

**Scientology**  
**Level 0**  
**Standard Academy**

**Course Materials**

*by*

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by L. Ron Hubbard

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HCO POLICY LETTER OF 7 FEBRUARY 1965  
REISSUED 15 JUNE 1970

Remimeo  
Sthil Students  
Assn/Org Sec Hat  
HCO Sec Hat  
Case Sup Hat  
Ds of P Hat  
Ds of T Hat  
Staff Member Hat  
Franchise  
(issued May 1965)

*(Reissued 28.1.73 to correct word on fifth  
page, para 2. Change in this type style.)*

*Note:* Neglect of this Pol Ltr has caused great hardship on staffs, has cost countless millions and made it necessary in 1970 to engage in an all-out International effort to restore basic Scientology over the world. Within 5 years after the issue of this PL with me off the lines, violation had almost destroyed orgs. "Quickie grades" entered in and denied gain to tens of thousands of cases. Therefore actions which neglect or violate this Policy Letter are HIGH CRIMES resulting in Comm Evs on ADMINISTRATORS and EXECUTIVES. It is not "entirely a tech matter" as its neglect destroys orgs and caused a 2-year slump. IT IS THE BUSINESS OF EVERY STAFF MEMBER to enforce it.

ALL LEVELS

**KEEPING SCIENTOLOGY WORKING**

HCO Sec or Communicator Hat Check  
on all personnel and new personnel  
as taken on.

We have some time since passed the point of achieving uniformly workable technology.

The only thing now is getting the technology applied.

If you can't get the technology applied then you can't deliver what's promised. It's as simple as that. If you can get the technology applied, you *can* deliver what's promised.

The only thing you can be upbraided for by students or pcs is "no results". Trouble spots occur only where there are "no results". Attacks from governments or monopolies occur only where there are "no results" or "bad results".

Therefore the road before Scientology is clear and its ultimate success is assured *if* the technology is applied.

So it is the task of the Assn or Org Sec, the HCO Sec, the Case Supervisor, the D of P, the D of T and all staff members to get the correct technology applied.

Getting the correct technology applied consists of:

- One: Having the correct technology.
- Two: Knowing the technology.
- Three: Knowing it is correct.
- Four: Teaching correctly the correct technology.
- Five: Applying the technology.
- Six: Seeing that the technology is correctly applied.
- Seven: Hammering out of existence incorrect technology.
- Eight: Knocking out incorrect applications.

Nine: Closing the door on any possibility of incorrect technology.

Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

Three is achieved by the individual applying the correct technology in a proper manner and observing that it works that way.

Four is being done daily successfully in most parts of the world.

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

Seven is done by a few but is a weak point.

Eight is not worked on hard enough.

Nine is impeded by the "reasonable" attitude of the not quite bright.

Ten is seldom done with enough ferocity.

Seven, Eight, Nine and Ten are the only places Scientology can bog down in any area.

The reasons for this are not hard to find. (a) A weak certainty that it works in Three above can lead to weakness in Seven, Eight, Nine and Ten. (b) Further, the not-too-bright have a bad point on the button Self-Importance. (c) The lower the IQ, the more the individual is shut off from the fruits of observation. (d) The service faces of people make them defend themselves against anything they confront, good or bad, and seek to make it wrong. (e) The bank seeks to knock out the good and perpetuate the bad.

Thus, we as Scientologists and as an organization must be very alert to Seven, Eight, Nine and Ten.

In all the years I have been engaged in research I have kept my comm lines wide open for research data. I once had the idea that a group could evolve truth. A third of a century has thoroughly disabused me of that idea. Willing as I was to accept suggestions and data, only a handful of suggestions (less than twenty) had long run value and *none* were major or basic; and when I did accept major or basic suggestions and used them, we went astray and I repented and eventually had to "eat crow".

On the other hand there have been thousands and thousands of suggestions and writings which, if accepted and acted upon, would have resulted in the complete destruction of all our work as well as the sanity of pcs. So I know what a group of people will do and how insane they will go in accepting unworkable "technology". By actual record the percentages are about twenty to 100,000 that a group of human beings will dream up bad technology to destroy good technology. As we could have gotten along without suggestions, then, we had better steel ourselves to continue to do so now that we have made it. This point will, of course, be attacked as "unpopular", "egotistical" and "undemocratic". It very well may be. But it is also a survival point. And I don't see that popular measures, self-abnegation and democracy have done anything for Man but push him further into the mud. Currently, popularity endorses degraded novels, self-abnegation has filled the South East Asian jungles with stone idols and corpses, and democracy has given us inflation and income tax.

Our technology has not been discovered by a group. True, if the group had not supported me in many ways I could not have discovered it either. But it remains that if in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or co-ordination of what has been done, which will be valuable—only so long as it does not seek to alter basic principles and successful applications.

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defence, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions and



were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

We will not speculate here on why this was so or how I came to rise above the bank. We are dealing only in facts and the above is a fact—the group left to its own devices would not have evolved Scientology but with wild dramatization of the bank called “new ideas” would have wiped it out. Supporting this is the fact that Man has never before evolved workable mental technology and emphasizing it is the vicious technology he *did* evolve—psychiatry, psychology, surgery, shock treatment, whips, duress, punishment, etc, ad infinitum.

So realize that we have climbed out of the mud by whatever good luck and good sense, and *refuse* to sink back into it again. See that Seven, Eight, Nine and Ten above are ruthlessly followed and we will never be stopped. Relax them, get reasonable about it and we will perish.

So far, while keeping myself in complete communication with all suggestions, I have not failed on Seven, Eight, Nine and Ten in areas I could supervise closely. But it's not good enough for just myself and a few others to work at this.

Whenever this control as per Seven, Eight, Nine and Ten has been relaxed the whole organizational area has failed. Witness Elizabeth, N.J., Wichita, the early organizations and groups. They crashed only because I no longer did Seven, Eight, Nine and Ten. Then, when they were all messed up, you saw the obvious “reasons” for failure. But ahead of that they ceased to deliver and *that* involved them in other reasons.

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are *individual* and seldom get broad agreement in a human group. An individual must rise *above* an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a Hell—and if you were looking for Hell and found Earth, it would certainly serve. War, famine, agony and disease has been the lot of Man. Right now the great governments of Earth have developed the means of frying every Man, Woman and Child on the planet. That is Bank. That is the result of Collective Thought Agreement. The decent, pleasant things on this planet come from *individual* actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are attacked by “public opinion” media. Yet there is no more ethical group on this planet than ourselves.

Thus each one of us can rise above the domination of the bank and then, as a group of freed beings, achieve freedom and reason. It is only the aberrated group, the mob, that is destructive.

When you don't do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application.

It's the Bank that says the group is all and the individual nothing. It's the Bank that says we must fail.

So just don't play that game. Do Seven, Eight, Nine and Ten and you will knock out of your road all the future thorns.

Here's an actual example in which a senior executive had to interfere because of a pc spin: A Case Supervisor told Instructor A to have Auditor B run Process X on Preclear C. Auditor B afterwards told Instructor A that “It didn't work.” Instructor A was weak on Three above and didn't really believe in Seven, Eight, Nine and Ten. So Instructor A told the Case Supervisor “Process X didn't work on Preclear C.” Now *this* strikes directly at each of One to Six above in Preclear C, Auditor B, Instructor A and the Case Supervisor. It opens the door to the introduction of “new technology” and to failure.

What happened here? Instructor A didn't jump down Auditor B's throat, that's all that happened. This is what he *should* have done: Grabbed the Auditor's report and looked it over. When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that Process X *increased* Preclear C's TA to 25 TA divisions for the session but that near session end Auditor B Qed and Aed with a

cognition and abandoned Process X while it still gave high TA and went off running one of Auditor B's own manufacture, which nearly spun Preclear C. Auditor B's IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be "too busy with admin to have any time for actual cases".

All right, there's an all too typical example. The *Instructor* should have done Seven, Eight, Nine and Ten. This would have begun this way. Auditor B: "That process X didn't work." Instructor A: "What exactly did *you* do wrong?" Instant attack. "Where's your auditor's report for the session? Good. Look here, you were getting a lot of TA when you stopped Process X. What did you do?" Then the Pc wouldn't have come close to a spin and all four of these would have retained certainty.

In a year, I had four instances in *one* small group where the correct process recommended was reported not to have worked. But on review found that each one (a) had increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as *not having worked!*

Similar examples exist in instruction and these are all the more deadly as every time instruction in correct technology is flubbed, then the resulting error, uncorrected in the auditor, is perpetuated on every pc that auditor audits thereafter. So Seven, Eight, Nine and Ten are even more important in a course than in supervision of cases.

Here's an example: A rave recommendation is given a graduating student "because he gets more TA on pcs than any other student on the course!" Figures of 435 TA divisions a session are reported. "Of course his model session is poor but it's just a knack he has" is also included in the recommendation. A careful review is undertaken because *nobody* at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no instructor observed his handling of a meter and it was not discovered that he "overcompensated" nervously, swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at "set". So everyone was about to throw away standard processes and model session because this one student "got such remarkable TA". They only read the reports and listened to the brags and never *looked* at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of off-beat whole track on other students after course hours. The Academy students were in a state of electrification on all these new experiences and weren't quickly brought under control and the student himself never was given the works on Seven, Eight, Nine and Ten so they stuck. Subsequently, this student prevented another squirrel from being straightened out and his wife died of cancer resulting from physical abuse. A hard, tough Instructor at that moment could have salvaged two squirrels and saved the life of a girl. But no, students had a right to do whatever they pleased.

Squirreling (going off into weird practices or altering Scientology) only comes about from non-comprehension. Usually the non-comprehension is not of Scientology but some earlier contact with an off-beat humanoid practice which in its turn was not understood.

When people can't get results from *what they think* is standard practice, they can be counted upon to squirrel to some degree. The most trouble in the past two years came from orgs where an executive in each *could not* assimilate straight Scientology. Under instruction in Scientology they were unable to define terms or demonstrate examples of principles. And the orgs where they were got into plenty of trouble. And worse, it could not be straightened out easily because neither one of these people could or would duplicate instructions. Hence, a debacle resulted in two places, directly traced to failures of instruction earlier. So proper instruction is vital. The D of T and his Instructors and all Scientology Instructors must be merciless in getting Four, Seven, Eight, Nine and Ten into effective action. That one student, dumb and impossible though he may seem and of no use to anyone, may yet some day be the cause of untold upset because nobody was interested enough to make *sure* Scientology got home to him.

With what we know now, there is no student we enrol who cannot be properly trained. As an Instructor, one should be very alert to slow progress and should turn the

sluggards inside out personally. No *system* will do it, only you or me with our sleeves rolled up can crack the back of bad studenting and we can only do it on an individual student, never on a whole class only. He's slow = something is awful wrong. Take *fast* action to correct it. Don't wait until next week. By then he's got other messes stuck to him. If you can't graduate them with their good sense appealed to and wisdom shining, graduate them in such a state of shock they'll have nightmares if they contemplate squirreling. Then experience will gradually bring about Three in them and they'll *know* better than to chase butterflies when they should be auditing.

