowledge the pc. Ask "What's happening?" Accept whatever the pc says and continue.
16. After 3 consecutive commands when the pc does carry out the command and of equal comm lag without any new physical change, CCH 1 is considered flat.
17. Tell pc "We will now run CCH 2."
18. Stand up, move chairs to side of auditing room leaving an unobstructed walk between two opposite walls of the room. Stand to the right of the pc, with the pc facing the opposite wall.
19. Give the command (Tone 40) "You look at that wall." Indicate the wall by pointing. "Thank you."
20. "You walk over to that wall." Walk with pc to opposite wall. (Keeping to pc's right.) "Thank you."
21. "You touch that wall." "Thank you."
22. "Turn around." If pc turns around move in 2 steps to a position just in front of the pc (facing pc). "Thank you." Then move to pc's right.
23. Repeat 9 to 23 until the process is flat (3 consecutive sequences of commands with pc doing the process and no new physical manifestations or change of comm lag).
24. Take up any physical change as a pc origination as it occurs.
25. Tell pc we will now run CCH 3.
26. Return to the 2 chairs set up as in CCH 1.
27. Raise both hands, palms open facing pc, hands about shoulder height and half way between auditor and pc.
28. Give command (not Tone 40) "Put your hands against mine, follow them and contribute to their motion."
29. When pc has hands against auditor's, move first the right hand, then the left hand in a simple motion.
Straight line motions are simpler than curved motions, make the motions fairly slow, very positive and smooth. (Tone 40 intention in the motions.)
30. After the motion is done with the right then left and both hands returned to starting position (pc's hands still raised against auditor's), ask "Did you contribute to the motion?"
Usually pc says yes. If pc not happy that he did you can repeat the same motion.
31. After cycle is complete acknowledge, "Thank you."
32. Return hands to lap.
33. Repeat 28 to 32, each time varying the motion a little, you can increase the complexity slightly but don't get too complicated.
34. After 3 consecutive cycles with pc doing the process and no physical change or change of comm lag, tell pc "We will now run CCH 4."
35. Remain seated in chairs as in CCH 3. Take up a book (a light hard covered book with a plain cover is best). Explain to the pc that you are going to make a motion with the book, when you have done so, you want him to duplicate the motion. (Make the same motion in the same space.)
36. When the pc understands, then hold the book steady in a comfortable position between auditor and pc. Make a simple motion of the book (similar to CCH 3 type motions). Complete the action at the starting point, pause, then hand the book to the pc. (Don't tell him to take it, just move it slightly toward him and look at the pc as though offering him the book.)

37. After the pc has repeated the action, ask, "Did you duplicate that motion?" or "How did you get on with that one?" (Not a rote question—friendly, not Tone 40.)
38. If the pc is happy with it, then do a new motion.
 If pc *says* he wasn't happy that he duplicated it then do it again and then keep the motions very simple to improve pc confidence.
 If pc *says* he was happy with it but the auditor sees it was obviously misduplicated, just acknowledge him, start a new cycle doing just the first part of the motion then building it up until the pc duplicates the full motion.
 Don't invalidate the pc by continuing to repeat motions he is happy with. Never say or indicate by facial expression that he didn't really duplicate the motion.
39. Repeat 36 to 38 to three consecutive no change sequences.
40. Repeat CCH 1, 2, 3, 4 through and through until
 - A. All are flat on one run through.
 - B. Or until pc has good cog with VGIs (very good indicators).
 - C. Or pc exterior.
41. When any of these occur, end off with "That's it" and have the pc sit down (if not sitting). Write briefly what happened on the EP. Then signal to the supervisor and give him your report to read. He will then tell you to take the pc to the Examiner to check for F/N, or continue the process (if a full EP has not been reached). When you go to the Examiner bring back the report with you and put it in the pc's folder.
42. If the set time comes up before the end phenomena (EP) of the process, do the following:
 - A. Toward the end of the auditing period, warn "The session time is about over. We'll have to be ending shortly."
 - B. When the pc has carried out an extra command or two, say, "We're closing the session now. Time is up." (Have him sit down if he is not sitting.) "Have you made any gains in this session?"
 - C. Quickly note down on your report form the pc's answer.
 - D. End the session with "End of Session." Take the pc to the Examiner.
43. After the session write up your auditing report forms for the session, put them into the pc's folder and hand them in to the supervisor. (Have worksheets and Auditor Report Form.)

NOTE: If you get into an impasse in session and can't make any progress, or if the pc becomes upset or other confusions arise, put up your hand behind your back, to attract the attention of the supervisor who will assist in the situation.

SPECIAL NOTE: If the set time length comes before you get through all 4 CCHs end off at that time (as given in 42). The CCHs will be continued the next time it is your chance to be the auditor.

Special Project
 for
 Distribution Aide and
 Training and Services Aide
 for
 L. RON HUBBARD
 Founder

LRH:DH:BW:PE:pe.rd
 Copyright © 1971
 by L. Ron Hubbard
 ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 SEPTEMBER 1971

Issue VI

Amended & Reissued 19 April 1974

(Only change is in signature &
commands of CCH 7.)

Remimeo
HQS Course
HQS Course
Supers

CCHs 5, 6 & 7

(Taken verbatim from HCO B 11 June 1957
for use on the HQS Course.)

NUMBER: CCH 5

NAME: Location by Contact.

COMMANDS: "Touch that (indicated object)." "Thank you."

POSITION: Auditor and preclear may be seated where the preclear is very unable, in which case they are seated at a table which has a number of objects scattered on its surface. Or auditor and preclear may be ambulant, with the auditor in manual contact with the preclear as is necessary to face him toward and guide him to the indicated object.

PURPOSE: The purpose of the process is to give the preclear orientation and havingness and to improve his perception.

TRAINING STRESS: Training stress is upon gentleness, ARC and the raising of the preclear's certainty that he has touched the indicated object. It should be noticed that this can be run on blind people.

HISTORY: Developed by L. Ron Hubbard from Locational Processing in 1957.

NUMBER: CCH 6

NAME: Body-Room Contact.

COMMANDS: "Touch your (body part)." "Thank you." "Touch that (indicated room object)." "Thank you."

POSITION: Auditor and preclear move about together as needed, the auditor enforcing the commands by manual contact using the preclear's hands to touch objects and touch body parts.

PURPOSE: To establish the orientation and increase the havingness of the preclear and to give him in particular a reality on his own body.

TRAINING STRESS: Training stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the preclear ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the preclear in any case.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, D.C., as a lower step than Body-Room Show Me.

NUMBER: CCH 7

NAME: Contact by Duplication.

COMMANDS: "Touch that table." "Thank you." "Touch your (body part)."
"Thank you." "Touch that table." "Thank you." "Touch your (same body part)."
"Thank you." "Touch that table." "Thank you." "Touch your (same body part)."
"Thank you," etc, in that order.

POSITION: Auditor may be seated. Preclear should be walking. Usually auditor standing by to manually enforce the commands.

PURPOSE: Process is used to heighten perception, orient the preclear and raise the preclear's havingness. Control of attention as in all these "contact" processes naturally takes the attention units out of the bank which itself has been controlling the preclear's attention.

TRAINING STRESS: Training stress is on precision of command and motion, with each command in its unit of time, all commands perfectly duplicated. Preclear to continue to run process even though he dopes off. Good ARC with the preclear, not picking one body part which is aberrated at first but flattening some non-aberrated body part before aberrated body part is tackled.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, D.C., as a lower level process than Opening Procedure by Duplication, or Show Me by Duplication. All contact processes have been developed out of the Pre-Logics.

L. RON HUBBARD
Founder

LRH:pe.ntm.rd
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 SEPTEMBER 1971
Issue VII

Remimeo
HQS Course
HQS Course Supers

DRILLS – MODEL SESSION FOR CCH'S 5, 6 & 7

Each of the following is a separate process and will be taken to its own end phenomena (EP) (result–cognition and VGIs) one at a time.

NAME: Drill – CCH 5

COMMANDS: “Touch that (indicated object).” “Thank you.”

PURPOSE: To train the student to be able to coordinate and apply the commands and procedure of CCH 5 with the doingness of auditing so that he can do it smoothly in Co-auditing.

POSITION: Student (auditor) ambulant holding up a doll (representing the pc). The student has the doll carry out the commands.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session including those steps which are given below. Also, he keeps in mind the training stress of the process which is “upon gentleness, ARC and the raising of the preclear’s certainty that he has touched the indicated object”.

The drill is considered passed when the student can do it smoothly and comfortably without flubs or out TRs. (TRs 0 to 4 and 6 to 9.)

STEPS:

1. Select and set up an auditing space, and prepare your auditing report forms. The space should be large enough and suitable for the pc to be able to walk around and touch objects.
2. Inform the supervisor that you are going to be starting a session and show the supervisor that you are up to that part of your checksheet, and just where the session will be.
3. Get the pc’s folder and check with the supervisor so that he knows you understand what the next action is to be. He will give you an OK to start session.
4. Get the pc, sit the pc in his or her chair and then sit down across from the pc, knees a few inches from the pc’s.
5. Ask the pc if it is all right to audit in the room and if not, make things right by adjusting the room or location of auditing.
6. Tell the pc the purpose of such sessions (Reality Factor)—“I want to improve your ability.” It’s the auditor’s goal at this level, not the pc’s. Also tell the pc exactly how long the session will be. (An hour is best, although the process may reach its end win point in less, in which case you end off.)
7. Tell the pc “Start of session,” and start your report forms.
8. Tell the pc “We are now going to do CCH 5.” Then note the time session started and place your clip board on the floor. (Reports are written up after the session for objective processes.)
9. Have the pc stand up with you, and you say “Start of process.”
10. Give the pc the first command, “Touch that (indicated object),” and at the same time indicate the object with your hand.
11. Allow the pc to carry out the command, and then acknowledge him for doing that.
12. Repeat (10) and (11) choosing different objects in the room.
13. Take up any physical manifestations as a pc origination by saying “What’s happening?” as it occurs.

14. Repeat (10) and (11) until the pc has the End Phenomena (EP), Cognition and VGIs (very good indicators). End off the process with "That's it" and have the pc sit down. Write up briefly what happened at the EP. Then signal to the supervisor and give him your report to read. He will have you take the pc to the Examiner, to check for an F/N, or continue the process if a full EP has not been achieved. When you go to the Examiner bring back the report with you.
15. If the set time comes up before the EP (end phenomena) of the process, do the following: a) Toward the end of the auditing period, warn "The session time is about over. We'll have to be ending shortly." b) When the pc has carried out an extra command or two, say, "We're closing the session now. Time is up." (Have the pc sit down.) "Have you made any gains in this session?" c) Quickly note down on your report form the pc's answer. d) End the session with "End of Session." Take the pc to the Examiner.
16. After the session write up your auditing report forms for the session, put them into the pc's folder and hand them in to the supervisor.

Note: If you get into an impasse in session and can't make any progress, or if the pc becomes upset or other confusions arise, put up your hand behind your back, to attract the attention of the supervisor who will assist in the situation.