When somebody enrolls, consider he or she has joined up for the duration of the universe—never permit an “open-minded” approach. If they're going to quit let them quit fast. If they enrolled, they're aboard, and if they're aboard, they're here on the same terms as the rest of us—win or die in the attempt. Never let them be half-minded about being Scientologists. The finest organizations in history have been tough, dedicated organizations. Not one *namby-pamby* bunch of panty-waist dilettantes have ever made anything. It's a tough universe. The social veneer makes it seem mild. But only the tigers survive—and even *they* have a hard time. We'll survive because we are tough and are dedicated. When we *do* instruct somebody properly he becomes more and more tiger. When we instruct half-mindedly and are afraid to offend, scared to enforce, we don't make students into good Scientologists and that lets everybody down. When Mrs. Pattycake comes to us to be taught, turn that wandering doubt in her eye into a fixed, dedicated glare and she'll win and we'll all win. Humour her and we all die a little. The proper instruction attitude is, “You're here so you're a Scientologist. Now we're going to make you into an expert auditor no matter what happens. We'd rather have you dead than incapable.”

Fit that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

But we won't have to bear it forever. The bigger we get the more economics and time we will have to do our job. And the only things which can prevent us from getting that big fast are areas in from One to Ten. Keep those in mind and we'll be able to grow. Fast. And as we grow our shackles will be less and less. Failing to keep One to Ten, will make *us* grow less.

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and practise our technology.

An Instructor or Supervisor or Executive *must* challenge with ferocity instances of “unworkability”. They must uncover what *did* happen, what *was* run and what *was* done or not done.

If you have One and Two, you can only acquire Three for all by making sure of all the rest.

We're not playing some minor game in Scientology. It isn't cute or something to do for lack of something better.

The whole agonized future of this planet, every Man, Woman and Child on it, and your own destiny for the next endless trillions of years depend on what you do here and now with and in Scientology.

This is a deadly serious activity. And if we miss getting out of the trap now, we may never again have another chance.

Remember, this is our first chance to do so in all the endless trillions of years of the past. Don't muff it now because it seems unpleasant or unsocial to do Seven, Eight, Nine and Ten.

Do them and we'll win.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970

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Applies to all  
SHs and  
Academies  
HGCs  
Franchises

**URGENT AND  
IMPORTANT**

**TECHNICAL DEGRADES**

(This PL and HCO PL Feb 7, 1965 must be made part of every study pack as the first items and must be listed on checksheets.)

Any checksheet in use or in stock which carries on it any degrading statement must be destroyed and issued without qualifying statements.

Example: Level 0 to IV Checksheets SH carry "A. Background Material—This section is included as an historical background, but has much interest and value to the student. Most of the processes are no longer used, having been replaced by more modern technology. The student is only required to read this material and ensure he leaves no misunderstood." This heading covers such vital things as TRs, Op Pro by Dup! The statement is a falsehood.

These checksheets were not approved by myself, all the material of the Academy and SH courses IS in use.

Such actions as this gave us "Quickie Grades", ARC Broke the field and downgraded the Academy and SH Courses.

A condition of TREASON or cancellation of certificates or dismissal and a full investigation of the background of any person found guilty, will be activated in the case of anyone committing the following HIGH CRIMES.

1. Abbreviating an official Course in Dianetics and Scientology so as to lose the full theory processes and effectiveness of the subjects.
2. Adding comments to checksheets or instructions labelling any material "background" or "not used now" or "old" or any similar action which will result in the student not knowing, using, and applying the data in which he is being trained.
3. Employing after 1 Sept 1970 any checksheet for any course not authorized by myself and the SO Organizing Bureau Flag.
4. Failing to strike from any checksheet remaining in use meanwhile any such comments as "historical", "background", "not used", "old", etc. or VERBALLY STATING IT TO STUDENTS.
5. Permitting a pc to attest to more than one grade at a time on the pc's own determinism without hint or evaluation.
6. Running only one process for a grade between 0 to IV.
7. Failing to use all processes for a level.
8. Boasting as to speed of delivery in a session, such as "I put in Grade Zero in 3 minutes." Etc.

9. Shortening time of application of auditing for financial or labor saving considerations.
10. Acting in any way calculated to lose the technology of Dianetics and Scientology to use or impede its use or shorten its materials or its application.

**REASON:** The effort to get students through courses and get pcs processed in orgs was considered best handled by reducing materials or deleting processes from grades. The pressure exerted to speed up student completions and auditing completions was mistakenly answered by just not delivering.

The correct way to speed up a student's progress is by using 2 way comm and applying the study materials to students.

The best way to really handle pcs is to ensure they make each level fully before going on to the next and repairing them when they do not.

The puzzle of the decline of the entire Scientology network in the late 60s is entirely answered by the actions taken to shorten time in study and in processing by deleting materials and actions.

Reinstituting full use and delivery of Dianetics and Scientology is the answer to any recovery.

The product of an org is well taught students and thoroughly audited pcs. When the product vanishes, so does the org. The orgs must survive for the sake of this planet.

**L. RON HUBBARD**  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 11 JUNE 1964

Sthil Students

**NEW STUDENTS DATA  
STAR RATED FOR NEW STUDENTS**

**Tape Passes**

On those live lectures you hear, when you take the Friday tape examination and keep your exam paper when it is handed back, and present it to Theory as evidence, any live lecture you have so heard is credited on your check sheet by Theory where the lecture appears on the check sheet.

Not all the lectures I give appear later on check sheets but many do and you should get credit for those you have heard.

If you have a Friday exam paper on any lecture you have heard live and the grade is above 90% for star rated and above 75% for a 75, any grade for a zero rate, if the lecture appears as a tape on your check sheets it will be marked off as passed and initialled by a Theory Instructor.

**Auditing Assignments**

In auditing before the Level VI Co-audit, it is customary to split up teams that will eventually co-audit to OT.

The reasons for this are

1. Auditing skill tends to become adapted to one pc and deteriorate. This does *not* make a good pro, it makes only a co-auditor. I'm making you into a pro, not a co-auditor regardless of classification status. I can't do that by giving you just the pc you are already educated to run. You'd be a one pc auditor.
2. Mutual withholds develop in teams and restrain auditing results.
3. Your auditing skill tends to look better or worse than it is.

We don't even wholly guarantee you and your co-auditor that you will co-audit in the Level VI Co-audit for one team member may be Case type A and the other B. A Case type A can run through anything. A Case type B stops at a comma. Thus one gets too far out of pace with the other and it's just too hard on one member of the team who would be, of course, the Type B and already in trouble. It would be selfish indeed of a Type A to force a Type B to run GPMs far beyond where he or she has had them run. We will *try* to put the team together in the Level VI Co-audit and mostly do but this AB factor is a technical one and we can't do anything about it short of good auditing.

**Student Rules**

A lot of students come a cropper on the rules and try to carry on without concurrence.

You are only here for a few months. In your hands is your next multi-trillion years.

The rules are there to get you through. Breaking them, in my opinion, is too pricey.

**Rapidity of Progress**

A few new students arrive here in a high state of "know it all, just want a few new gimmicks".

Students who have this state of mind just don't learn or progress. And they really get stuck in. We're not doing it to them. They are trying to learn over the top of their own postulate that they already know it (when they don't) and so get into a ridge. They're not stuck in the course. They're stuck in this conflict.

In the first place, no new student at Saint Hill has ever been known to give a standard session on arrival, despite all the data being available. But they don't know enough about auditing to know whether they're doing well or not, much less know how to audit. Factually they usually look pretty pitiful. There they are making Gross Auditing Errors in an avalanche, missing comm cycles, feet in the pc's face with their meter upside down, telling the Class VI auditor who is his Instructor "I know all about it. We had a course in Slobovia much better than this one. The pcs audited the auditor and it . . . . ."

Well you can't blame the instructor if he seems to be having a hard time to keep from laughing in the new student's face. It's only their courtesy that keeps them from reaching over and connecting the unconnected cans this new genius has failed to plug into the meter as a fitting touche.

Some auditors trained elsewhere with great ARC but precious little "do it", don't have enough training to know they aren't trained. And it's always the very worst trained auditors who howl the loudest about how they don't need to know. The majority relaxedly study and improve their skill, get results and there it is.

I myself periodically study auditing and put a polish on my own skill. I don't have to say "I don't know", but I'm not so arrogant as to believe I'm above knowing how to do things. So if every year or two I can study how to audit without going into a long rigmarole about how I'm above all that, I can reasonably expect others to have a sane view of their own skill too. *Any* skill can be improved—one can know more about *any* subject—*unless* one has already decided he or she already knows all about it.

The successful progress of a student is inversely proportional to the student's preconception of knowing it already. An arrogant assumption of total knowing without inspection is the surest way to make no progress.

One does or does not know the data before him. That's elementary. Why should it become involved with emotionalism?

The fast student is not concerned with necessities to maintain status by asserting how much he or she already knows. The fast student is only interested in knowing what he does not know, studying it and then knowing that he knows it.

The slow student is so busy putting on that he knows that he never finds out he doesn't in fact know. To do this before a lot of experts such as Saint Hill Instructors seems pretty pointless.

Results today are by the text book. Lack of results are always attended by departures. One can or cannot get results with auditing. This means that one is or is not doing a text book job.

In our case the text book has 14 years of hard won experience behind it. So text book auditing gets the best results. It's that simple.

The statement "I know all about Scientology but I don't get very good results" is a pretty silly statement today. It's saying in fact "I pretend to more than I know and the flubs show up in my results".

Well, that's getting right down to the reasons for slow progress and calling a spade a spade, but it's awful true. It's really the *only* reason back of slow progress on course.

The speed with which you complete your course and get to OT is entirely regulated by the speed with which you discover there's something here to learn.

Most students handle this very early. I'm sure you will.

I give you my good wishes for a fast progress.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 16 APRIL AD15

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THE "HIDDEN DATA LINE"

Some students have believed there was a "hidden data line" of tech in Scientology, a line on which Scientology tech was given out by me but not made known to students.

This started me looking. For *there is no such line*.

I wondered if it was a "missed withhold of nothing". There can be one of these, you know. There is nothing there, yet the auditor tries to get it and the pc ARC Breaks. This is "cleaning a clean" with an E-Meter.

One pc I cleaned up very nicely had been harassed for years about "an incident that happened when she was five". A lot of people had tried to "get it". The pc was in a pitiful condition. I found there was nothing there. No incident at all! The meter read came from the charge on previous auditing. I think probably she must have sneezed or her finger slipped on the cans when first asked about "an incident when you were five".

An auditor who "sees a read" when there is no charge makes a "missed withhold of nothing".

This is the *other* side of the ARC Break—the *gone* something, the non-existence of something. No food. No money. These things ARC Break people.

So it is with a "missed withhold of nothing".

Take Johannesburg. Some years ago the field there was upset by 3 rabble rousers who alleged all manner of wild things about the Scientology org there. They held wild field meetings and all that. Truth was these three people had done a vicious thing and screamed to high heaven when I sought to query them.

They made a "missed withhold of nothing" in the field in that area! There was exactly nothing wrong with Scientology there or us. There was something wrong with those three people. They had been stealing from the org.