NAME: Drill – CCH 6

COMMANDS: "Touch your (body part)." "Thank you." "Touch that (indicated room object)." "Thank you."

PURPOSE: To train the student to be able to coordinate and apply the commands and procedure of CCH 6 with the doingness of auditing so that he can do it smoothly in Co-auditing.

POSITION: Student (auditor) ambulant holding up a doll (pc). Student has the doll carry out the commands.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session including those steps which are given below. Also, he keeps in mind the training stress of the process which is "upon using only those body parts which are not embarrassing to the preclear. . .Impossible commands should not be given to the preclear in any case".

The drill is considered passed when the student can do it smoothly and comfortably without flubs or out TRs.

STEPS:

1. Do the steps (1) through (7) as given in CCH 5.
2. Tell the pc "We are now going to do CCH 6." Then note the time you started session and place your clip board on the floor.
3. Have the pc stand up with you, and say "Start of process."
4. Give the pc the first command, "Touch your (a body part)."
5. Allow the pc to carry out the command, and then acknowledge him for doing that with "Thank you."
6. Give the pc the next command, "Touch that (indicated room object)," and when you give the command indicate the object with your hand.
7. Allow the pc to carry out the command, and then acknowledge him for doing that with "Thank you."
8. Take up any physical change as a pc origination as it occurs.
9. Repeat (4) through (7) using different body parts and different objects around the room.
10. Repeat (4) through (7) until the pc has the EP (Cognition and VGIs). End off the process with "That's it" and have the pc sit down. Write up briefly what happened on the EP. Then signal to the supervisor and give him your report to read. He will have you take the pc to the Examiner to check for an F/N, or continue the process if a full EP has not been achieved. When you go to the Examiner bring back the report with you.
11. If the set time comes up before the EP of the process, do step (15) as given in CCH 5.

12. After the session write up your auditing report forms for the session, put them into the pc's folder, and hand them in to the supervisor. (Do worksheet, noting what you can remember happened; Auditor Report Form; and a Summary Report Form.)

Note: If you get into an impasse in session and can't make any progress, signal to the supervisor who will assist you.

NAME: Drill – CCH 7

COMMANDS: "Touch that table." "Thank you." "Touch your (same body part)." "Thank you."

PURPOSE: To train the student to be able to coordinate and apply the commands and procedure of CCH 7 with the doingness of auditing so that he can do it smoothly in Co-auditing.

POSITION: Student (auditor) standing holding up the doll (pc) and manually having the doll carry out the commands.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session including those steps which are given below. Also, he keeps in mind the training stress of the process which is "on precision of command and motion, with each command in its unit of time, all commands are perfectly duplicated".

The drill is considered passed when the student can do it smoothly and comfortably without flubs or out TRs. (TRs 0 to 4 and 6 to 9.)

STEPS:

1. Do the steps (1) through (7) as given in CCH 5.
2. Tell the pc "We are now going to do CCH 7." Then note the time you start and place your clip board on the floor.
3. Have the pc stand up with you, and say "Start of process."
4. Give the pc the first command "Touch that table."
5. Allow the pc to carry out the command, and then acknowledge him for doing that, with "Thank you."
6. Give the pc the next command, "Touch your (a body part)." Continue to use the same body part for the rest of the process.
7. Allow the pc to carry out the command, and then acknowledge him for doing that with "Thank you."
8. Repeat (4) through (7) using the same table and the same body part.
9. Take up any physical change as a pc origination as it occurs.
10. The process is continued until the pc has the EP (Cognition and VGIs). End off the process and have the pc sit down. Write up briefly what happened on the EP. Then signal the supervisor and give him your report to read. He will have you take the pc to the Examiner to check for an F/N, or continue the process if a full EP has not been attained. When you go to the Examiner, bring the report back with you and put it in the folder.
11. If the set time comes up before the EP of the process, do step (15) as given in CCH 5.
12. After the session write up your auditing report forms for the session. (Do worksheets, noting what you can remember happened; Auditor Report Forms.) Put the report forms into the pc's folder and hand it in to the supervisor.

Note: If you get into an impasse in session, signal to the supervisor who will assist you.

LRH:BW:DH:PE:csc.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

By Special Project
for
Distribution Aide and
Training and Services Aide
for
L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 FEBRUARY 1959

OP. PRO. BY DUP.

Use two objects—a book and a bottle.

Have the pc look them over and handle them to his satisfaction. Then have him place them at some walking distance apart in the room, on a couple of tables or similar locations.

The commands:

1. 'Look at that book'
2. 'Walk over to it'
3. 'Pick it up'
4. 'What is its colour?'
5. 'What is its temperature?'
6. 'What is its weight?'
7. 'Put it down in exactly the same place'

Repeat with the bottle.

Do not vary the commands in any way. Use Tone 40. 'Thank you' acknowledgement. The basic commands should never be departed from and never, never 'trick' the preclear by using the book again when you knew he was just about to start toward the bottle. The purpose of the process is duplication. Good control should be used.

Accept the pc's answers whether they are logical, silly, imaginative, dull or unlawful. In starting the process you can discuss with him what you are about to do and make sure you have got the rudiments established. Run the process until the comm-lags are flat.

This process is an HPA/HCA requisite.

L. RON HUBBARD



BOARD TECHNICAL BULLETIN

30 SEPTEMBER 1971R

Issue VIII

Revised & Reissued 31 August 1974 as BTB

(Revision in this type style)

Remimeo
HQS Course
HQS Course
Supers

CANCELS
HCO BULLETIN OF 30 SEPTEMBER 1971
Issue VIII
SAME TITLE

DRILL – MODEL SESSION FOR OP PRO BY DUP

(Opening Procedure by Duplication)

NAME: Drill – Op Pro By Dup.

COMMANDS: “Look at that book.” (Or bottle in alternate times.)
“Walk over to it.”
“Pick it up.”
“What is its colour?”
“What is its temperature?”
“What is its weight?”
“Put it down in exactly the same place.”

(Acknowledge the pc with a “Thank you,” after he has carried out each command.)

PURPOSE: To train the student to be able to co-ordinate and apply the commands and procedures of Op Pro by Dup so that he can audit with them smoothly in Co-auditing.

POSITION: Student (auditor) standing and holding a doll (which represents the pc). The student has the doll carry out the commands.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session including those steps which are given below.

The drill is considered passed when the student can do the process smoothly and comfortably without flubs or out TRs. (Maintain TRs 0 to 4 and 6 to 9.)

STEPS:

1. Select and set up an auditing space, and prepare your auditing report forms. The space should include two level platforms (tables) which are at some walking distance apart, a book and a bottle.
2. Inform the Supervisor that you are going to be starting a session and show the Supervisor that you are up to that part of your checksheet, and just where the session will be.
3. Get the pc's folder and check with the Supervisor so that he knows you understand what the next action is to be. He will give you an OK to start session.
4. Get the pc.
5. Ask the pc if it is all right to audit in the room and if not, make things right by adjusting the room or location of auditing.

6. Tell the pc the purpose of such sessions (Reality Factor)—“I want to improve your ability.” It’s the auditor’s goal at this level, not the pc’s.
It is best, if possible, to take this process to its full win point in one *session*.
7. Tell the pc, “Start of Session” and start the auditing report forms.
8. Tell the pc, “We are going to run a process, Opening Procedure by Duplication.”
9. Have the pc examine, hold, inspect, become familiar with the objects (the book & bottle) to his satisfaction. Then have him place them at some walking distance apart (on the level platforms).
10. *Clear the words of Command A in backwards sequence (i.e. in this order: book, that, at, look). Then clear the command itself. Use a dictionary when necessary to have your pc look up a word. Make sure the pc understands all the words in the command and the command itself. Note quickly on your worksheets what the commands mean to the pc and any words you have him look up. (You may continue to hold the board with worksheets and make very brief notes during the session.) REF: BTB 2 May 1972R, “Clearing Commands”.*
11. *Clear the rest of the commands—B through I as in step 10.*
12. Tell the pc that you are going to give him commands to do, involving the book and bottle, and that you want the pc to do them. Also tell the pc that the same commands will be used over and over again.

- COMMANDS:
- A. Look at that book.
 - B. Walk over to it.
 - C. Pick it up.
 - D. What is its colour?
 - E. What is its temperature?
 - F. What is its weight?
 - G. Put it down in exactly the same place.
 - H. Look at that bottle.
 - I. (Do “B” through “G” on the bottle.)
 - J. (Begin again at “A”.)

13. Start the process and give the first command, “Look at that book.”
14. Allow the pc to carry out the command, and then acknowledge him for doing that with “Thank you”.
15. Continue the same pattern of giving the command, allowing the pc to carry it out, and acknowledging its completion for the other commands “B” through “I”.
16. The same words and formula are used over and over, as above.
17. Although the questions never vary, the auditor must still maintain 2-Way Communication with the pc. The pc is doing the process so when the pc talks or volunteers information the auditor must use TR 0 to 4.
18. The process is run for some hours at once, not for 30 minutes one day and 30 minutes the next.
19. The process is continued until the pc has the EP (Exteriorization, Cognition, and VGIs). End off the process with “That’s it” and have the pc sit down. Then signal to the Supervisor *who* will have you take the pc to the Examiner to check for an F/N, or continue the process if a full EP has not been achieved. When you go to the Examiner, bring back the report and put it in the pc’s folder. *Write up briefly what happened on the EP and give the Supervisor your report to read.*

20. *If you must end session* before the EP (end phenomena) of the process, and the pc is not going through large changes, do the following:
- a. Toward the end of the auditing period, *say* "We'll have to be ending shortly."
 - b. When the pc has carried out a few more commands *say*, "We're closing the session now." (End on a completed cycle with the pc putting the object down. Have the pc sit down.) *Ask*, "Have you made any gains in this session?"
 - c. Quickly note down on your report form the pc's answer.
 - d. End the session with "End of Session". Take the pc to the Examiner.
21. After the session write up your auditing report forms for the session, put them into the pc's folder and hand them in to the Supervisor.

NOTE: If you get into an impasse in session and can't make any progress, or if the pc becomes upset or other confusions arise that you can't handle, put your hand behind your back to attract the attention of the Supervisor who will assist in the situation. On this process sometimes a pc will act up and go up and down the Tone Scale, and this is usually handled by just continuing the process.

by Special Project
Revised & Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:HH:AL:MH:PE:mh.jh
Copyright © 1971, 1974
by L. Ron Hubbard
ALL RIGHTS RESERVED

)

)

)

)

BOARD TECHNICAL BULLETIN

30 SEPTEMBER 1971R

Issue IX

Revised & Reissued 4 September 1974 as BTB

(Revision in this type style)

Remimeo
HQS Course
HQS Course
Supers

CANCELS
HCO BULLETIN OF 30 SEPTEMBER 1971
Issue IX
SAME TITLE

DRILL – RECALL LISTS MODEL SESSION

NAME: Drill – Recall Lists (Reference: *Self Analysis*, by L. Ron Hubbard.)

- COMMANDS:**
1. “Can you recall a time when _____
(item from Self Analysis List)?”
“What (sense) did you get in the recall?”
 2. “Can you recall another time when _____
(item from Self Analysis List)?”
“What (sense) did you get in the recall?”
 3. “Recall the earliest time you can when _____
(item from Self Analysis List).”
“What (sense) did you get in the recall?”

Senses to be used: Sight, Smell, Touch, Color, Tone, External Motion, Emotion, Loudness, Body Position, Sound, Weight, and Personal Motion.

PURPOSE: To train the student to be able to co-ordinate and apply the commands and procedure of (Self Analysis) Recall Lists so that he can do them smoothly in Co-auditing.

POSITION: Student (auditor) and a doll (representing the pc) are seated in chairs a comfortable distance apart, facing each other. The student has a clip board with worksheets and report form on it.

TRAINING STRESS: Student (auditor) starts the session and runs a standard session which includes the steps given below. The student also keeps records on the worksheets and report form as he goes along.

The drill is considered passed when the student can do it smoothly and comfortably without flubs or out TRs.

STEPS:

1. Prepare your report forms and set up the auditing space and two chairs facing each other. Also have a copy of *Self Analysis* there and open to the list you will be working on.
2. Inform the Supervisor that you are going to be starting a session and show the Supervisor that you are up to that part of your checksheet, and just where the session will be.
3. Get the pc's folder and check with the Supervisor so that he knows you understand what the next action is to be. He will give you an OK to start session.
4. Get the pc, sit the pc in his or her chair, and then sit down across from the pc, knees a few inches from the pc's.
5. Ask the pc if it is all right to audit in the room and if not, make things right by adjusting the room or location of auditing.
6. Tell the pc the purpose of such sessions (Reality Factor)—“I want to improve your ability.”

An hour would be a good *approximate length for a session*. The process win point may occur before that and if it does, end off the session.

7. Tell the pc, "Start of Session" and start your worksheet. (These will be kept throughout the entire session, as the auditor goes along.)
8. Clear the three basic commands (without the endings), one at a time: *Clear the words of the first command in backwards sequence*. Then tell the pc the command and find out what that means to the pc. Use a dictionary and have the pc make up sentences to clear any words until the pc understands all the commands. (Note quickly on your worksheets what the commands mean to the pc and any words you have him look up.) *Repeat this procedure for the other two basic commands (REF: BTB 2 May 72R, "Clearing Commands")*.
9. Give the pc an R-factor that you are going to be using different endings on the questions as you go along, *and that you will clear each new ending as you come to it*.
10. Give the pc an R-factor that after each question you will be asking him to recall a particular sense in that incident.
11. *Clear* the "senses" one at a time with the pc and find out what each means to him. Use the dictionary *and the definitions as given in BTB 9 Oct 71R, "ARC SW Drills"*, and have pc make up sentences to clear any words until the pc understands all of the senses.

NOTE: During the session keep your worksheets as you go along. The commands you give can be indicated by numbers, and also note briefly what the pc says and any changes that occur.

12. Tell the pc, "Start of Process". (Start with List One, page 40 [soft-cover edition] of *Self Analysis*, by L. Ron Hubbard.)
13. *Clear the words of the first ending (in backwards sequence)*. Then read the first command to him, "Can you recall a time when *you were happy*?" and ask him what that means to him. Use a dictionary if necessary.
14. Tell the pc, "I want you to concentrate on getting the *SIGHT* in the recall." Make sure he understands that and then acknowledge him.
15. Give the pc the command, "Can you recall a time when *you were happy*?"
16. Allow the pc to answer and then acknowledge his answer.
17. Ask the pc, "What *SIGHT* did you get in the recall?"
18. Allow the pc to answer and then acknowledge his answer.
19. Give the pc the next command, "Can you recall another time when *you were happy*?"
20. Allow the pc to answer and then acknowledge his answer.
21. Ask the pc, "What *SIGHT* did you get in the recall?"
22. Allow the pc to answer and then acknowledge his answer.
23. Give the pc the next command, "Recall the earliest time you can when *you were happy*."
24. Allow the pc to answer and then acknowledge his answer.
25. Ask the pc, "What *SIGHT* did you get in the recall?"
26. Allow the pc to answer and then acknowledge his answer.
27. *Clear the next ending as in step 13*. Tell the pc, "I'm now going to give you the next command and I would like to know what it means to you." "The command is 'Can you recall a time when *you had just finished constructing something*?' What does that mean to you?"
28. Allow the pc to answer, acknowledge and use the dictionary as needed.
29. Tell the pc, "I want you to concentrate on getting the *SMELL* in the recall."
30. Give the pc the command, "Can you recall a time when *you had just finished constructing something*?"
31. Allow the pc to answer and then acknowledge him.

32. Ask the pc, "What *SMELL* did you recall?"
33. Allow the pc to answer and then acknowledge him.
34. Continue down the list in the same pattern used in 13 through 29. Each time you go on to the next item use the next "sense" (given either on a disc or on the bottom of the page of the recall list).

NOTE: For each item be sure to clear it first as done in 27, and give the R-factor of the "sense" to be used with the item as given in 29.

35. If the pc says something that you don't grasp, ask the pc to repeat it.
36. If the pc says he can't recall anything on an item, acknowledge him and go on to the next item.
37. Continue down the list until the pc has the EP (Cognition and VGIs). End off with "That's it" and write briefly what happened at the EP. At that time signal to the Supervisor. He will have you take the pc to the Examiner to check for the F/N or continue the process (if the EP has not quite been reached). When you go to the Examiner, bring the report back with you and put it with your auditing reports.
38. If the time to *end session* comes up before the EP (end phenomena) of the process, do the following:
 - A. *Make sure the process is at a flat point and say, "We'll have to be ending shortly."*
 - B. When the pc has carried out a few more commands say, "We're closing the session now." (End on a completed cycle after the third command and sense on an item has been answered.) "Have you made any gains in this session?"
 - C. Quickly note down on your report form the pc's answer.
 - D. End the session with "End of Session". Take the pc to the Examiner who will put the pc on a Meter.
39. Tidy up and complete your report forms, put them in the pc's folder, and hand it to the Supervisor. (Worksheets and Auditor Report Form are used.)

NOTE: You may not have to go through the entire list before the pc has an EP (Cognition and has VGIs). In other cases, if the pc has not had his EP on the process when you come to the end of a list, go back to the beginning of the same list and go through it again.

The other lists (Two through Twelve—pages 42 to 100 [soft-cover edition] of *Self Analysis*) are done in the same pattern. Take note that in some lists, such as List Three, there are many sub-lists. Each of these should be run in the same way to Cognition and VGIs.

If the pc has a big win on the lists in general or on the subject of recall, it is not necessary to run any remaining lists. That may be considered a completion.

by Special Project
 Revised & Reissued as BTB
 by Flag Mission 1234
 I/C: CPO Andrea Lewis
 2nd: Molly Harlow
 Authorized by AVU
 for the
 BOARDS OF DIRECTORS
 of the
 CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:PE:mh.jh
 Copyright © 1971, 1974
 by L. Ron Hubbard
 ALL RIGHTS RESERVED

1

~

~

~

~

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 21 OCTOBER 1971
Issue III

Remimeo
Dist Secs
Dept 17 Hats
HQS Course
BPI

Hatting Scientologists Series 2

YOU AS A SCIENTOLOGIST

By now you have probably received many gains and have been helped by Scientology. This is really only the beginning. This is the beginning of many *more* gains and more wins to come. For you, there are lots of achievements and new abilities ahead as you progress through life and Scientology. Miracles are the order of the day and seeing is really only believing. New discoveries, new experiences, new states of being. This is the Adventure of Scientology. Welcome!

Scientology is the science of life. It teaches the fundamentals of life, the laws and basics of living. Our technology can be used to handle any condition that you find in life and if applied it will better those conditions. Scientology is not some esoteric body of knowledge only to be used in the auditing room. It is something one can go out into the world with and use in all walks of life as well. It seems that this is a very broad and amazing science but this is because Scientology isolates and aligns the basic truths of life and life is everywhere.

A Scientologist could be an auditor, a pc, a staff member, a housewife, an executive, a college student, a doctor, a policeman, a factory worker, a dancer, singer, actor, a scientist, an astronaut or anything imaginable. A Scientologist is a Scientologist, whatever his profession, career or position in life. What is a Scientologist?

A SCIENTOLOGIST IS SOMEONE WHO CAN BETTER CONDITIONS.

A Scientologist then, is essentially one who betters the conditions of himself and the conditions of others by using Scientology Technology. Of course, there are lots of "do-gooders" and people trying to better conditions but the difference between them and a Scientologist is that the Scientologist is the one who knows HOW. He is equipped with far superior know-how. He is in much better shape than the person on the street.

A person becomes a Scientologist when he has done the HQS Course (Hubbard Qualified Scientologist Course), and as one progresses in Scientology training and processing one becomes an even better and better Scientologist, a more valuable person.

Every Scientologist is part of the team. We are working towards a New Civilization where war, disease, ignorance and insanity do not exist. Ron has said:

"My purpose is to bring barbarism out of the mud it thinks conceived it and to form, here on Earth, a Civilization based on human understanding not violence.

"That's a big purpose. A broad field. A star-high goal. But I think it's your purpose, too."

Before Scientology, think of the mysteries and unanswered questions you had, the problems, maybe you had no hope, even despair. Now think of how many others are in this condition right now. They need our help. They need your help. There are no words to describe the reward of seeing a person win and find the TRUTH for the first time in his life. In this game everyone wins.

What does a Scientologist do? A Scientologist has really four basic activities:

1. DISSEMINATING KNOWLEDGE
2. SELLING BOOKS
3. CONTROLLING THE ENVIRONMENT
4. CLEARING THE PLANET.

DISSEMINATING KNOWLEDGE

A Scientologist should not make a secret of his knowledge. It is there to be given, to help others lead happier lives. People are always plagued with problems, uncertainties. They have no idea of how to solve them simply because they do not know any Scientology Technology. It would be inhuman to let them go around in circles when one knows the answers. Disseminate your knowledge to the people you meet in life, help them out! Also let them know about Scientology.

Don't be surprised if people start coming to you for advice as THE person who'll know what to do. They will. It's a compliment.

SELLING BOOKS

By selling Scientology and Dianetic Books you are strengthening Ron's comm line to the public. Don't forget, you are Ron's Ambassador in the Field. Selling a book also saves you a lot of time and trouble trying to explain "all about" Scientology when the person can buy a book and find out in his own space and time. Books can be bought at any Scientology Organization or Center and there are special discount prices for members.

There are special award programmes for Scientologists who sell books. If you keep record of your sales (receipts with names and addresses of buyers) you can send these records in to your local Director of Clearing to qualify for award.

CONTROLLING THE ENVIRONMENT

Examples of environment control:

1. A boy in the street hurts his knee. The Scientologist brings it all to rights with a contact assist.
2. Your child is having educational troubles. The child is taught how to find and handle misunderstood words.
3. A drunk is harassing the Public bar. The Scientologist does an assist on him and makes him sober.
4. A friend is in grief. One two-way communicates about the difficulties and using the Tone Scale data brings him up the tone scale.
5. Your wife is upset with you. Using the ARC triangle you remedy the upset.