The field kept looking for what was wrong with the org or us. Nothing was. So it couldn't be cleaned up because there was nothing to clean. There were three thieves who had run off with org property and defied orders to give it back. How this made something wrong with us is quite a puzzle. They are still "cleaning up this ARC Break" in Johannesburg! For it is not cleanable, not being there to be cleaned! Unless you realize there was nothing there at all! It's a missed withhold of nothing. The basic org and staff and we at Saint Hill were just doing our jobs in ordinary routine!

Governments looking for evil in Scientology orgs will go mad (I trust) as they are seeking a non-existent thing. They are easily defeated because their statements are so crazy even their own legal systems can't help but see it. So it's easily won.

The only person who goes mad on a missed withhold of nothing is the person who thinks there is something there that isn't.

So it is with the "hidden data line" students sometimes feel must exist on courses.

There is no line.

But in this case there is an *apparency* of a line.

When instructors or seniors give out alter-ised technology or unusual solutions, the student feels they must have some inside track, some data line the student doesn't have.

The student looks for it and starts alter-ising in his turn pretending to have it when *they* become instructors.

It's a missed withhold of nothing.

The *whole* of technology is released in HCO Bulletins and HCO Policy Letters and tapes I do and release.

I don't tell people anything in some private way, not even instructors.

For instance, all the instructors I taught to handle R6 we taught by my lecturing or writing bulletins for them. *Every one* of these tapes is used to teach GPM data and handling to students on the Saint Hill Course.

Any new data I have given on it has been given to all these people.

The instructor then knows only to the degree he has studied and used the very same HCOBs and HCO Pol Ltrs and tapes the student is now using.

There is no "hidden data line". To believe there is makes an ARC Break.

The *apparency* is somebody's pretence to know from me more than is on the tapes and in books and mimeos, or, brutally, somebody's alter-is of materials. This *looks* like a "hidden data line". It surely isn't.

All the lower level materials are in the HCOBs, Pol Ltrs or on tapes.

*All* the GPM materials released are here waiting for the student when he reaches that level.

One could say there was one if one was way off the main data line. But it sure isn't hidden. It's on courses and in orgs.

I laughed one time at *the* top flight US Government White House entrusted psychologist. He looked over some startling IQ changes, said such a thing would revolutionize psychology overnight if known and added "no wonder you keep your technology secret!"

That is *very* funny when you look at how hard you and I work to make it known to all!

The data line isn't hidden. It's there for anyone to have. There's lots of it is possibly a source of trouble in releasing it. But it's *all* on courses in Academies or Saint Hill. You could have a copy of everything in the tape library if you wanted. It might cost a lot, but you could have it.

There is no hidden data *line*.

There's a lot of data *I* haven't had time to write down and put on a line for sheer press of time. But I work hard to do it.

But even my closest staff and communicators when it hears of a new process or plan from me verbally, sees it in an HCOB or HCO Pol Ltr a few days later.

*Don't* for heaven's sake mistake alter-is by somebody as evidence of a hidden line.

In Scientology we say "If it isn't written it isn't true". That applies to orders. Somebody says "Ron said to . . ." and on a veteran staff you hear the rejoinder "Let's see it". I've had raw meat walk into an org and say "Ron said I was to have 25 hours of auditing". And in the raw meat days of orgs, they sometimes were given it. So we have learned the hard way—"If it isn't written it wasn't said".

And that applies to anybody's orders, not just mine.

And on tech and policy, it's equally true. If it isn't in an HCOB or an HCO Pol Ltr or recorded on a tape in my voice, it isn't tech or policy.

Next time you hear a pretended order or a squirrel process attributed to me, say "If it isn't written or recorded it isn't true".

And watch how tech results soar then in that area.

L. RON HUBBARD

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

**HCO POLICY LETTER OF 31 MAY 1968  
Issue II  
(Reissued from Flag Order 808)**

Remimeo

**AUDITORS**

Auditors have since the first session of Scientology been the only individuals on this planet, in this Universe capable of freeing man.

An Auditor is one who has been trained in the technology of Scientology. An Auditor applies standard technology to pre-clears.

At times some will forget or chose to ignore the fact that the Auditor is not just another fellow or a guy who works in Scientology. An Auditor is a highly trained specialist, no matter what level of Auditor. He or she is the only one who can give man the truth, that man knows.

An Auditor is to be respected. An Auditor is very important in Clearing this Planet, and this Universe. It's a big job and the Auditor will do it. All Auditors are appreciated.

Special designations and insignia are to be developed to distinguish the Auditor from others and signalize his class.

**L. RON HUBBARD  
Founder**

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 OCTOBER AD25

Remimeo  
All Students  
All HGC Auditors  
All C/Ses  
All Internes

*C/S Series 95*

**“FAILED” CASES**

There are no failed cases. There are only failed C/Ses and Auditors.

In a recent test, this was proven conclusively. A number of no-case-gain, slow-case-gain, sickie and “failed cases” were rounded up. Using well trained Flag Auditors and the most basic of lists, every one of these cases was soon flying.

At another time, lists which had been “nulled” by a group of trainee Auditors were then taken over, on the same pcs, same lists, and renulled by Class Xs. Over half the reading items had been missed by the trainees—they simply couldn’t make the list read on the pcs. Yet the lists were as alive as skyrockets. The pcs, under the trainee Auditors, had accumulated all manner of by-passed charge by having reading items ignored. And in some cases, having non-reading items given attention.

To a trainee, all this seems incredible and mysterious. He does not realize how very bad his metering can be, how faint and fainting his TR 1. He has numerous tricks which defeat him—such as keeping his sensitivity on 32 for a pc who only requires sensitivity 1, whereas the Auditor misses all his F/Ns as he can’t keep the needle at set. He doesn’t put his meter so he can see pc, paper and meter dial all in the same scope of vision and misses the reads. His Auditor presence is so poor and his attitude so unprofessional that the pc isn’t really in session. His own introversion prevents him from really observing the pc’s tone or reaction.

All these faults can be cured and HAVE to be before an Auditor can call himself a real Auditor. Short of that he is just a fooling-about dilettante. And he has “failed pcs”.

It takes hard sweating work to get good enough to be a real Auditor. It takes hours and hours and hours of TRs the hard way. It takes a high degree of honesty that includes never faking and going by misunderstands in his materials, always being honest in his auditing reports, constant practice with his metering, drills with the tone scale and a large degree of self-discipline.

It isn’t “talent” that makes the good Auditor. It is practice and more practice until he himself knows first that he didn’t know and then knows that he really knows.

The source of out tech is only laziness and dishonesty. Someone who is afraid of work thinks he can PR the C/S and the pc, fumble his way through and succeed out of fakery. That route is failure. And it ends in “failed cases”. Don’t be a psychologist or psychiatrist. That was their route.

In the hands of a thoroughly trained and drilled Auditor, Scientology works and works splendidly.

There are no dog cases, no “ncgs”, no failed cases.

But there are “Auditors” who don’t study and drill hard enough to become real Auditors. And there are C/Ses who don’t know their business and who don’t keep up their study and are too lazy to FES or read sessions or cram their Auditors.

There are an awful lot of excellent Auditors and many very fine C/Ses. But in some local areas, where verbal tech gets going and ethics is out, the quality sags. And there you have ncgs and slow pcs and "failed cases".

Want to know how lazy your C/Ses and Auditors are? How many ncgs and failed cases do you have around? If you have *any* at all, tech in your area is out.

A C/S 53RJ taken to F/Ning list and a GF40X taken to an F/Ning list will cure any ncg or failed case. BUT it has to be done by an Auditor who has sweated it out doing the checksheets of Qual required to make a list read.

So do not send to find the real who when cases bog or "fail". Don't blame and repair cases. Repair the Auditors and C/Ses.

It not only can be done. It is easier to do it than wrestle around with an "ARC Broken field".

And it not only can be done, it **MUST** be done.

**L. RON HUBBARD**  
Founder

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Saint Hill Manor, East Grinstead, Sussêx

HCO BULLETIN OF 19 APRIL 1972

Remimeo

*C/S Series 77*

**"QUICKIE" DEFINED**

The reason an auditor can say he doesn't "quickie a rundown" (and none ever say they do) is because he has no definition for the word QUICKIE.

The word has been used to designate rundowns that were not completely and fully done.

It is not a slang word.

In the dictionary you will find "*Quickie* also quicky: something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies)."

What happens in auditing, for instance, is a "Grade Zero Expanded" is "done" by just doing a single flow to its first F/N.

That is obviously "quickie".

A more subtle one is to do a "PTS Rundown" with no Ethics action to begin and no check for stability, holding gain and not ill a week or two after the RD. Only if both these actions were done would one have a "Complete PTS Rundown" as it would give a PRODUCT = A PC no longer PTS.

So what makes a Quickie "completion" quickie?

Is it length of time? Not necessarily.

Is it fewness of processes? Not necessarily as Power can be done quickie simply by not hanging on for the EP and only going to F/N.

To define COMPLETE gives us the reverse of Quickie.

"COMPLETE: To make whole, entire or perfect; end after satisfying all demands or requirements." A Completion is "the act or action of completing, becoming complete or making complete".

So "completing" something is not a loose term. It means an exact thing. "End after satisfying all demands or requirements" does not mean "doing as little as possible" or "doing what one can call complete without being detected".

Anything that does not fully satisfy all requirements is QUICKIE.

So "quickie" really means "omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved".

In short a quickie is not doing all the steps and actions that could be done to make a perfect whole.

Standard auditing actions required for ages that auditors cleared each word of each command. Yet when they went quickie they dropped this. When this was dropped, GAINS ON 75% OF ALL PCS LESSEned OR VANISHED. We are right

now achieving spectacular wins on pcs just by clearing up commands and words on all lists. We are finding that these pcs did not recover and NEVER BEFORE HAD BEEN IN SESSION even though previously "audited" hundreds of hours.

By omitting an essential action of clearing commands, processing did not work because the pc never understood the auditing commands!

So quickie action did not save any time, did it? It wasted hundreds of hours!

Quickie Programs are those which omit essential steps like Vital lists or 2wcs to get data. FESs for past errors are often omitted.

To slow down the torrent of quickie actions on clearing commands HCO P/L 4 Apr 72 Issue III "Ethics and Study Tech" has Clause 4 "An auditor failing to clear each and every word of every command or list used may be summoned before a Court of Ethics. The charge is OUT TECH."

Ethics has to enter in after Quickie Tech has gotten in. Because quickie tech is a symptom of out ethics. HCO P/L 3 April 72 (Est O Series 13) "Doing Work" and HCO P/L 4 Apr 72 (Est O Series 14) "Ethics" are vital know-how where a C/S is faced with Quickie actions—or flubby ones that will not cure.

Essential Quickie Tech is simply *dishonest*. Auditors who do it have their own Ethics out in some way.

To be sure their confront is down.

There are numerous remedies for the quickie impulse. The above mentioned Policy Letters and plain simple TR 0 are standard remedies. TR 0 properly done and completed itself usually cures it.

Quickie study in '67 and '68 almost destroyed auditing quality. LRH ED 174 Int which really pushes in Study Tech will achieve the primary reason for quickie—the auditor didn't understand the words himself.

Wherever Quickie tendencies or false stats (the quickest quickie possible) show up, the above P/Ls had better be gotten into full use fast.