The above are only a few of the many, many ways a Scientologist can control his environment using Scientology Technology.

A Scientologist USES the technology he/she has been trained in to better others. Whatever type of auditor, that auditor as a Scientologist should audit and make better the people around him as he goes along in life. If the auditor in the field runs into any problems, the local organization is always there to help.

CLEARING THE PLANET

This activity consists of disseminating and selecting people to Scientology Organizations for services (training or processing).

The Scientologist selecting receives a commission once the selectee has paid and arrived for his service. Special award programmes are run for Scientologists who select, based on the amount of commissions they receive.

This is a very KEY activity of a Scientologist, since if every Scientologist kept busy selecting the public we would have a Cleared Planet.

One can also expand selection activities by forming a group or center of Scientologists who bring the public into Scientology, give them a service and select them to the nearest organization for services. Further information is available from the Director of Clearing of your local Organization.

RESULT

The above activities add up to the Valuable Final Products of a Scientologist:

1. DISSEMINATED KNOWLEDGE
2. PURCHASED BOOKS
3. ENVIRONMENTAL CONTROL
4. A CLEARED PLANET

It is a busy and rewarding life being a Scientologist. As one achieves incredible gains, you are also helping others on their way. This is really a crusade. A crusade for a better world.

Lt Cmdr Diana Hubbard
CS-6
for
L. RON HUBBARD
Founder

LRH:DH:pe.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 28 APRIL 1971
Issue II

Remimeo
All Staff
All Franchises
* Checkout
upon receipt

(Originally issued as HCO B of
April 28, 1960)

BOOKS ARE DISSEMINATION

One of the oldest Organizational Health Charts states "... given books in distribution, the remainder of those facts are true ..."

No matter what you do with an organization, no matter how much writing of letters you do, the dissemination success of a group will not accomplish any security unless books are distributed.

Seeing to it that the newly interested person is provided with the proper reading materials is a far more important step than most HCO Secs and PE directors have realized; but these are not the worst offenders. The field auditor, attempting to run a group and keep afloat, fails most often, when he does fail, in the Book Department.

Making sure that interested people get books is making sure that they will continue their interest.

Assuring then they will read and understand the books, it is necessary to get them into an extension course.

If you think you can interest a person in Scientology and yet avoid your responsibility in getting him or her to read books on the subject, you are wasting a tremendous amount of effort.

Do you know why the first book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH was written? Word of mouth on Dianetics was going forward so rapidly that my letter volume, even before the first book, was startling. Each one of these people expected me either to write them a long letter and tell them what it was all about, or to be given a chance to come and see me so that I could tell them personally what it was all about. In other words, my time was going to be consumed, not in further research, but in writing letters and talking to people. My answer to this was to write DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH which rapidly informed the newly interested person what this new science was all about.

I will make you a wager. I think you are wasting most of your time answering questions which are answered in books. I think you are talking yourself hoarse to friends, and other people, and groups, explaining over and over and over things that are already taken up in books. I think your time is being devoured by attempts to reach through the natural conversational barriers of people.

You are not giving, I am sure, the newly interested person an opportunity to go and sit down quietly by himself, without any social strain, and study a book on the subject. Only in this way will he come to a decision about the subject which is his own independent decision having inspected the materials. This has to be done quietly and it is best done through the pages of a book.

Without any reservations, I can tell you that DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, based as it is upon mental image pictures and energy masses, those things which are most real to people, is the best forward vanguard in our possession. It was written at a time when I was very interested in bridging the

gap between an uninformed public and an informed public, and contains in it most of the arguments necessary to quiet the suspicions of the newly interested person and contains as well most of the answers to that person's questions.

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH contains today a perfectly workable therapy. But more importantly it contains a bridge between the uninformed and the informed public on the subject of Scientology.

If you are not furiously pushing **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH** and if you are not insisting that each newly interested person read it as something new, startling and strange in the world, you will be wasting most of your dissemination efforts.

Oddly enough, this book, to this day, sells more copies around the world than the average best seller in any given year. Where it has been pushed, Scientology is booming. Where it has not been pushed, Scientology is limp.

Just inspect the number of simple, startling items in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. Here you find the Dynamics, here you find several of the earliest Axioms, here you even find the rudimentary A.R.C. tone scale. You find as well a thoroughly accurate description of clears and the reactive mind.

Do you realize that the world does not yet know anything about the reactive mind? Here is the total answer to Freud's subconscious. Here is the resolution of most of the problems of psychotherapy.

You know so many things that are new and wonderful and strange that you forget that Bill and Joe and Mary have never heard of any part of them. They are not interested in past lives. They are interested in what makes them do strange and peculiar things. They have heard vaguely about the tenets of psychology. They do not know that these have all been answered in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

When people are asking you questions about Dianetics and Scientology, no matter how obtuse or abstruse the questions are, your best answer to these questions was my earliest answer and that was, "Read **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH** and that will answer your question."

In the last HCO Bulletin I gave you precession processes. This makes a complete cycle. With precession processes we can take a new person and by running the course of help, control, communication and interest, put him in a frame of mind to want to know more about the subject.

In this Bulletin I am trying to tell you what to do about the person once you have brought him up to this point. It is all right for you to go on and audit him but I assure you he will never get anywhere until he has read **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. All the questions and counter arguments and upsets which are boiling through his mind now are answered in that book, bringing him up to a point where he wants auditing, where he successfully goes through PE. Give him auditing, let him co-audit, do anything you want with him, but insist, insist, insist that he reads **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

You would be completely amazed at the ideas some people have of Scientology even after they have gone through a PE course and have read *Problems of Work* or some other manual pushed off on them simply because it is cheap. *Problems of Work* is all right and should be distributed but it is not informative on the subject of the human mind.

Let's get down to basics here and see what we have really done. We have made a breakthrough. The moment of the breakthrough is recorded at public level with **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. If people do not read this book, they just will not have broken through.

Any "sales tricks" you employ after you have succeeded by use of help, control, communication and interest in arousing that interest, to get them now to inform themselves of the moment of breakthrough, will be well expended by you, otherwise these people will be talking through a fog and will experience a sensation of having been brought up to some high plateau without having climbed a cliff. It is factual that you can bring a person all the way to clear and have on your hands a mentally illiterate person. I know, because I have done just that. All the clears I made twelve to thirteen years ago evaporated into the society. I did them a great deal of good. Some of them are now occupying high positions, but none of them have ever associated me and my work in Dianetics and Scientology with what happened to them. They are, for the most part, convinced that what I did was some fabulously magical thing which was done for them only, and for them especially, something like a spiritual revival, but nothing to be understood. These people never did gain that understanding because I never explained to them what was happening. It was only after **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH** was written and distributed that we began to get somewhere in the world. People we processed might have been led to worry more about their own cases than those I processed, but at the same time their worrying was at least intelligent. I can still clear people with the technologies of twelve and thirteen years ago and, indeed, have been carefully reintroducing you to these technologies. Now the time has come for us to realize that there are very close to two and a half million people on this planet who are mentally illiterate. They do not know what makes them tick. They have no concept whatsoever of the basis of human reaction. They are intolerant. They are at war with one another. They follow strange leaders and wind up in strange places. They have no hope that anything will ever dig them out. Only a minute percentage of these people have ever been introduced to **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

Do not believe for a moment that just because I wrote a book on the subject cases became harder. As a matter of fact they became more co-operative. We are making a great many clears today. Hardly a week passes on my correspondence lines without clears being reported. But look at the mental illiteracy even of some auditors. Do you know that people report me clears and call them releases. These people have never studied the definition and capabilities of clear in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. They bring pre-clears up to this standard, find there is a considerable distance to go and start striking for theta-clear before they say anybody is clear. You yourself may have made a clear and classified the clear as a release just because you were not totally familiar with the conditions of clear. I still think the best statement of a clear occurred in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. I have had no reason to revise that statement. Pushed at, however, by many Scientologists, I have tried to find way stops between clear, as defined in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**, and OT. There are quite a few. I almost laughed in somebody's face the other day when he said to me that a notable person on one central organization's staff was being audited by him and that he had gotten her up to a state of release "with a free needle on anything you asked her", and added that he would soon have her clear if he kept working at it. Concerning the same person, visitors at that central organization for some time have been saying, "She has a sort of feeling about her as though she might be clear." The truth of the matter is she has been clear for several months but her auditor is straining so hard, seeing as he does how far human capability can be made to reach, that it has never occurred to him that he has passed clear some time back. Any pc that has a relatively free needle has probably been cleared by the standards laid down in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

Now that we can interest people, let's take the next inevitable step. Let's push this book. Let's crowd it into people's hands and demand that they buy it. Let's develop the trick, when they ask us complicated questions, of stating that they should read **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

After all, we have a brand new science in the world. **DIANETICS THE MODERN SCIENCE OF MENTAL HEALTH** is a brand new book that describes it at public level and it is a good thing if you want to get people into a house to get them to come in the front door. The front door we have is **DIANETICS: THE MODERN SCIENCE OF**

MENTAL HEALTH. I, personally, do not believe the book could ever be written again, since it was written at a time when I was well aware of the public arguments concerning the mind. For the indifferently literate person it forms the necessary bridge from knowing nothing to knowing something. It is an exciting book. Push it. Get your people to read it. Now let's get going.

If you cause cards to be printed concerning the whereabouts of PE Courses, always add to them:

"To know more about this subject read DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, available at (give the place). The greatest scientific development in this century has happened."

To all Central Orgs. Push this book with every possible display and mention. Where you find people have not bought it in your Central Files, you'll find interest has been lagging. Play down all other PE books, display DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH as *the* book they must now buy. Tell them so during the breaks. "DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH answers your questions."

Unlimited stocks are available at HCO WW and even more are already printed and being bound now in New Zealand for N.Z., Australian and South African shipment. Order all Southern Hemisphere stock of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH through HCO WW.

We've lost the people in a maze of many titles. Take down all your many book displays. Concentrate on *one*, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH.

I am asking Australia for instance to have a huge wooden book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH erected on their marquee and spotlighted.

We can absorb the world's confusion on *one* stable datum. Let's do it.

L. RON HUBBARD
Founder

LRH:js.mes.rd
Copyright © 1960, 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 9 MAY AD15
(Revised & Reissued 14 January 1968)

Remimeo
Franchise
Saint Hill Students
Post Public B. Board

FIELD AUDITORS BECOME STAFF

(Cancels HCO Pol Ltrs March 26 '65 & March 30 '65)

All field auditors of the level of HBA and above are appointed herewith FIELD STAFF MEMBERS of their nearest Scientology organization.

Their rank is FIELD STAFF MEMBER (Provisional).

They come directly under the Department of Clearing, Director of Clearing of their nearest org.

The purpose of the Field Staff Member is:-

TO HELP LRH CONTACT, HANDLE, SALVAGE AND BRING TO UNDERSTANDING THE INDIVIDUAL AND THUS THE PEOPLES OF EARTH.

Their pay shall be in terms of commissions and therefore should be equal to that of general staff members in the orgs themselves, depending only on the activity of the Field Staff Member. The Field Staff Member is not on proportionate pay and is not on payroll for tax purposes.

The situation is this: the idea of the practitioner setting up a practice to audit preclears must be wrong because it is used with poor success by new doctors and psychiatrists; it also has worked poorly for doctors as groups as they more and more require government subsidy, personally require large borrowed sums to set up new practices and depend for affluence on laws passed to protect them and give them a monopoly; a monopoly held in place by force alone soon vanishes. Further, their system took over 700 years to establish them to a point where they could demand the legislation needed to protect them—proof: examine the status of a medical man in the centuries between the Great Plague and today century by century and see the tiny progress each century in the standing of their profession and their security.

We neither have nor need 700 years.

Civilization is successful only because it is a team. The individual in our present society has a rough time.

We are a team. We have a big job to do. We need every one aboard. Hence the appointment.

This appointment should come as no surprise as we were waiting only for the completion of technology to press the boom buttons. And one of them was to reclaim and enrol as staff members everyone we have ever trained.

COMMISSIONS

The official Scientology Organization to which the Field Staff Member is attached will pay the Field Staff Member a percentage of all training and processing fees received by that organization through its Field Staff Members.

This system has already been piloted some years ago and its administration design is now smoothed out. However it must be followed closely.

The Field Staff Member *selects* the person to be trained or processed after direct personal contact with the person and issues to that person a paper stating the contacted person has been selected. This paper bears the HOUR, DATE and PLACE of the selection.

The paper is in quadruplicate. The original goes to the person selected (selectee), the second copy is sent promptly to the Field Staff Member's org's Advanced Booking Registrar, the third to the Director of Clearing and the fourth copy is held by the Field Staff Member.

If the selectee appears at the org, presents the SELECTION PAPER to the Cashier and enrolls for training and processing, and pays, the org sends at once a commission of 10% for total cash. There is no waiting in sending the commission. The org sends the sum at once. 10% is also paid in memberships bought by the selectee if accompanied by another selection paper marked Membership also issued by the Field Staff Member.

Example of Commission: A selectee presents the Selection Paper at the Org Accounts Office and pays for the services bought totally in cash. The org promptly sends the Field Staff Member 10% of the whole payment. Example: A selectee presents the Selection Paper of the Field Staff Member at the org accounts office and pays for the service in cash. The org promptly sends the Field Staff Member 10% of the total sum. These both end the transaction. There is no later amount owing the Field Staff Member when the credit extended is paid off. If any Field Staff Member gave the selectee another later paper the selectee then used, again commission would be paid by the org.

The person selected is directed by the Field Staff Member to Reception at the nearest organization, the name and address of which is given to the selectee.

No cash for memberships may be taken by the Field Staff Member as Memberships must be paid for only to the org Accounts Cashier.

The preclear or student may be selected as often or as many times as the Field Staff Member can do so.

If the person is not, however, selected again by the Field Staff Member after training or processing, the org may select the person once more and no commission is paid. The org does not have to have a selection paper to train or process a person.

The org will honour and pay commission on the selection papers presented to Accounts by the selectee. It is the responsibility of the Field Staff Member to inform the selectee to present his or her selection paper.

EXISTING CENTRES

Existing Scientology Centres are not official orgs. The Field Staff Member is not attached to unofficial orgs. However, a centre or group or group of auditors may send a selectee as a student or PC providing it is a Field Staff Member that signs the selection form. Centres may not have Field Staff Members of their own unless the Centre is owned and operated by Scientology, and Field Staff Members may not send PCs or students to any but official orgs. To do so constitutes suppression of Scientology official orgs as this is a Scientology org activity, not designed for centres or franchise holders to use until they are officialized and their service can be supervised. Remember, to use this system all a centre has to do to use the Field Staff Member system is become official and meet requirements for a new org.

FORMS

Where no forms exist the Field Staff Member can write on plain paper, preferably pink (the org flash colour for Accounts matters) and using carbon or hand copying can make the forms himself.

The form *must* bear the HOUR, DATE and PLACE, the block printed name and address of the selectee and the block printed name and address and certificate initials and certificate number of the Field Staff Member and what the selectee is selected for (membership, training or processing) and some approximation of arrival date at the org.

Orgs may care to furnish forms, but this is all they contain.

MEMBERSHIP AND RATE CARDS

The Field Staff Member should be supplied with book lists, membership descriptions and the org rate card. He or she should give copies of these to the selectee if the Field Staff Member has them.

BOOKS

The Field Staff Member may buy books from an org and sell them for his own profit. Any discounts are arranged with the org and regulated by the Director of Publications, Saint Hill.

ORG MEMBERS

Other org staff members may not use this system as they are general, not field, staff members but where they have had personal PCs before taking org employment they may handle the matter as a Field Staff Member would if done within the first three months of Org employment and the selection was done before org employment.

CERTIFICATE REQUIRED

Any auditor who has any certificate including Hubbard Book Auditor may become a Field Staff Member.

No classification is required.

No other stipulations may be locally made.

PITFALL

This is all taken from my own experience when I was the only field auditor there was.

I was hammered at by many to process them and became quite overworked. I was only saved by org formation to which I could turn over my traffic.

The moment a field auditor starts individual processing he becomes too pinned down to promote and in a year or so fails therefore or has to turn to other activities.

I got my PCs by casual personal contact and by letting a book circulate (the Original Thesis) and by local personal promotion. I ran a PE type course (not as high as an HAS) and at one time had even psychiatrists demanding I process their wives after they had heard one lecture.

The demand for my own processing cut back my time and nearly stopped everything until I turned everyone over to the org and got on with my local public promotion.

I refused to process people myself and therein lies the secret of expansion. Only an org, with its organization and facilities and teamwork can handle PCs and students. Even a very small org doesn't dare process PCs or train students. It does best when it only promotes. And it should send its PCs to a bigger org. It should limit itself as I did after orgs took my PCs over, to short assists, PE courses and small co-audits.

DISSEMINATION FORMULA

I've now discovered the Dissemination Formula we've wanted so long and it's easy. Central orgs have it and train Field Staff Members on it in the staff training programme. Being tech it has no part of this Policy Letter. It takes four or five hours to learn, theory and practical. The org will have all such programmes of staff training.

PAYMENT OF COMMISSION

Accounts receives the selectee's Selection Paper from the selectee when that person arrives at the Accounts window. Accounts *must* write on the Invoice the auditor's name who did the selection.

Accounts will at once (or within a week of registration) make out a cheque for 10% of the cash payment made to the Field Staff Member and mail it to him or her.

When the commission is paid, Accounts sends an invoice copy of the payment and of the PC or student's training, processing or membership payment to the Dept of Clearing. The department *staples* these to the Field Staff Member's copy and files it under the Field Staff Member's name.

The commission is only given on the actual amount the selectee paid. In intensives this should be for at least one intensive. However if at that appearance the selectee bought several grades worth of intensives or several courses, the commission is also given for those.

TIME

There is no time stipulation as to how often selectees may be selected and the org has no period of grace wherein a person may only be selected by the org itself. If an org procures a PC or student however, directly, the org, not one of its general staff members, gets the commission.

PROFESSIONAL RATES

Commission is also paid on professional rates but not to the auditor himself or a "friend" who will refund the commission. The professional rate applies only to auditing. There is no professional rate for training or courses.

DISPUTES

Where one Field Staff Member claims he or she sent in a PC or student and another also claims it, the Director of Clearing should be appealed to to settle the dispute.

The org always pays on the selection paper handed in by the selectee, not on the earliest contact.

At least one of the claims *must* be paid. Two commissions may not be paid on the same matter to settle a dispute.

A Field Staff Member who feels an error has been made can write the Director of Inspections and Reports in his nearest Org who will handle it.

DISPUTES BETWEEN FIELD STAFF MEMBERS

In any disputes between two Field Staff Members, either may appeal to the Chaplain's Court, Department of Success, in their nearest org, which may "hear" the matter by mail and render a decision. Such an action does not make any Scientologist liable to further action.

FORMING ORGS

As official orgs are now on the lookout to form orgs, and as distant service is not as easy as close service, the HCO Area Sec should be approached concerning the formation of a new local org. Such an org would be owned and operated by Scientology from Saint Hill. The HCO Area Sec will base decision upon the amount of traffic coming from that area and the successfulness of the Field Staff Members there. Final permission for a new Org must come from Saint Hill. The new org will be only a Class Zero org at first with very limited services but all orgs grow. Such an org must be formed and conducted like any other official org. It is prohibited for an old org to finance a new org in any way.

The new org pays a percentage of its gross to the founding official org. And the new org pays 10% commissions as above to the Field Staff Members on its staff but only if it is fully official and only when authorized to have an HGC. Until it has an official HGC it continues to operate on commissions and pays no percentage to the forming org, but still receives them. Its PE and Co-audit activities and commissions paid, in students and PCs sent into the founding org, support it.

HGCs AND ACADEMIES

Hubbard Guidance Centres of official orgs only may be sent PCs and Academies of Scientology only may be sent students by Field Staff Members as long and arduous experience has determined that great quantities of trouble can come from courses and clinics which are unofficial and usually official orgs have to clean the resulting mess up. Notable examples were Sydney, and the US Pacific North West in '54. There have been dozens of such instances with many people hurt. The names Hubbard Guidance Centres and Academies of Scientology are protected by law. Only their service is supervised by Saint Hill or myself.

FIELD STAFF MEMBER REGULATION

A Field Staff Member comes under the same discipline as any other org staff member and is subject to the same codes of ethics. Auditing org PCs or students is forbidden to all staff members.

ACCEPTANCE

The field auditor should write his or her nearest official Organization addressing his letter to the Director of Clearing, who would be his superior in an org, giving his acceptance of appointment or declining it. In return he will receive his credentials as a Field Staff Member (Provisional) which consist of a letter signed by the HCO Secretary signifying his or her appointment, to be followed after a year by more formal credentials. In writing the Director of Clearing head the letter "Re Field Staff Member

Appointment” and give current address and any other particulars. If there are any questions or hitch, write to me at Saint Hill.

PROVISIONAL

The first appointment is PROVISIONAL—meaning “not permanent”. At the end of one year, the appointment expires unless renewed. On being confirmed at the end of one year, the “Provisional” is removed and more extensive credentials are issued.

When a Field Staff Member (Provisional) has been one for ten months, he or she should write the Director of Field Activities requesting the full appointment be made and giving any evidence of good work. At that time the Director of Clearing will cause to be issued a new set of credentials to the Field Staff Member, declaring him or her to be a Field Staff Member. Activity is the criteria of issuing full credentials. If any difficulty develops in obtaining full credentials, contact me at Saint Hill.

The names or short lists sent to the Field Staff Member for selection or collection are considered to be org prospects. The Field Staff Member may only select them to the org or collect from them for the org, and if the Field Staff Member processes or trains for his own fee prospect names sent by the org he is subject to discipline by the Distribution Secretary.