L. RON HUBBARD  
Founder

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BOARD POLICY LETTER

24 SEPTEMBER 1973R  
ISSUE III  
REVISED 15 MAY 1975

Remimeo  
Guardian  
D/Guardian  
A/Guardians (Cancels HCO PL 24 Sept 73  
All Staff same title.)  
Auditors  
HSDC Checksheet  
HRS Checksheet  
Missions

RELIGION

ALL AUDITORS - MINISTERS

MINISTERIAL BOARD OF REVIEW

All Auditors must hold a valid Certificate of Ordination in order to practice auditing, whether for a Church, a Mission or as an independent missionary in the field.

The Certificate granted upon completion of any training course, (HDC or above) does not entitle anyone to practice pastoral counselling (auditing) unless the individual satisfactorily completes the requirements for Ordination and has in fact been ordained.

The student, HDC or above, may elect to become a Minister of the Church in which case he completes the Ministers Course and is ordained as a Minister. Upon proof of ordination, he is granted permission to practise by the local Church.

Missions are not authorized to ordain Ministers. Their HDCs who wish to practice auditing may apply to the nearest local Church for any necessary training and ordination.

A Ministerial Board of Review is established in the HCO Division. It shall be composed of no less than three persons who shall themselves be Ministers of the Church. The Board of Review will be headed by the A/Guardian or other Guardian Office personnel assigned by the A/Guardian. The purpose of this Board of Review is to help LRH safeguard Scientology, Scientology Churches and Scientologists by ensuring that Ministers of the Church are and remain of good moral character, continue to uphold the Codes of Scientology and apply standard technology in their counselling of parishioners.

Ministerial certificates may be withdrawn by the Ministerial Board of Review when this board finds cause within the framework of the above purpose.

Where the Minister involved is a staff member of a Mission, HCO PL 18 Apr 70 "Ethics and Franchise" is the guiding policy, and the Mission Officer WW must be contacted in accordance with that policy.

Revised by  
Mike Davidson  
Mission Officer WW

Approved by  
The Guardian WW  
FB Ad Council  
FE Exec Council  
LRH Comm FB  
Commodore's Staff Aides

Approved by  
The Board of Issues

for the

BOARDS OF DIRECTORS  
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MAY 1974

(Also HCO PL 31 May 1974)

Remimeo

**UNHANDLED DRUGS AND ETHICS**

Several recent cases have come to light where the person was permitted to go on upper grades, Expanded Dianetics, Power and even OT Levels whose drugs had not been handled.

In each case there was no or poor case gain, organizational upsets and wasted auditing.

THEREFORE IT BECOMES FIRM POLICY THAT ANY REGISTRAR, C/S, D OF P OR AUDITOR WHO PERMITS A PERSON WITH UNHANDLED OR PARTIALLY HANDLED DRUGS TO BE AUDITED ON ANYTHING BUT A FULL AND COMPLETE DRUG RUNDOWN INCLUDING NO INTEREST ITEMS WILL BE SUBJECT TO COMM EV WITH A MINIMUM PENALTY OF TREASON AND A MAXIMUM PENALTY OF EXPULSION.

Tech must not be made to fail because of overt, covert or ignorant misapplication of tech.

It is fully established that a chief cause of failure in cases is unhandled or only partially handled drugs including medical drugs, treatments and alcohol. This is a barrier to case gain and in this society at this time, the major barrier.

Where drugs have not been handled or only partially have been handled, the NO INTERFERENCE ZONE RULE is waived.

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Founder

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HUBBARD COMMUNICATIONS OFFICE  
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HCO POLICY LETTER OF 22 NOVEMBER 1967  
(Revised and Reissued 18 July 1970)

Student Hat  
Remimeo

*ALL STUDENTS*  
*ALL COURSES*

OUT TECH

If at any time a supervisor or other person in an org gives you interpretations of HCO Bs, Policy Letters or tells you, "That's old. Read it but disregard it, that's just background data", or gives you a chit for following HCO Bs or tapes or alters tech on you or personally cancels HCO Bs or Policy Letters without being able to show you an *HCO B* or Policy Letter that cancels it, YOU MUST REPORT THE MATTER COMPLETE WITH NAMES AND ANY WITNESSES ON DIRECT LINES TO THE INTERNATIONAL ETHICS OFFICER AT WORLDWIDE. IF THIS IS NOT IMMEDIATELY HANDLED, REPORT IN THE SAME WAY TO YOUR NEAREST SEA ORG MAA.

The only ways you can fail to get results on a pc are:

1. Not study your HCO Bs and my books and tapes.
2. Not apply what you studied.
3. Follow "advice" contrary to what you find on HCO Bs and tapes.
4. Fail to obtain the HCO Bs, books and tapes needed.

There is no hidden data line.

*All* of Dianetics and Scientology works. Some of it works faster.

The only real error auditors made over the years was to fail to stop a process the moment they saw a floating needle.

Recently the felony has been compounded by disclosure of the facts that data and tapes have been deleted from checksheets, data has been "relegated to background" and grades have not been in use fully to complete end phenomena as per the Process column on the Classification and Gradation Chart. This caused an almost complete unmock of the subject and its use. I am counting on you to see it is not allowed to happen EVER AGAIN.

Any supervisor or executive who interprets, alters or cancels tech is liable to the assignment of a Condition of Enemy. *All* the data is in HCO Bs or Policy Letters or on tape.

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Failure to make this mimeo known to every student carries a \$10 fine for every student from which it is withheld.



# BOARD POLICY LETTER

17 MAY 1971RC  
Issue II  
Revised 21 March 1975

Remimeo  
All Students

(Correction of typo in  
this type style, page 2)

## STUDENT POINTS

(GOES INTO EFFECT WK ENDING 7 FEB 1975)

The purpose and product of a student is expressed in *the application of knowledge*. A statistic must reflect the attainment of that product. Thus, the following points system has been worked out for use on all Scientology and Dianetics Courses. It is designed to measure:

1. Progress *through* a course  
and
2. Application of the knowledge and skills gained.

## COURSE PROGRESS

As Ron points out in HCO PL 14 Dec 1970, Org Series 19, "Group Sanity"

"Training must be on real materials and must be rapid. The technology of how to train is expressed in speed of training. The idea that it takes 12 years to make a mud pie maker is false. TIME in training does not determine quality of training. Amount of data learned that can be applied and skills successfully drilled determine training. That the society currently stresses *time* is an aberrated factor. The ability to learn and apply the data is the end product of training. Not old age."

## TARGETING

Thus courses are intended to be completed with all skills grasped for application within the expected period of time stated on the checksheet itself or in other issues.

The Supervisor must break down the checksheet, based on his knowledge of the course, into daily targets which increase gradiently and take the student through the course in the required time.

The Supervisor targets the student to complete sections of his checksheet daily in accordance with the above breakdown. Points are not targeted. However if the targets are worked out gradiently, and the student required to make them, his points stat will be a rising one. The targets themselves should match the expected improvement in the student from day to day and see him through the course in the expected time period.

## COMPLETIONS

You make trained Auditors, Staff and Executives by getting them *through* courses in the allotted time with full knowledge and application. *That* is the objective—NOT quickie completions or unreal point quotas with nothing to show for it.

## THE SYSTEM

A simplified points system, categorized by type of action, follows. The point values are weighted toward application.

*THEORY:* This includes all the written and recorded materials of a course and their demonstration.

Policy Letters	LRH C/Sed Sessions
Bulletins	Chart Columns
Books	Manuals
Scales	Tapes
	Films

PER PAGE OR COLUMN = 3 POINTS

PER TAPED LECTURE OR FILM REEL = 1 POINT PER MINUTE  
(E.G. 70 MIN TAPE = 70 POINTS)

*CLAY DEMOS* or other checksheet entry requiring the demonstration of some principle (e.g. Demo Kit, Essays, Drawings):

PER DEMO = 10 POINTS

PER CLAY DEMO = 25 POINTS

*DRILLS AND PRACTICAL:* Any checksheet entry constituting a Drill, Application or Practical type action.

“DRILL”, “PRACTICAL” OR “APPLICATION” ENTRY FULLY DONE TO EP = 75 POINTS EACH

NON-QUICKIED DOLL DRILL, E-METER DRILL OR TR (TO EP) = 75 POINTS EACH

*COURSE CHECKSHEET AUDITING REQUIREMENTS OR APPRENTICESHIP:*

PER STUDENT WDAH = 200 POINTS

PER STUDENT FES OR ADMIN HOUR = 50 POINTS

A COMPLETED *GRADE OR RD* ON A PC = 500 POINTS

*STUDY TECH:*

ALL FORMS OF WD CLRING = 2 POINTS PER WD CLRED  
(INCLUDING MUs IN DEFINITIONS)

Pink sheet actions such as Clay Demos, Checkouts, Learning Drill, Demo Kits, Twin Coaching or other corrective action by the Supervisor which corrects or improves the student's application ability *AS NEEDED* without distracting an F/Ning student for the sake of a stat

10 POINTS EACH OR AS COVERED ABOVE

*COURSE COMPLETION:*

BONUS FOR COURSE COMPLETION = 250 POINTS

#### PENALTIES

A false stat report or a quickie completion of an action or instance of verbal interpretation or non-standard materials results in the loss of all stats for that student for that day, in addition to standard Ethics action on the Supervisor or person responsible for False Report or Tech Alter-Is.

A non-F/Ning student (BTB 29 June 1971, “Steps to Speed Student Product Flow”) who has not come straight with routine Academy handling or consistently not made his targets, *and* who has NOT been sent to Qual for handling results in loss of entire Academy points stat for each day left unhandled.



This may not in any way be used to shuffle students off to Qual for handlings that should be occurring in Dept 11.

### CONDITIONS

Conditions are assigned to students in accordance with HCO PL 5 May 1971, Issue II, "Reading Statistics".

Full Time Study = 8 Hours per Day, 5 Days a Week.

Part Time Study = 2½ Hours per Day, 5 Days a Week.

Flag DSEC Course Super  
Revised by CS-4  
Approved by  
Commodore's Staff Aides  
Board of Issues  
for the  
BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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**BOARD POLICY LETTER**

**17 MAY 1971RC-1**

**ISSUED 9 AUGUST 1975**

**Remimeo  
All Students**

**STUDENT POINTS  
ADDITIONAL POINTS**

**(Goes into effect upon receipt)**

By popular demand and to encourage good coaching of theory and especially practical materials the following points are awarded:

**COACHING THEORY MATERIALS  
PER PAGE OR COLUMN = 3 POINTS**

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**COACHING PRACTICAL DRILLS  
INCLUDING TRs 101-104, DOLL DRILLS,  
E-METER DRILLS AND TRs TO FINAL EP  
AND PASS = 75 POINTS EACH**

---

This does not authorize students doing daily TRs or drills over and over again to get their Student Points up, as Student Points may only be taken for checksheet entries or Pink Sheet materials.

**W/O Ron Shafran  
CS-4**

**Approved by:**

**Commodore's Staff Aides  
FB Ad Council  
FB Exec Council  
Board of Issues**

**for the**

**BOARDS OF DIRECTORS**

**of the**

**CHURCHES OF SCIENTOLOGY**

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B O A R D P O L I C Y L E T T E R

17 MAY 1971RC-3

Addition of 16 May 1976

Remimeo  
All Students

STUDENT POINTS

Student Points for starrates were omitted erroneously from the latest edition of Student Points BPL (BPL 17 May 71RC).