PRIVATE PRACTICE

Any field auditor with a private practice who wishes to retain it should advise his Organization or Association Secretary of the nearest official org and explain why.

CENTRES

Any Centres wishing to become Class Zero orgs should advise the HCO Area Sec of their nearest org. They are accepted when authorized by the Office of LRH and when the earlier mentioned conditions for a new org are met. Meanwhile they operate in relation to their nearest org as a group of Field Staff Members if they accept appointment as Field Staff Members.

FRANCHISE HOLDERS

Existing Franchise Holders may retain their franchise and status so long as they remain in good standing at Saint Hill.

NEW COURSES AND PROCESSING

Field Staff Members HCA and above may have the professional rate now for HGC intensives if International Members in good standing.

Courses for Field Staff Members are given at the same fees as for any other International Member or Staff Member. There is no professional rate for courses, only for intensives. They are however given short briefings on pertinent subjects at such times as the secretary of their org makes it available. However, the better trained a Field Staff Member is, the better he will succeed and therefore this appointment should not interrupt training plans.

DEBTS

Field Staff Members may be requested by the Department of Accounts to collect overdue accounts on which 10% commission of any sums collected will be paid by the org. But they may not be ordered to do this.

Accounts may release to Field Staff Members in an area lists of overdue accounts in that area. By using ARC Break technology and assists the Field Staff Member may collect the sums in cheque form only payable to the org and forward it with any details to Accounts in the org. Accounts must inform Inspections and Reports of any such issue of lists or any collections received by this method. All such assists are given at the Field Staff Member’s own discretion without org reimbursement.

GENERAL AND EXECUTIVE STAFF MEMBER SELECTIONS

The general staff member of any org may select students or PCs or memberships applicants by issuing them Selection Papers to their own orgs. In this case any commission is paid to the staff member’s own org and the Selection Paper is of a different appearance. The general or Executive staff member receives any benefit through org pay along with the rest of staff.

SAINT HILL FIELD STAFF MEMBERS

Any auditor trained to any level at Saint Hill is similarly appointed by this Policy Letter. All "Saint Hillers" are therefore appointed FIELD STAFF MEMBERS SAINT HILL. When working as a general staff member or executive for an org, the 10% is paid to that org, not the staff member personally so that all its staff may benefit. They may select to the Saint Hill Course or HGC.

The same stipulations and procedures as for other orgs (as above in this Policy Letter) apply to Saint Hill Field Staff Members.

Commissions are paid on the Saint Hill Briefing Course and Saint Hill HGC if the student or PC sent is sent expressly to Saint Hill as above.

Acceptance of appointment from Saint Hill does not prohibit being as well a Field Staff Member of a local org.

SENIOR ORG PREFERENCE

A Field Staff Member trained and certified at a senior org may be a Field Staff Member of that org even while employed on staff by a junior org but the commission is paid to the junior org. The junior org is paid the commission on any PC or student he sends to the senior org (not his own). Memberships alone are denied commission in such a case as the junior org can also sell them.

Such a Field Staff Member for a senior org employed in a junior org must not distract students or PCs already selected by a Field Staff Member of the junior org before they can present selection papers.

BEING ON TWO STAFFS

Any field auditor can be a Field Staff Member to more than one org but is actually on the staff of the nearest org to his address and may not use another appointment to another org or Saint Hill to set aside the nearer org's requirements of him or her. In changing location the Field Staff Member must inform the Director of Clearing of the Org he has been nearest to and inform the Director of Clearing of the Org he will now be nearest to. In case he is a Field Staff Member Saint Hill also he should inform the Director of Clearing Saint Hill.

LRH:jw.jp.rd
Copyright © 1965, 1968
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo
Dist Div Hats
Registration Hats
Income Hats
Disb Hats
Every Field
Staff Member

HCO POLICY LETTER OF 15 OCTOBER 1965

**FIELD STAFF MEMBER
SELECTION PAPERS AND COMMISSIONS**

The Field Staff Member gives a selection paper to prospective students and preclears he or she selects to go into a Central Org or Saint Hill.

Previously the Selectee was supposed to present this paper to the Cashier of the org when signing up and only then was a Commission paid.

I now find the selectee seldom remembers to present the paper in the hurly-burly of arrival at an org.

Therefore policy on this is modified as follows:

The preclear or student may, but need not, present the selection paper personally to the cashier of the org for a commission to be paid. The Field Staff Member's commission will be paid anyway. In the event of two Field Staff Members selecting the same person, the paper the selectee acted upon will be credited. In case of disputes Ethics is to settle the matter equitably between Field Staff Members involved.

The procedure is changed only as follows:

The Commission of the Field Staff Member is paid when the selectee signs up. Payment is on the same terms as before. But the responsibility for the payment of commission lies with the Director of Clearing.

FIELD STAFF MEMBERS MUST SEND AN ADDITIONAL COPY OF THE SELECTION PAPER TO THE ADVANCE SCHEDULE REGISTRAR, DEPT OF REGISTRATION, DEPARTMENT 6, DIVISION 2.

The Advance Schedule Registrar notes it in her Advance Schedule book and gives the Selection Paper Copy to the Body Registrar. These copies of the Selection Paper are kept by the Body Reg in a file alphabetically arranged. This is the SELECTEE FILE.

When any person comes to sign up who might be a selectee, the Body Registrar looks for the person's name in the Selectee File and if it is there marks the conditions of sign up on the Selection Paper from the file and sends it to the Disbursement Dept for commission to be paid. Disbursement pays the commission on the basis of this copy.

The Field Staff Member also sends his usual copy of the Selection Paper to the Director of Clearing, Dept 17, Division 6, Distribution Division.

This means then that the Field Staff Member selects a student or preclear to an org, the Field Staff member must also send *two* copies of the selection paper to the org, one to the Advance Schedule Registrar and one to the Director of Clearing.

In this way there is a cross check possible and none will lose out on commissions.

An org, as a Field Staff Member, selecting to another org or Saint Hill follows the same procedure—original to the selectee, a copy to the Advance Schedule Registrar and a copy to the Director of Clearing of the org to which the person is selected.

DIRECTOR OF CLEARING

Each week, on Friday before attending his divisional AdComm meeting in the last hours of that day, the Director of Clearing must obtain a list of every student and pc signed up that week and compare these to his complete file of selection papers and find if they have been selected. He notes which ones have and sends this list to Disbursement for guidance.

DISBURSEMENT ACTION

Disbursement checks off the commissions it is paying and how much and sends the list back to the Director of Clearing. This is used in the AdComm of the Dist Div to quote as a statistic.

RECONCILIATION

If there is a difference in the lists Disbursement receives from the Registrar, the amount of money received by Income or the list submitted by the Director of Clearing, Disbursement informs the Director of Clearing during the following week.

Whether informed or not, the Director of Clearing must make sure that there is no error or omission in paying commissions.

If Disbursement does not pay commissions properly owed Field Staff Members the Director of Clearing makes a statement to that effect in his Dist Div AdComm meeting for inclusion in the minutes and also reports it to Inspection and Reports and does not rest on the matter until he is sure his Field Staff Members have all been paid.

If it comes to anyone's attention that a selectee is in the org taking service on whom no commission has been paid, then it must be reported at once to the Director of Clearing. The Director of Clearing must then follow through to make sure that a commission is paid.

Policy is: No Field Staff Member who selects a person for training or processing may remain unpaid.

The Field Staff Member is responsible for sending in *two* copies of any Selection Paper to the org and giving one to the selectee. He may keep a copy for himself. Any pieces of paper serve so long as they have the selectee's name and address and date of selection, for what selected and the name of the Field Staff Member.

Proper forms may be furnished, proper routings on them, by the Director of Clearing to the Field Staff Members.

UNPAID FIELD STAFF MEMBERS

If a Field Staff Member finds a person he or she selected has actually entered an org for service and no commission has been received within three weeks, the Field Staff Member must report the omission to the Ethics Officer of the org who should investigate and see that the matter is cared for. The Ethics Officer must report the matter and its final disposition to the AdCouncil as soon as findings and actions are complete.

Errors in payment must also be so reported by the Field Staff Member to the Ethics Officer.

The gravest possible view will be taken of any irregularities in Field Staff Member commissions resulting in incorrect or non-existent payment of Field Staff Member Commissions and should the Registrars, Disbursement or the Director of Clearing especially become lax in this matter Ethics action must be taken and reported as well to the Office of LRH, Saint Hill.

FIELD STAFF MEMBER APPOINTMENTS

Any eligible person may become a Field Staff Member. A Provisional Appointment must be sent promptly to any eligible person applying.

Furthermore, as some auditors being eligible take their appointment for granted and simply send in selection papers, the Director of Clearing on receiving a selection paper from a person not on his list must at once establish the eligibility of the person and if eligible must send an appointment as Provisional Field Staff Member to the person at once, although no application was made.

SUMMARY

Field Staff Members' Commissions do not depend upon administrative facts but upon the actual presence of a student or pc in an org taking service and directed there by the Field Staff Member.

To guarantee speed and smoothness in receiving commissions the Field Staff Member should do all possible to help by sending in two *legible* copies of a selection paper to the org and giving one to the selectee and keeping a record himself.

The proof of an owed commission is however the presence in the org, taking service, of a selectee sent by a Field Staff Member.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 SEPTEMBER 1970
Issue I

Remimeo
Cashiers
Div IIIs
Pub Div Hats
Div II Hats
FSMs
F/Os

Organization Series No. 6

CUTATIVE PRICES

HCO PL of 27 Apr AD 15 "Organizational Price Engram" is fully valid and must be followed. It explains why price cuts damage orgs.

Price cuts are forbidden under any guise.

1. PROCESSING MAY NEVER BE GIVEN AWAY BY AN ORG.

Processing is too expensive to deliver.

2. BOOKS MAY NEVER BE GIVEN AWAY BY AN ORG OR BY PUBS ORG.

They are too expensive to manufacture.