They are hereby restored as follows:

TWIN CHECKOUTS	= 5 per checkout given whether flunked or passed
ANY WRITTEN MATERIAL	= 0-rate 3 pts per page or column
	= *rate 5 pts per page or column
TAPES & FILMS	= 0-rate 1 pt per minute *rate 60 min - 75 pts *rate 90 min - 100 pts

There are no extra points for examinations as there are already 250 bonus points for course completion.

Julia Gillespie  
Tr & Serv Aide FB

Approved by  
CS-4  
GWW  
FB Ad Council  
FB Exec Council  
Commodore's Staff Aides  
Snr LRH Comm Flag  
A/FFR Conts  
Board of Issues

Authorized by AVU  
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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.

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L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 15 DECEMBER 1965

Remimeo  
Academy Students  
other than St Hill

*Tech Division—Qual Division*

**STUDENTS GUIDE TO ACCEPTABLE BEHAVIOUR**

*GENERAL*

1. Adhere completely to the Code of a Scientologist for the duration of the course and behave in a manner becoming to a Scientologist at all times.
2. Get sufficient food and sleep. Always eat breakfast before class and morning sessions.
3. 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.
4. Get off all your known withholds. Know definitely that you have absolutely no hope for case advancement unless you get these known withholds off to your auditor. Any violation of rules must be reported by the auditor on the auditing report for the preclear so that they are no longer withholds from L. Ron Hubbard, Mary Sue Hubbard or Supervisors.
5. 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 dispatches from you to L. Ron Hubbard will be relayed if you place all such in the basket marked "Students Out".
6. Students may only use the coin box telephone during non class periods.
7. You must get the permission of the Office of L. Ron Hubbard to leave course before you are allowed to leave. You won't be released if there is any doubt that you are inadequate technically or your case is considered in poor condition. Give an advanced warning as to when you are leaving.

*AUDITING*

8. Do not consume any alcoholic beverage between 6 a.m. on Sundays and after class on Fridays.
9. 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.
10. Do not give any processing to anyone under any circumstances without direct permission of the D of T. (Emergency assists excepted.)
11. Do not receive any processing from anyone under any circumstances without the express permission of the D of T.
12. Do not engage in any "self-processing" under any circumstances during the course at any time.
13. 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.)
14. 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.

15. Do not discuss your case, your Auditor, your Supervisors, your classmates, L. Ron Hubbard, HCO WW personnel or HCO WW with anyone. Save your unkind or critical thoughts for your processing sessions or take up complaints with any supervisor.
16. 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.
17. Follow the Auditor's Code during all sessions when being the Auditor.
18. Follow technical procedure as outlined on the course exactly and precisely.
19. Be honest at all times on your auditing report forms. 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.
20. Place all reports in the folder of your preclear after each session, turn into the Examiner for classification.
21. Students must not read their own report folder or that of another student, unless he is auditing that student.

#### *PREMISES*

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

#### *QUARTERS*

24. Do not put cigarettes out in plastic waste baskets or on the floors.
25. Keep all your bulletins, supplies and personal possessions in the space allotted to you and keep your space neat and orderly.
26. Students are allowed to smoke during breaks only and always outside any study or auditing quarters.
27. 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.
28. Report and turn in any damaged property or goods used on the Course. Protect and keep the premises in good condition.
29. No food may be stored or eaten in the Classrooms at any time.

#### *SCHEDULES*

30. Be on time for class and all assignments.
31. Buy any books you need from the invoice clerk at appointed times.
32. Follow all schedules exactly.
33. 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

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 SEPTEMBER 1966

Remimeo

THE ANTI-SOCIAL PERSONALITY  
THE ANTI-SCIENTOLOGIST

There are certain characteristics and mental attitudes which cause about 20% of a race to oppose violently any betterment activity or group.

Such people are known to have anti-social tendencies.

When the legal or political structure of a country becomes such as to favour such personalities in positions of trust, then all the civilizing organizations of the country become suppressed and a barbarism of criminality and economic duress ensues.

Crime and criminal acts are perpetuated by anti-social personalities. Inmates of institutions commonly trace their state back to contact with such personalities.

Thus, in the fields of government, police activities and mental health, to name a few, we see that it is important to be able to detect and isolate this personality type so as to protect society and individuals from the destructive consequences attendant upon letting such have free rein to injure others.

As they only comprise 20% of the population and as only 2½% of this 20% are truly dangerous, we see that with a very small amount of effort we could considerably better the state of society.

Well known, even stellar examples of such a personality are, of course, Napoleon and Hitler. Dillinger, Pretty Boy Floyd, Christie and other famous criminals were well known examples of the anti-social personality. But with such a cast of characters in history we neglect the less stellar examples and do not perceive that such personalities exist in current life, very common, often undetected.

When we trace the cause of a failing business, we will inevitably discover somewhere in its ranks the anti-social personality hard at work.

In families which are breaking up we commonly find one or the other of the persons involved to have such a personality.

Where life has become rough and is failing, a careful review of the area by a trained observer will detect one or more such personalities at work.

As there are 80% of us trying to get along and only 20% trying to prevent us, our lives would be much easier to live were we well informed as to the exact manifestations of such a personality. Thus we could detect it and save ourselves much failure and heartbreak.

It is important then to examine and list the attributes of the anti-social personality. Influencing as it does the daily lives of so many, it well behooves decent people to become better informed on this subject.

ATTRIBUTES

The anti-social personality has the following attributes:

1. He or she speaks only in very broad generalities. "They say . . ." "Everybody thinks . . ." "Everyone knows . . ." and such expressions are in continual use, particularly when imparting rumor. When asked "Who is everybody . . ." it normally turns out to be one source and from this source the anti-social person has manufactured what he or she pretends is the whole opinion of the whole society.

This is natural to them since to them all society is a large hostile generality, against the anti-social in particular.

2. Such a person deals mainly in bad news, critical or hostile remarks, invalidation and general suppression.

“Gossip” or “harbinger of evil tidings” or “rumor monger” once described such persons.

It is notable that there is no good news or complimentary remark passed on by such a person.

3. The anti-social personality alters, to worsen, communication when he or she relays a message or news. Good news is stopped and only bad news, often embellished, is passed along.

Such a person also pretends to pass on “bad news” which is in actual fact invented.

4. A characteristic, and one of the sad things about an anti-social personality, is that it does not respond to treatment or reform or psycho-therapy.

5. Surrounding such a personality we find cowed or ill associates or friends who, when not driven actually insane, are yet behaving in a crippled manner in life, failing, not succeeding.

Such people make trouble for others.

When treated or educated, the near associate of the anti-social personality has no stability of gain but promptly relapses or loses his advantages of knowledge, being under the suppressive influence of the other.

Physically treated, such associates commonly do not recover in the expected time but worsen and have poor convalescences.

It is quite useless to treat or help or train such persons so long as they remain under the influence of the anti-social connection.

The largest number of insane are insane because of such anti-social connections and do not recover easily for the same reason.

Unjustly we seldom see the anti-social personality actually in an institution. Only his “friends” and family are there.

6. The anti-social personality habitually selects the wrong target.

If a tyre is flat from driving over nails, he or she curses a companion or a non-causative source of the trouble. If the radio next door is too loud, he or she kicks the cat.

If A is the obvious cause, the anti-social personality inevitably blames B, or C or D.

7. The anti-social cannot finish a cycle of action.

Such become surrounded with incomplete projects.

8. Many anti-social persons will freely confess to the most alarming crimes when forced to do so, but will have no faintest sense of responsibility for them.

Their actions have little or nothing to do with their own volition. Things “just happened”.

They have no sense of correct causation and particularly cannot feel any sense of remorse or shame therefore.

9. The anti-social personality supports only destructive groups and rages against and attacks any constructive or betterment group.

10. This type of personality approves only of destructive actions and fights against constructive or helpful actions or activities.

The artist in particular is often found as a magnet for persons with anti-social personalities who see in his art something which must be destroyed and covertly, "as a friend", proceed to try.

11. Helping others is an activity which drives the anti-social personality nearly berserk. Activities, however, which destroy in the name of help are closely supported.

12. The anti-social personality has a bad sense of property and conceives that the idea that anyone owns anything is a pretense made up to fool people. Nothing is ever really owned.

#### THE BASIC REASON

The basic reason the anti-social personality behaves as he or she does lies in a hidden terror of others.

To such a person every other being is an enemy, an enemy to be covertly or overtly destroyed.

The fixation is that survival itself depends on "keeping others down" or "keeping people ignorant".

If anyone were to promise to make others stronger or brighter, the anti-social personality suffers the utmost agony of personal danger.

They reason that if they are in this much trouble with people around them weak or stupid, they would perish should anyone become strong or bright.

Such a person has no trust to a point of terror. This is usually masked and unrevealed.

When such a personality goes insane the world is full of Martians or the FBI and each person met is really a Martian or FBI agent.

But the bulk of such people exhibit no outward signs of insanity. They appear quite rational. They can be very convincing.

However, the list given above consists of things which such a personality cannot detect in himself or herself. This is so true that if you thought you found yourself in one of the above, you most certainly are not anti-social. Self-criticism is a luxury the anti-social cannot afford. They must be RIGHT because they are in continual danger in their own estimation. If you proved one WRONG, you might even send him or her into a severe illness.

Only the sane, well-balanced person tries to correct his conduct.

#### RELIEF

If you were to weed out of your past by proper search and discovery those anti-social persons you have known and if you then disconnected, you might experience great relief.

Similarly, if society were to recognize this personality type as a sick being as they now isolate people with smallpox, both social and economic recoveries could occur.

Things are not likely to get much better so long as 20% of the population is permitted to dominate and injure the lives and enterprise of the remaining 80%.

As majority rule is the political manner of the day, so should majority sanity express itself in our daily lives without the interference and destruction of the socially unwell.

The pity of it is, they will not permit themselves to be helped and would not respond to treatment if help were attempted.

An understanding and ability to recognize such personalities could bring a major change in society and our lives.

## THE SOCIAL PERSONALITY

Man in his anxieties is prone to witch hunts.

All one has to do is designate "people wearing black caps" as the villains and one can start a slaughter of people in black caps.

This characteristic makes it very easy for the anti-social personality to bring about a chaotic or dangerous environment.

Man is not naturally brave or calm in his human state. And he is not necessarily villainous.

Even the anti-social personality, in his warped way, is quite certain that he is acting for the best and commonly sees himself as the only good person around, doing all for the good of everyone—the only flaw in his reasoning being that if one kills everyone else, none are left to be protected from the imagined evils. His conduct in his environment and toward his fellows is the only method of detecting either the anti-social or the social personalities. Their motives for self are similar—self preservation and survival. They simply go about achieving these in different ways.

Thus, as Man is naturally neither calm nor brave, anyone to some degree tends to be alert to dangerous persons and hence, witch hunts can begin.

It is therefore even more important to identify the social personality than the anti-social personality. One then avoids shooting the innocent out of mere prejudice or dislike or because of some momentary misconduct.

The social personality can be defined most easily by comparison with his opposite, the anti-social personality.

This differentiation is easily done and no test should ever be constructed which isolates only the anti-social. On the same test must appear the upper as well as lower ranges of Man's actions.