3. FSM COMMISSIONS MAY NEVER BE PAID ON DISCOUNTED OR CUT RATE ITEMS.

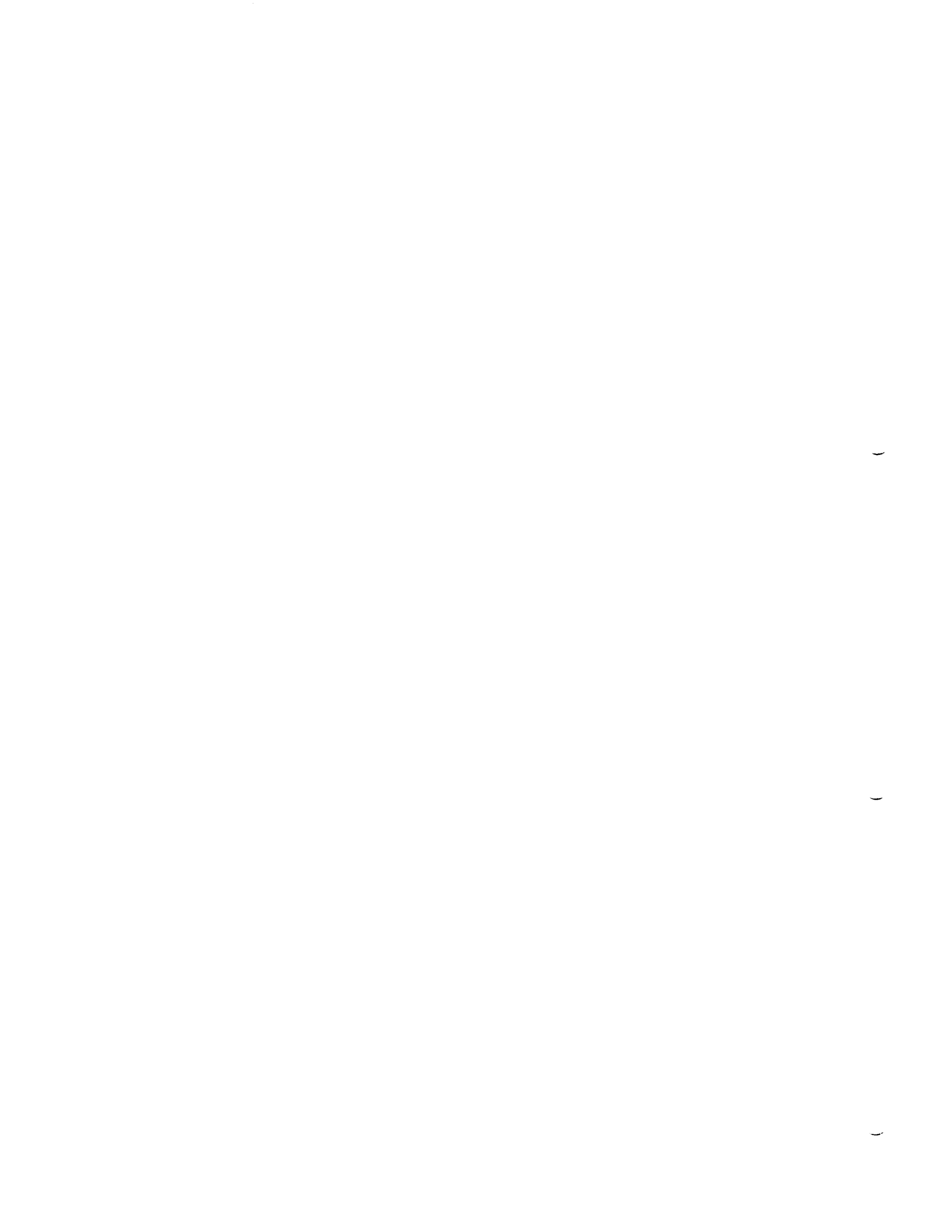
If an FSM can't sell for full value he does not rate any commission.

4. SCHOLARSHIPS FOR COURSES ARE LIMITED TO INTERNESHIPS, HSDC AND ACADEMY LEVELS.
5. COURSE SCHOLARSHIPS ONLY MAY BE OFFERED FSM ON CONTEST AWARDS.
6. SCHOLARSHIPS ARE ONLY AVAILABLE TO WORKING FSMs OF PROVEN SELECTEE SUCCESSES.
7. ALL SCHOLARSHIPS AND AWARDS OUTSTANDING TERMINATE IF NOT TAKEN BEFORE 1 JANUARY 1971.
8. FSM COMMISSIONS ARE PAID ONLY ON THE ARRIVAL OF A STUDENT OR PC, NOT ON RECEIPT OF THE FEE.

Adv payments are sometimes refunded.

9. ONLY FULLY CONTRACTED STAFF IS AWARDED FREE SERVICE, AND THIS IS DONE BY INVOICE AND LEGAL NOTE WHICH BECOMES DUE AND PAYABLE IF THE CONTRACT IS BROKEN.
10. FSM BONUS AWARDS TO ORGS MAY ONLY BE DELIVERED TO CONTRACTED STAFF MEMBERS OF THAT ORG.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 23 OCTOBER 1965

Remimeo
Field Staff Members
Sthil Grads
Sthil Students

DISSEMINATION DRILL

The Dissemination Drill has four exact steps that must be done with a person you are disseminating to.

There is no set patter, nor *any* set words you say to the person.

There are four steps that must be accomplished with the individual and they are listed in the order that they should be done:

1. *Contact* the individual: This is plain and simple. It just means making a personal contact with someone, whether you approach them or they approach you.
2. *Handle*: If the person is wide open to Scientology, and reaching, this step can be omitted as there is nothing to handle. *Handle* is to handle any attacks, antagonism, challenge or hostility that the individual might express towards you and/or Scientology. Definition of "handle": to control, direct. "Handle" implies directing an acquired skill to the accomplishment of immediate ends. Once the individual has been handled you then—
3. *Salvage*: Definition of salvage: "to save from ruin". Before you can save someone from ruin, you must find out what their own personal ruin is. This is basically—What is ruining them? What is messing them up? It must be a condition that is real to the individual as an unwanted condition, or one that can be made real to him.
4. *Bring to understanding*: Once the person is aware of the ruin, you bring about an understanding that Scientology can handle the condition found in 3. This is done by simply stating Scientology can, or by using data to show how it can. It's at the right moment on this step that one hands the person a selection slip, or one's professional card, and directs him to the service that will best handle what he needs handled.

These are the steps of the Dissemination Drill. They are designed so that an understanding of them is necessary and that understanding is best achieved by being coached on the drill.

COACHING THE DRILL

Position: Coach and student may sit facing each other a comfortable distance apart, or they may stand ambulatory.

Purpose: To enable a Scientologist to disseminate Scientology effectively to individuals. To enable one to contact, handle, salvage and bring to understanding another being. To prepare a Scientologist so that he won't be caught "flatfooted" when being attacked or questioned by another.

Patter: There is no set patter. The coach plays the part of a non-Scientologist and displays an attitude about Scientology upon being approached by the student. The student must then handle, salvage, and bring the coach to understanding. When the student can comfortably do these steps on a given coach's attitude, the coach then assumes another attitude, etc, and the drill is continued until the student is confident and comfortable about doing these steps with any type of person. This drill is coached as follows:

The coach says, "Start". The student must then (1) contact the coach, either by approaching the coach or being approached by the coach. The student introduces himself and Scientology or not, depending upon the mocked-up situation. The student then (2) handles any invalidation of himself and/or Scientology, any challenge, attack or hostility displayed by the coach. The student then (3) salvages the coach. In this step the student must locate the ruin (problem or difficulty the coach has with life), and point out that it is ruinous and get the person to see that it is.

When (3) has been done, you then (4) bring about an understanding that

Scientology can do something about it. Example: the coach has admitted a problem with women. The student simply listens to him talk about his problem and then asserts—"Well, that's what Scientology handles. We have processing, etc, etc." When the coach indicates a realization that he did have a problem and that something might be done about it, the student presents him with a selection slip, or a professional card, routing him to the service that would best remedy the condition.

The coach must flunk for comm lags, nervousness, laughter or non-confront. The coach would similarly flunk the student for failure to (1) contact, (2) handle, (3) salvage, and (4) bring to understanding.

Training Stress: Stress giving the student wins. This is done by using a gradient scale in the coach's portrayal of various attitudes, and staying with any selected until the student can handle it comfortably. As the student becomes better, the coach can portray a more difficult attitude.

Stress bringing about for the student the accomplishment of the purpose of this drill.

A list of things to handle and another of ruins to discover can be made up and used.

Do not specialize in either antagonistic attitudes or an eagerness to know about Scientology. Use both and other attitudes. One meets them all.

LRH:ml.rd
Copyright © 1965
by L. Ron Hubbard
ALL RIGHTS RESERVED

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 21 OCTOBER 1971
Issue IV

Remimeo
Dist Secs
Dept 17 Hats
HQS Course
BPI

Hatting Scientologists Series 3

THE STATISTICS OF A SCIENTOLOGIST

In any activity a person has to have some system of knowing how well he is doing. Something to gauge production.

In Scientology we have solved this by giving each person a statistic or statistics that can be kept track of and graphed.

If one's statistics are going up, then you are doing well. If they are level or go down then you have to find out why and remedy it so that the statistics will go up again. It is really very simple and gives you a basis of operation and prediction.

The statistics (stats) of a Scientologist are:-

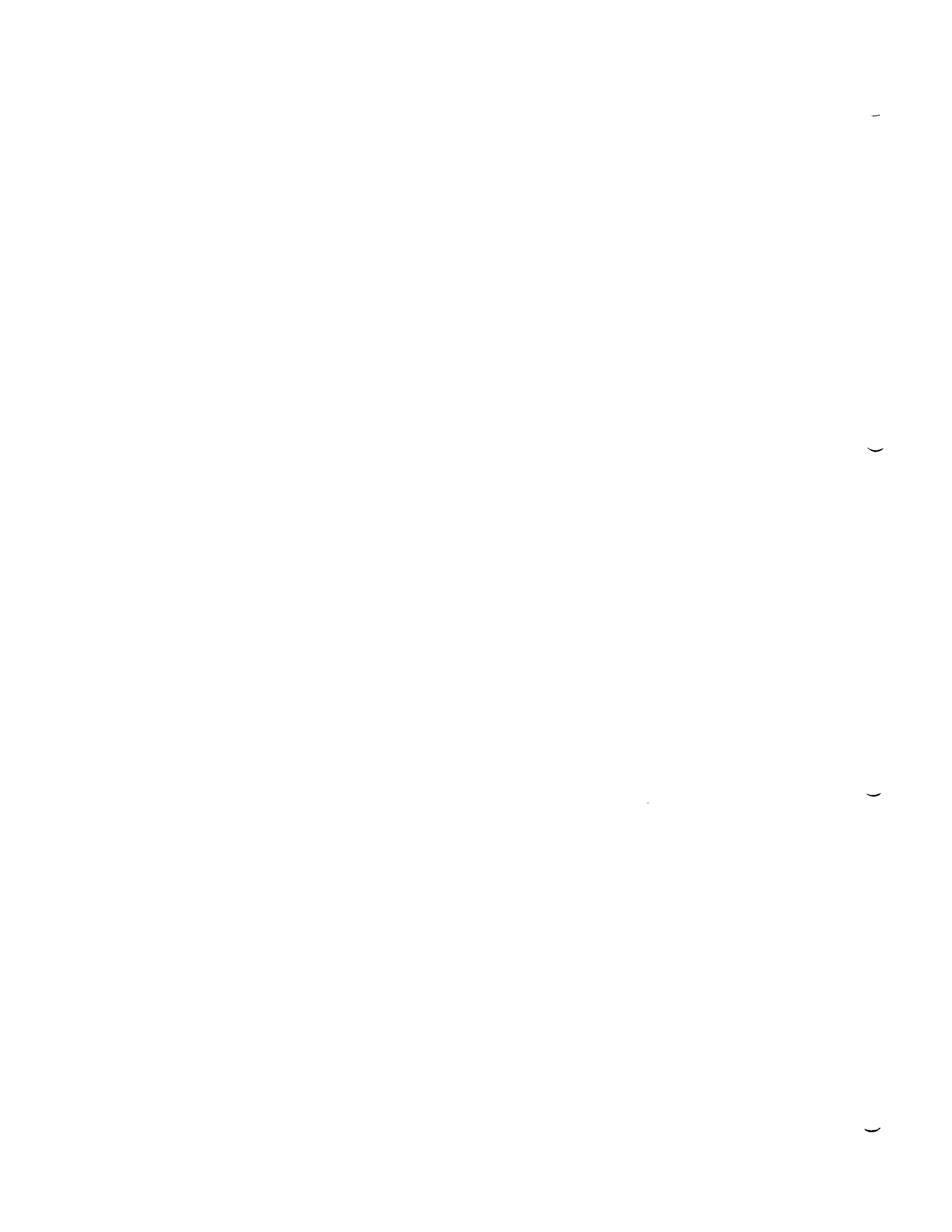
- A. 5 points for every person helped through disseminating Scientology knowledge.
- B. Value of books sold.
- C. 10 points for every environmental situation handled personally with Scientology tech and know-how. (This includes auditing session given to others = 10 points each.)
- D. Value of FSM Commissions received.