A test that declares only anti-social personalities without also being able to identify the social personality would be itself a suppressive test. It would be like answering "Yes" or "No" to the question "Do you still beat your wife?" Anyone who took it could be found guilty. While this mechanism might have suited the times of the Inquisition, it would not suit modern needs.

As the society runs, prospers and lives solely through the efforts of social personalities, one must know them as *they*, not the anti-social, are the worthwhile people. These are the people who must have rights and freedom. Attention is given to the anti-social solely to protect and assist the social personalities in the society.

All majority rules, civilizing intentions and even the human race will fail unless one can identify and thwart the anti-social personalities and help and forward the social personalities in the society. For the very word "society" implies social conduct and without it there is no society at all, only a barbarism with all men, good or bad, at risk.

The frailty of showing how the harmful people can be known is that these then apply the characteristics to decent people to get them hunted down and eradicated.

The swan song of every great civilization is the tune played by arrows, axes or bullets used by the anti-social to slay the last decent men.

Government is only dangerous when it can be employed by and for anti-social personalities. The end result is the eradication of all social personalities and the resultant collapse of Egypt, Babylon, Rome, Russia or the West.

You will note in the characteristics of the anti-social personality that intelligence is not a clue to the anti-social. They are bright or stupid or average. Thus those who are extremely intelligent can rise to considerable, even head-of-state heights.

Importance and ability or wish to rise above others are likewise not indexes to the anti-social. When they do become important or rise they are, however, rather visible by the broad consequences of their acts. But they are as likely to be unimportant people or hold very lowly stations and wish for nothing better.

Thus it is the twelve given characteristics alone which identify the anti-social personality. And these same twelve reversed are the sole criteria of the social personality if one wishes to be truthful about them.

The identification or labeling of an anti-social personality cannot be done honestly and accurately unless one *also*, in the same examination of the person, reviews the positive side of his life.

All persons under stress can react with momentary flashes of anti-social conduct. This does not make them anti-social personalities.

The true anti-social person has a majority of anti-social characteristics.

The social personality has a majority of social characteristics.

Thus one must examine the good with the bad before one can truly label the anti-social or the social.

In reviewing such matters, very broad testimony and evidence are best. One or two isolated instances determine nothing. One should search all twelve social and all twelve anti-social characteristics and decide on the basis of actual evidence, not opinion.

The twelve primary characteristics of the social personality are as follows:

1. The social personality is specific in relating circumstances. "Joe Jones said . . ." "The Star Newspaper reported . . ." and gives sources of data where important or possible.

He may use the generality of "they" or "people" but seldom in connection with attributing statements or opinions of an alarming nature.

2. The social personality is eager to relay good news and reluctant to relay bad.

He may not even bother to pass along criticism when it doesn't matter.

He is more interested in making another feel liked or wanted than disliked by others and tends to err toward reassurance rather than toward criticism.

3. A social personality passes communication without much alteration and if deleting anything tends to delete injurious matters.

He does not like to hurt people's feelings. He sometimes errs in holding back bad news or orders which seem critical or harsh.

4. Treatment, reform and psychotherapy particularly of a mild nature work very well on the social personality.

Whereas anti-social people sometimes promise to reform they do not. Only the social personality can change or improve easily.

It is often enough to point out unwanted conduct to a social personality to completely alter it for the better.

Criminal codes and violent punishment are not needed to regulate social personalities.

5. The friends and associates of a social personality tend to be well, happy and of good morale.

A truly social personality quite often produces betterment in health or fortune by his mere presence on the scene.

At the very least he does not reduce the existing levels of health or morale in his associates.

When ill, the social personality heals or recovers in an expected manner, and is found open to successful treatment.

6. The social personality tends to select correct targets for correction. He fixes the tyre that is flat rather than attack the windscreen. In the mechanical arts he can therefore repair things and make them work.

7. Cycles of action begun are ordinarily completed by the social personality, if possible.
8. The social personality is ashamed of his misdeeds and reluctant to confess them. He takes responsibility for his errors.
9. The social personality supports constructive groups and tends to protest or resist destructive groups.
10. Destructive actions are protested by the social personality. He assists constructive or helpful actions.
11. The social personality helps others and actively resists acts which harm others.
12. Property is property of someone to the social personality and its theft or misuse is prevented or frowned upon.

### THE BASIC MOTIVATION

The social personality naturally operates on the basis of the greatest good.

He is not haunted by imagined enemies but he does recognize real enemies when they exist.

The social personality wants to survive and wants others to survive, whereas the anti-social personality really and covertly wants others to succumb.

Basically the social personality wants others to be happy and do well, whereas the anti-social personality is very clever in making others do very badly indeed.

A basic clue to the social personality is not really his successes but his motivations. The social personality when successful is often a target for the anti-social and by this reason he may fail. But his intentions included others in his success, whereas the anti-social only appreciate the doom of others.

Unless we can detect the social personality and hold him safe from undue restraint and detect also the anti-social and restrain him, our society will go on suffering from insanity, criminality and war, and Man and civilization will not endure.

Of all our technical skills, such differentiation ranks the highest since, failing, no other skill can continue, as the base on which it operates—civilization—will not be here to continue it.

Do not smash the social personality—and do not fail to render powerless the anti-social in their efforts to harm the rest of us.

Just because a man rises above his fellows or takes an important part does not make him an anti-social personality. Just because a man can control or dominate others does not make him an anti-social personality.

It is his motives in doing so and the consequences of his acts which distinguish the anti-social from the social.

Unless we realize and apply the true characteristics of the two types of personality, we will continue to live in a quandary of who our enemies are and, in doing so, victimize our friends.

All men have committed acts of violence or omission for which they could be censured. In all Mankind there is not one single perfect human being.

But there are those who try to do right and those who specialize in wrong and upon these facts and characteristics you can know them.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 8 JUNE 1970

ECs  
Tech Sec  
DTS  
D of T  
All Courses  
Supervisors  
and Students

ISSUE IIRA  
REVISED 17 MAY 1976

STUDENT AUDITING

(CANCELS HCO PL 29 Oct 65 Student Auditing of Preclears, HCO PL 23 May 69 Issue II Dianetic Course Student Auditing, HCO PL 17 May 65 Free Scientology Center and HCO PL 17 May 65 Issue II Academy Processing.)

*This policy has been revised based on a successful pilot to enable students to rapidly get through their courses with no slows whilst still ensuring the students do audit and demonstrate they can apply the materials.*

The following policies regarding student auditing are made with reference to LRH ED 104 INT 2 Jun 70 "Only training gives low cost auditing from fellow students" and LRH ED 107 INT 3 Jun 70 "See that students do a lot of mutual auditing".

Students may not audit any public preclear. (Unfinished but promised pcs existing at this date of issue may be assigned to the student as a Charity pc by the Chaplain.)

Students may audit students who have been enrolled and who have paid in full for a Scientology Level 0 or above or Dianetic Course. They may also audit contracted staff members and may be required to audit organization preclears under the D of P who are not enrolled on a course in order to complete their auditing requirements.

The course supervisor is to ensure that each student preclear's folder is C/Sed for each session to be given and that any needed folder error summaries are done.

The course supervisor must make the auditing requirements of students and preclears known on a scheduling board so that student auditors can be assigned to preclears and sessions scheduled. Regular sessions may be scheduled during course hours besides any other mutually agreed upon time.

*The Classification requirement for each level is that the student successfully audits at least one preclear to the attainment of the grade of release of the same level by auditing each of the many processes of the grade to its end phenomenon or produce consistent WD Auditing Hours in the style of auditing taught on the level and get a definite good pc result (remarkable case change).*

*The auditor must produce consistent well done or very well done sessions in which all standard tech for that grade has been applied.*

Scientology course students may audit Dianetic Course students on any needed Scientology actions.

Any student auditing successfully for the Director of Processing may be given an honors class for the level.

A student who has honors for every level may be awarded an honors final certificate and the certificate clearly marked and permanent. He also may be awarded an Internship for his highest class qualifying him as a C/S for that Class providing he also does the C/S checksheet well for that class Intern.

Students not permitted to audit for the D of P and who otherwise qualify as students are awarded PROVISIONAL certificates made permanent only after a year, or until fully interned and awarded a Permanent Certificate for that level.

Students may NOT audit local residents for classification and the Free Scientology Center is not now permitted. They may of course audit anyone after graduation and if for fee, must charge at least as much as the full org price. They may of course, if qualified, audit friends and family free of charge.

This does not prevent the Chaplain or D of P from assigning charity cases to students at the discretion of the org.

L. RON HUBBARD  
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 NOVEMBER 1972  
Issue II

Remimeo  
EDs  
TECH SECS  
Ds of T  
Students  
QUAL SEC  
CRAMMING OFFICER  
Confessional Pack

**STUDENTS WHO SUCCEED**

Over the past year I have done considerable research, observation, pilots and more research on the subject of making successful students.

We have of course excellent study technology which is far in advance of anything Man has had. It has been developed over a period of 22 years.

Sometimes the student is very slow.

Sometimes he ends off study due to non-application.

Sometimes the study tech is not used. When this happens of course the tech "didn't work" because it was not used.

I have run enough pilots now in order to handle this.

**HONESTY**

In policy there has long been written the natural sequence of ethics, tech and administration.

When administration is out, it is necessary to get in tech. When tech is out it is necessary to get in ethics.

In other words, ethics must be in to get tech in.

ETHICS is a personal thing. By definition, the word means:

"The study of the general nature of morals and the specific moral choices to be made by the *individual* in his relationship with others." (American Heritage Dictionary.)

When one is ethical or "has his ethics in" it is by his own determination and is done by himself.

JUSTICE is the action of the group against the individual when he has failed to get his own ethics in.

In the culture in which we live, justice is so savage and often so unreasonable that it tends to inhibit the individual from confessing minor misdemeanors and Crimes.

This aberrates him because it prevents him from getting off his withholds.

This leads to bad health, bad eyesight, deafness and other things as can be proven in auditing results.

IT ALSO LEADS TO OUT COMMUNICATION.

AND IT INHIBITS THE INDIVIDUAL FROM REACHING OUT WITH WHAT HE HAS LEARNED AND APPLYING IT.

The slow student, the glib student, the student who cannot apply are all *students who are withholding*.

This is true of any Course and any materials and has always been true but no one ever worked it out since they had no real command of the subject of the mind before Dianetics and Scientology.

The culture itself encourages dishonesty and therefore has not been able to solve fully the problem of study.

Only an honest student really reads, really does what he is supposed to do and really applies.

## PILOTS

There were several pilot Courses to find this material.

The one which finally proved it was a Course of about 12 students.

They were very slow. They were unable to apply the materials during an apprenticeship.

It was then found *none* of them had done an honest Primary Rundown. They had "know bested" their way through it, cheating, and had falsely attested.

Then further investigation showed *each* one of them had come to the Course with his Ethics badly out.

A Confessional was then done on each of them and they were re-started to again do a full Primary Rundown, Student Hat and the materials.

Only then did they succeed in their application of what was studied.

This was also true of their Supervisors, each one of whom had done his Supervisor's Course with his Ethics out. So one should not blame the students only!

A Case Supervisor in training could not Case Supervise well. It was found he had not even read the case history section sample programs because "he already knew" yet attested he had. Prior to all this his Ethics were out.

When his withholds were handled he could then supervise cases and did well.

## CONFSSIONALS

The technology of Confessionals has been upgraded enormously in the last year.

With this vast improvement it becomes possible to remove the barriers and counter-intention to getting his Ethics in and studying in an ethical fashion and being able to *reach* with the materials studied and so apply them.

If any student, beginning in a school or on a Course is given a standard Confessional before beginning serious study, he will proceed *much* more rapidly, will study honestly, will apply study materials and if actual study tech is used, will become a successful student of that subject and will be able to apply what he learns.

Study tech used by itself will succeed somehow in a large number of cases. But when it is preceded by a well done and thorough confessional its results are more thorough and far more rapid.

When I was first working on evaluations of study in 1971 the "dishonesty factor" appeared as a very general Why. But it was not worked with at that time as there seemed no easy way to handle it.

By improving the technology of Confessionals on another entirely different research channel, the problem of the student also became clear.

Only the honest student is a good student and a credit to his class and the subject and himself.

The only reservation then is that the Confessional itself has to be done competently and honestly. But honest confessionals breed honest confessional auditors and this can be closely supervised as an expert action.

This opens the road to improvement and wider success in the already winning and successful subject of Study Tech.

Man is not happy unless he is honest. White, black, red or brown, this is true of all times and all races. And it is true of all students in all schools.

The honest student is the most successful student.

And the technology of the Confessional can make him so, rapidly and easily.

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L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 23 AUGUST 1965

Remimeo  
Franchise  
Sthil Students  
Sthil Grads  
Sthil Staff

**ABBREVIATIONS AND SYMBOLS OF DIANETICS  
AND SCIENTOLOGY**

The following are the abbreviations and symbols most used in Scientology:

1. ACC Advanced Clinical Course
2. ACK Acknowledgement
3. AD After Dianetics (1950) e.g. 1965 = AD15
4. ADCOUNCIL Advisory Council
5. ADD I/C Addressograph-in-Charge
6. ADDRESSO Addresses Section
7. ADCOMM Advisory Committee
8. ADMIN Administration or Administrator
9. APA American Personality Analysis
10. ARC Affinity, Reality, Communication
11. ASSN SEC Association Secretary
12. AUD Auditor
13. BA STEPS Bring About Steps—R6 Material
14. BPC By-passed Charge
15. BPI Broad Public Issue
16. BS Beginning Scientologist
17. B.Scen Bachelor of Scientology
18. CCH's Communication, Control and Havingness Processes
19. CF Central Files
20. COG Cognition
21. COMM Communication
22. COMM CENTRE Communications Centre
23. COMM CYCLE Communication Cycle
24. COMM EV Committee of Evidence
25. COMM LAG Communication Lag
26. COURSE SUP Course Supervisor
27. CSW Completed Staff Work
28. D Deputy
29. D of P Director of Processing
30. D of T Director of Training
31. Dev T Developed Traffic
32. DD Doctor of Divinity
33. DECLARE? "Preclear has reached a grade or Release. Please look at preclear and pass on to Certs and Awards."
34. DEP DIR Deputy Director
35. DN Dirty Needle
36. Dn Dianetics
37. DR Dirty Read
38. D.Scen Doctor of Scientology (Honorary Award by LRH for the application of Scientology processes, principles, books or literature.)
39. DIR COMM Director of Communications
40. DIR COMP Director of Compilations
41. DIR CERTS & AWARDS Director of Certificates and Awards
42. DIR DISB Director of Disbursements
43. DIR EXAMS Director of Examinations
44. DIR FA Director of Field Activities
45. DIR INCOME Director of Income
46. DIR INSPEC & REP Director of Inspections and Reports
47. DIR MAT & RECS Director of Materiel and Records
48. DIR PBLs Director of Publications
49. DIR PROM Director of Promotion
50. DIR RAP Director of Routing, Appearances and Personnel
51. DIR REC Director of Records
52. DIR REG Director of Registration
53. DIR REV Director of Review
54. DIR TECH SERVICES Director of Technical Services

55.	DIST DIV	Distribution Division
56.	DIST SEC	Distribution Secretary
57.	E-METER	Electropsychometer
58.	ETH?	"This preclear may be an Ethics case, roller coaster or no case gain."
59.	EXEC DIR	Executive Director
60.	EXEC LTR	Executive Letter
61.	F	Fall, type of meter read
62.	FC	Founding Church of Scientology
63.	FCDC	Founding Church of Scientology Washington D.C.
64.	FCNY	Founding Church of Scientology New York
65.	FCTC	Founding Church of Scientology Twin Cities, Minnesota
66.	GAE	Gross Auditing Error
67.	GPM	Goals Problem Mass
68.	HAA	Hubbard Advanced Auditor--Level IV Certificate
69.	HAS	Hubbard Apprentice Scientologist
70.	HASI	Hubbard Association of Scientologists, International
71.	HBA	Hubbard Book Auditor
72.	HCA	Hubbard Certified Auditor--Level II Certificate
73.	HCO	Hubbard Communications Office
74.	HCO AREA SEC	Hubbard Communications Office Area Secretary
75.	HCO B	Hubbard Communications Office Technical Bulletin
76.	HCO Bd of REVIEW	Hubbard Communications Office Board of Review
77.	HCO EXEC SEC	Hubbard Communications Office Executive Secretary
78.	HCO DISSEM SEC	Hubbard Communications Office Dissemination Secretary
79.	HCO POL LTR	Hubbard Communications Office Policy Letter
80.	HCO WW	Hubbard Communications Office World Wide
81.	HCS	Hubbard Clearing Scientologist--formerly Level IV Certificate
82.	HDA	Hubbard Dianetic Auditor (Dianetic Certificate)
83.	HGA	Hubbard Graduate Auditor--Level VII Certificate, Saint Hill
84.	HGC	Hubbard Guidance Centre
85.	HGC ADMIN	Hubbard Guidance Centre Administrator
86.	HPA	Hubbard Professional Auditor--Level III Certificate
87.	HQS	Hubbard Qualified Scientologist
88.	HRS	Hubbard Recognised Scientologist--Level 0 Certificate
89.	HSS	Hubbard Senior Scientologist--Level VI Certificate, Saint Hill
90.	HTS	Hubbard Trained Scientologist--Level I Certificate
91.	HVA	Hubbard Validated Auditor--Level V Certificate, Saint Hill
92.	I/C	In Charge
93.	INFO LTR	Information Letter
94.	INT	International
95.	L.1	List One
96.	LTR REG	Letter Registrar
97.	LRH	L. Ron Hubbard
98.	MEST	Matter, Energy, Space and Time
99.	MID RUDS	Middle Rudiments
100.	MSH	Mary Sue Hubbard
101.	M. W/H	Missed Withhold
102.	NON-CO-OP	Non-Co-operation from us
103.	OCA	Oxford Capacity Analysis
104.	OFF POL	Off Policy
105.	OFF TECH	Off Technical
106.	ORG	Organization
107.	ORG BD	Organization Board
108.	ORG EXEC SEC	Organization Executive Secretary
109.	ORG SEC	Organization Secretary
110.	OIC	Organization Information Centre
111.	OP PRO By DUP	Opening Procedure by Duplication (Process)
112.	OPPTERM	Opposition Terminal. Designation of a type of GPM Item (R6 Material)
113.	O.T.	Operating Thetan

114.	O/W	Overt/Withhold
115.	PC	Preclear
116.	PE	Personal Efficiency Foundation
117.	PN	Pain
118.	P.O.	Purchase Order
119.	POL LTR	Policy Letter
120.	PREPCHECK	Preparatory Check. A process.
121.	PTP	Present Time Problem
122.	PTS	Potential Trouble Source
123.	Q & A	Question and Answer. It means "failure to complete a cycle of action".
124.	QUAL DIV	Qualifications Division
125.	QUAL SEC	Qualifications Secretary
126.	R	Routine—prefix on process designations
127.	R FACTOR	Reality Factor
128.	RR	Rocket Read—type of meter read
129.	RS	Rock Slam—type of meter read
130.	R6	Routine Six
131.	R6EW	Routine 6 End Words
132.	R6GPMI	Routine Six Running GPMs by Items
133.	R6O	Routine Six Original Bank
134.	R6R	Routine Six Review of all Bank run
135.	R4H	Routine Four. Process used to relieve ARC Breaks
136.	R4SC	Routine Four. Process used to locate and run out Service Facsimiles
137.	REC	Reception
138.	REG	Registrar
139.	REVIEW	Department of Review
140.	REV!	"This preclear is in trouble, please do a Review hard."
141.	REV FL?	"Could you please find out if this process is flat for me?"
142.	REVIV	Revivification
143.	RUDES	Rudiments
144.	SCN	Scientology
145.	SEC	Secretary
146.	S—C—S	Start—Change—Stop (Level II process)
147.	SECED	Secretarial Executive Director
148.	SEC CHECK	Security Check
149.	SEN	Sensation
150.	SER FAC	Service Facsimile
151.	SH	Saint Hill
152.	SHSBC	Saint Hill Special Briefing Course
153.	SOM	Somatic
154.	SOP	Standard Operating Procedure
155.	SP	Suppressive Person
156.	Sthil	Saint Hill
157.	TA	Tone Arm. Also total divisions of Tone Arm motion for a session
158.	TECH	Technical
159.	TECH DIV	Technical Division
160.	TECH SEC	Technical Secretary
161.	TERM	Terminal—designation of a type of GPM Item (R6 material)
162.	TONE 40	An execution of intention
163.	TR	Training Drill
164.	TR 0	Confronting
165.	TR 1	Dear Alice (getting a command across to a preclear)
166.	TR 2	Acknowledgements (Acknowledging a preclear)
167.	TR 3	Duplicative Question (delivering question or command in a new unit of time)
168.	TR 4	Handling preclear originations
169.	TVD	Television Demonstration
170.	UPPER INDOC	Upper Indoctrination Training Drills (6-9)
171.	WH	Withhold
172.	WW	World Wide
173.	8C	Name of Process. Also used to mean good control

174. 6408C11 SH Spec  
-35 "Study—  
Evaluation of  
Information"

Example of Tape Lecture number and Title. The first two numbers (64) give the year, 1964. The second two (08) give the month, August, the eighth month. C stands for Copy. The third two numbers (11) give the day, the 11th. SH Spec gives the course, the Saint Hill Special Briefing Course, and then the title. From all this you know the lecture was given on 11 August 1964, that the 35 is one of consecutive numbers assigned for record purposes.

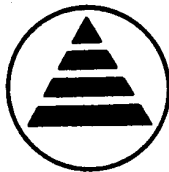
### SYMBOLS IN SCIENTOLOGY

175.



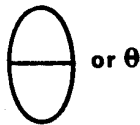
Scientology Symbol. The S simply stands for Scientology which is derived from "SCIO" (Knowing in the fullest sense). The upper triangle is the K-R-C Triangle. The points are K for KNOWLEDGE, R for RESPONSIBILITY and C for CONTROL. The lower triangle is the A-R-C Triangle—its points being AFFINITY—REALITY and COMMUNICATION.

176.