Don't be in mystery on how you are doing! Record and graph your statistics daily or at least weekly.

A Scientologist should let the Director of Clearing know how his statistics are going and keep in communication. The Director of Clearing is there to help you out.

Lt Cmdr Diana Hubbard
Distribution Aide
for
L. RON HUBBARD
Founder

LRH:DH:pe.rd
Copyright © 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 21 OCTOBER 1971
Issue V

Remimeo
Dist Sec Hat
Dept 17 Hats
HQS Course
BPI

Hatting Scientologists Series 4

ORGANIZING BOARD FOR A SCIENTOLOGIST

In order to get anything done one should organize the activities involved so that it does get done.

Organizing means to put order into something. Not organizing leads to confusion. This is true of groups and individuals.

The less organized an activity is, the poorer the result and the more organized an activity is, the better the result.

A person's activities can be plagued by missing functions, missing steps, unnecessary functions or steps, not knowing necessary actions, things out of sequence and all this leads to confusion and no production.

Why should an individual produce? It has been found that when a person does not produce (accomplish anything) his or her morale will be low. Have you ever sat around not doing anything and felt useless—left out? Well, this is the phenomena that happens. A person is basically a busy person, he wants to belong, he wants to contribute, be of use and help to society or an activity. When he does not produce then he is not happy and the value of himself in his own eyes falls very low. To be happy and have high morale one should produce and accomplish things. You can see that the above is true by observing times in the past when you have produced and when you haven't produced.

For the purpose of avoiding confusion and to make it easier on a person's activities and production as a Scientologist the attached Organizing Board or Chart has been made up consisting of all the activities a Scientologist does in life. Copies of this Organizing Board should be available in all Scientology Bookstores.

What is an Organizing Board (Org Board or Chart)? Well, the following section has been extracted from HCO P/L 1 May '65 "Organization, The Design of the Organization" to answer this question for you.

"As our Org Board and Org pattern we have not only an Org Board but a 'philosophical system', which gives us the levels of able and extra able beings and an analysis of one's own life as well.

"If you look at the levels written above the departments you find the spans of *the Bridge* which are followed to Release, Clear and OT. You can easily see which ones are missing in one's own life and the lives of others. These are the upper end of the awareness scale.

"When you look at the department names you can see what is missing in your own life.

"You can also see where your post or your job breaks down, for every job has all these 'department names'.

"When you look at the Division names you see what the Cycle of Production

must be in this Universe to be successful. By studying this you can see why other businesses fail. They lack one or another of these divisions.

“Although the organization seems to have a great many departments, and would fit only a large group, it fits any org of any size.

“The problem presented me in deriving this board was how to overcome continual org changes because of expansion and applying it to organizations of different sizes. This board goes from one person to thousands without change. Just fewer or more posts are occupied. That is the only change.”

“The board is entered from the left and proceeds to the right.

“It is actually a spiral with 7 higher than and adjacent to 1.

“The organization corrects itself through the Review Division, under the authority of the 7th Division.”

“At this time of issue we find Scientology itself just at the end of its Dissemination Cycle (Division 2) and just entering upon the Organization Cycle (Division 3). There will be a full and long Organization Cycle. This will eventually be followed by a Qualifications Cycle in which we adjust civilization. After that will come a Distribution Cycle in which we use Scientology elsewhere in the Universe, and then will come the Source Cycle again, finding us all on a higher plane.

“This pattern will probably be in use for a very long time.

“This board is one of the *very* few things in Scientology which is not completely new. It is taken from an ancient organization and which I have refined through considerable experience by adding Scientology and our levels to it. It is based on an extremely successful pattern.

“This org pattern is designed not to make money or Scientologists as one might think. Its whole purpose is to make the ‘Ability to Better Conditions’, which is the mission of Scientology.”

L. RON HUBBARD
Founder

So attached is your Organizing Board as a Scientologist. It is here to help you. It is for your use and reference as you go forward in life bettering your own conditions and the conditions of others. Use it well for you belong on the team and together we have a new Civilization to make, a better World, a Cleared Planet.

Lt Cmdr Diana Hubbard
Distribution Aide
for
L. RON HUBBARD
Founder

LRH:DH:pe.rd
Copyright © 1965, 1971
by L. Ron Hubbard
ALL RIGHTS RESERVED

FOUNDER I. RON HUBBARD
DIRECTOR OF CLEARING

EXECUTIVE

ESTABLISHMENT

DISSEMINATION

FIELD SCIENTOLOGISTS ORGANIZING BOARD

DIVISION 7		DIVISION 1			DIVISION 2				
SOURCE DEPT 21	EXISTENCE DEPT 20	CONDITIONS DEPT 19	RECOGNITION DEPT 1	COMMUNICATION DEPT 2	PERCEPTION DEPT 3	ORIENTATION DEPT 4	UNDERSTANDING DEPT 5	ENLIGHTENMENT DEPT 6	
OFFICE OF LRH	OFFICE OF THE CONTROLLER	OFFICE OF THE EXECUTIVE DIRECTOR	DEPT OF ROUTING AND PERSONNEL	DEPT OF COMMUNICATIONS	DEPT OF INSPECTIONS AND REPORTS	DEPT OF PROMOTION	DEPT OF PUBLICATIONS	DEPT OF REGISTRATION	
Knowledge of L. Ron Hubbard. Communication to Ron. Responsibility to Ron as his Ambassador in the Field.		Being a Scientologist.		Regular reporting to the Director of Clearing, attending Org field events and meetings, following Org Board and Flow Chart of a Scientologist.		Wearing Scn insignia, owning and using one's Hat Pack, Membership of oneself, membership renewing.		Effectively establishing comm lines with and contacting people.	
				Abiding by and following the Codes of Scientology. Recording and using the stats of a Scientologist to increase production.		Disseminating to people using Dissemination Drill.		Giving others advice and disseminating Scientology knowledge to help others.	
								Selling books to people and putting Books in Book-stores.	

FINANCE AND MATERIAL			PRODUCTION			CORRECTION		
DIVISION 3			DIVISION 4			DIVISION 5		
ENERGY DEPT 7	ADJUSTMENT DEPT 8	BODY DEPT 9	PREDICTION DEPT 10	ACTIVITY DEPT 11	PRODUCTION DEPT 12	ENHANCEMENT DEPT 13	CORRECTION DEPT 14	VALIDITY DEPT 15
<p>DEPT OF INCOME</p> <p>Making an Income to support oneself. Collecting Income selling books and receiving commissions for selecting people.</p>	<p>DEPT OF DISBURSEMENTS</p> <p>Disbursement to pay one's expenses and buy books from the Org to sell and to buy Org services for oneself. Being solvent in life.</p>	<p>DEPT OF RECORDS ASSETS MATERIEL</p> <p>Obtaining supplies and materials from the Org needful to one's Field activities. Care of one's own materials and possessions.</p>	<p>DEPT OF TECH SERVICES</p> <p>Planning objectives and production.</p>	<p>DEPT OF TRAINING</p> <p>Bettering society and the environment through initiating or volunteering for special programmes and carrying them through.</p>	<p>DEPT OF PROCESSING</p> <p>Making others better by using Scientology tech. Giving assists and auditing to others to the level one is qualified.</p>	<p>DEPT OF PERSONNEL ENHANCEMENT</p> <p>Enhancing one's self as a Scientologist by getting more training and processing.</p>	<p>DEPT OF ORG CORRECTION</p> <p>Correction of one's own and other activities. Correction of one's Product and area.</p>	<p>DEPT OF PRODUCT VALIDITY</p> <p>Sending ARC Broken people one finds to the Org for handling. Sending the people one releases or trains or the names of same with data to the Org for validation by Org certification.</p>

EXPANSION

DIVISION 6		
<p>PURPOSES DEPT 16</p> <p>DEPT OF PUBLIC CONTROLLING</p> <p>Making oneself better known and well thought of by others.</p>	<p>REALIZATION DEPT 17</p> <p>DEPT OF HAITING SCIENTOLOGISTS</p> <p>Selecting people to the Org for service.</p>	<p>CLEARING DEPT 18</p> <p>DEPT OF CLEARING</p> <p>Participating and really putting there—the Bridge to Total Freedom. Expanding and starting and running one's own practice as a Field Auditor, or running a group.</p>

)

)

)

)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 5 FEBRUARY 1969R
(Revised 15 May 1973)

Remimeo

PRESS POLICY

CODE OF A SCIENTOLOGIST

The Code of a Scientologist as per "The Creation of Human Ability" is withdrawn. It is reissued as follows:

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

1. To keep Scientologists, the Public and the Press accurately informed concerning Scientology, the world of Mental Health and Society.
2. To use the best I know of Scientology to the best of my ability to help my family, friends, 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 decry and do all I can to abolish any and all abuses against life and Mankind.
5. To expose and help abolish any and all physically damaging practices in the field of Mental Health.
6. To help clean up and keep clean the field of Mental Health.
7. To bring about an atmosphere of safety and security in the field of Mental Health by eradicating its abuses and brutality.
8. To support true Humanitarian endeavors in the fields of Human Rights.
9. To embrace the policy of equal justice for all.
10. To work for freedom of speech in the world.
11. To actively decry the suppression of knowledge, wisdom, philosophy or data which would help Mankind.
12. To support the freedom of religion.
13. To help Scientology orgs and groups ally themselves with public groups.
14. To teach Scientology at a level it can be understood and used by the recipients.
15. To stress the freedom to use Scientology as a philosophy in all its applications and variations in the humanities.
16. To insist upon standard and unvaried Scientology as an applied activity in ethics, processing and administration in Scientology organizations.
17. To take my share of responsibility for the impact of Scientology upon the world.
18. To increase the numbers and strength of Scientology over the world.
19. To set an example of the effectiveness and wisdom of Scientology.
20. To make this world a saner, better place.

L. RON HUBBARD
Founder

LRH:ldm.nt.rd
Copyright © 1969, 1973
by L. Ron Hubbard
ALL RIGHTS RESERVED

1

2

3

4