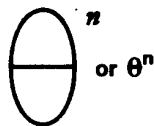
Symbol of Dianetics.

177.



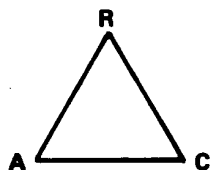
Symbol for theta. 8th letter of the Greek alphabet. Ancient Greeks used this to represent spirit or thought.

178.



"Theta to the nth degree" meaning unlimited or vast.

179.



ARC Triangle—  
Affinity, Reality, Communication (the component parts of understanding).

180.



Symbol of infinity ( $\infty$ ) stood upright, as seen in some Scientology books.

L. RON HUBBARD

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[Note: Item 175 above has been corrected per HCO Bulletin of 23 August 1965-1, issued in 1973, *Scientology Symbol*.]

# BOARD POLICY LETTER

25 JUNE 1970RB

Revised 27 April 1975

Remimeo  
OES  
Qual Sec  
Examiner  
C&A  
C/Ses

(Cancels HCO PL 6 Apr '70, Issue II,  
"Scientology Release Attestation Form"  
which referred to cancelled HCO PL 14 Mar '68.)

## EXPANDED LOWER GRADES CHART OF ABILITIES GAINED

Ref: C/S Series 93, "New Grade Chart"

This chart is used by the examiner when a pc is sent for "Declare?" on a Grade.

The examiner first checks the pc's auditing folder to see that every process of a Grade being attested to has been run to true End Phenomena for each process.

He then puts the pc on the meter noting TA and needle behaviour.

*The Declare? procedure is carried on per HCO B 11 Nov 73, "Preclear Declare? Procedure".*

LEVEL	ABILITY GAINED
GROUP PROCESSES	Awareness that change is available
LIFE REPAIR	Awareness of truth and the way to personal <i>integrity</i>
ARC STRAIGHTWIRE	Knows he/she won't get any worse
DIANETIC CASE COMPLETION	A well and happy human being
GRADE 0, COMMUNICATIONS RELEASE	Ability to communicate freely with anyone on any subject
GRADE I, PROBLEMS RELEASE	Ability to recognize the source of problems and make them vanish
GRADE II, RELIEF RELEASE	Relief from hostilities and sufferings of life
GRADE III, FREEDOM RELEASE	Freedom from the upsets of the past and ability to face the future
GRADE IV, ABILITY RELEASE	Moving out of fixed conditions and gaining abilities to do new things

Revised by  
Training and Services Aide  
Approved by  
**L. RON HUBBARD**  
Founder  
for the  
BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 OCTOBER 1968R  
REVISED 1 JANUARY 1976

Remimeo  
Auditor 43  
Class VIII  
All Auditors

**THE AUDITOR'S CODE**

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 following the policies of the Claims Verification Board, 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 organizations 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

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Saint Hill Manor, East Grinstead, Sussex

Remimeo.  
PR Hats  
D of P Hats  
Auditors

HCO BULLETIN OF 25 SEPTEMBER 1971RA  
REVISED 4 APRIL 1974

TONE SCALE IN FULL

*TONE SCALE EXPANDED*

*KNOW TO MYSTERY SCALE*

SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPITIATION—(HIGHER TONED—SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING AMENDS—(PROPITIATION—CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	
FAILURE	0.0	
PITY	-0.1	
SHAME—(BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME—(PUNISHING OTHER BODIES)	-1.0	
REGRET—(RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	EFFORT
PROTECTING BODIES	-2.2	
OWNING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
NEEDING BODIES	-4.0	SYMBOLS
WORSHIPPING BODIES	-5.0	EAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

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Founder

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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

**OBNOSIS AND THE TONE SCALE**

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

**OBNOSIS AND THE TONE SCALE**

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

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

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

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

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

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

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

Equipped with data of this sort, and having gained some proficiency in looking at the isness of people, the ACC students are sent out into the public to talk to strangers and to spot them on the tone scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to spot them on the tone scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: "What's the most obvious thing about me?" "When was the last time you had your hair cut?" "Do you think people do as 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 1-5 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.

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L. RON HUBBARD  
Founder



**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 says" 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 says" 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

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 DECEMBER 1974

Remimeo  
TR Course  
Checksheet  
HQS Course  
All Auditors  
C/Ses  
HSDC Checksheet  
Academy Levels  
Checksheets  
SHSBC  
Internes  
Supervisors

**TR 0 – NOTES ON BLINKING**

WHO is doing the confronting? Are you a body? Or a thetan?

Students are trying to do an offshoot called *Blinkless TR 0*. There is no such thing. Sitting with any attention on the body just isn't confront—you aren't doing the drill right.

If your body blinks then OK—but if you are making it blink **BY HAVING ATTENTION ON THE EYES** then your TR 0 is out.

If the Supervisor came over and said, "Flunk, you blinked," I wouldn't Q&A but continue doing TR 0 instead, because I didn't do it.

Excessive blinking shows the thetan is in his eyes. That's not TR 0.

Nervous muscles can be cured with Calcium-Magnesium.

The body should not interfere with your confront. Just don't use any part of it.

**L. RON HUBBARD**  
Founder

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# BOARD TECHNICAL BULLETIN

13 MARCH 1975R

REVISED 30 APRIL 1975

Remimeo	
Intern Sup	
Cramming	Cancels BTB 29 June 1962 How to
Officer	Acknowledge and Revises BTB-29
C/Ses	Oct 72 Ex Dn Series 17 Ex Dn
TRs Supers	Case K and BTB 20 Sept 72 TR
KOT	Training Under LRH.

## TRs TRAINING BREAKTHROUGH

LRH has been recently coaching, on tape, the TRs of Flag Auditors and Internes for many weeks. Each night Messengers have been lugging in a great batch of tape recorders, each containing one or more auditing tapes.

Some real breakthroughs were made on TR training that have never been seen or released. The Tech or making an assessment really impinge and read was completely wrapped up.

Pcs, very early in this, began to comment that their Auditor was "much better".

The Auditors had a great many wins.

They are released here for your use in upgrading the quality of your org's auditing.

## TYPES OF TRs

There are two different kinds of TRs. These are General TRs and Assessment TRs. General TRs are for use in regular auditing. They are natural, relaxed, while fully controlling the session and the pc.

Assessment TRs are used to get a list to read. Assessment questions are delivered with impingement, the Auditor accenting or "barking" the last word and syllable. An assessment is done crisply and businesslike with real punch (not shouting) so each line is TO the pc. This is not to say that an assessment is done Tone 40 or with antagonism. Its' friendly but businesslike and impinges.

## TRAINING TIPS

In training Auditors and Internes, the person supervising the TR Training and tapes trains them first on General TRs to a pass, then on Assessment TRs to a pass. A full TRs pass requires both.

All previous tape cover notes to the Supervisor and his comments should be attached together in sequence so he can see that progress has been made and which points are being worked on.

Care must be given to ensure that the Auditors learn how to set up a tape recorder, position the mike so the Auditor and pc can be heard easily and keep the heads clean so that recordings are not faint but easily audible. The

proper position of the mike is either hung from the ceiling a bit to the side of the Auditor and pc with the mike at the same height as the Auditor's face, or sticking out from under the meter behind the meter shield.

A poor recording is as worthless as an illegible auditing report.

The person supervising the TRs tapes (usually the Interne Super with a final pass by the Senior C/S or KOT) must not invalidate or evaluate for the Auditors but must use lots of encouragement and ARC. When an Auditor backslides the Supervisor must tell him not to backslide and see that the Auditor is sorted out and improving again.

This TR training is not a patty cake affair, but must be demanding and tough enough to get the Auditors through it. Pc results are at stake. LRH has when warranted, ordered an Auditor to 12 hours a day TR Training and increased it to 14 hours a day to bring up the Auditor's necessity level and get him through it when he had been lagging and was overdue to fire to his org.

#### GENERAL TRs TRAINING

Tools used in General TR Training were LRH model auditing tapes, lots of Word Clearing, use of the TR Booklets, study of Original Thesis Primary Axioms (Chapter 2) and the rules that permit engram running (Chapter "The Laws of Returning"), use of Mood Drills (later described), drilling out attitudes about pcs that interfere with the session, knocking out automaticities by having the Auditor drill doing them causatively and the TRs themselves.

In knocking out faulty or inconsistent TRs, the tech used is to drill the entire scale from one extreme to another up and down. For example: Auditor has a problem with loudness and tends to mumble - have him drill the faulty TR 1 or 2 on a gradient from the barest mumble to Tone 40 and back again until it's cured.

The idea is to get General TRs up to a level of real polish and consistency (not just barely passing one tape) so they are live, natural, interested in the pc, delivered TO the pc, relaxed and smooth.

#### USE OF TR 0

TR 0 is ordered when it is obviously out, or when other TRs drills don't seem to be resolving.

TR 0 is used so that the Auditor can be with the pc easily, is comfortable in session and not anxious or impatient. TR 0 is ordered done where there is not much Auditor there in session.

TR 0 was ordered in recent TR training when the following showed up in the Auditors' tapes: when an Auditor was clearing his throat, when an Auditor was fumbling assessment lines, when TR 1 and 2 were way out



and not improving, when an Auditor went mechanical in session, to handle a timid Auditor, when an Auditor's mood wasn't resolving with Mood Drills, when the pc was unaware of the Auditor and wasn't working well in session = not much Auditor there.

TR 0 can also be used with Mood Drills and when knocking out an Auditor attitude that is interfering. What is usually ordered is to have the Auditor look over his attitude to pcs and drill that attitude to free it up, then practice other attitudes. And also do TR 0.

### TR 1

TR 1 in General TRs must be friendly and real, natural, positive with each command given in its own unit of time. Poor diction can get in the road and have to be drilled out. TR 1 must also be live and interested with adequate volume and crispness to arrive at the pc. Commands must be given without hesitation or being slowly dragged out because that gives a slow session pace and violates the rule on number of commands given and answered per unit of time determines gain.

A lilt on TR 1 loses any impingement the question could have. It can be cured by drilling lilted and then the opposite, monotone, until the automaticity is broken.

The opposite of this is where the Auditor drops the end of the line or swallows it. This also loses impingement and must be drilled out.

An Auditor whose TR 1 is too soft and low volume can be ordered to do 50 foot TRs.

A breathless TR 1 can be cured by having the Auditor practice being breathless to get rid of the automaticity.

A timid Auditor can practice being a mean tiger to get the softness out of his TR 1. He should also review the Primary Axioms of Original Thesis.

Timing is an important part of TR 1. Session pace depends on it. Where commands or questions are too far apart auditing time is extended.

Flubbed commands are out. Having to re-read a command is a flub and shouldn't be necessary if the Auditor drills the procedure so it's smooth.

When taking questions or commands from an HCOB the Auditor can sound like he's reading the question and must learn to sound like he's saying when he's in fact reading.

These were some of the points picked out on TR 1.

### TR 2

"The essence of TR 2 is session control." "The pc's comm is begun with TR 1 and controlled in flow with TR 2." (LRH) There are really different types of TR 2, a whole

range that go from a  $\frac{1}{2}$  ack to a full ack up to a Tone 40 ack.

"A full ack is really a stop ack. If you break it down, there's a degree of acks going from 'go on, I'm listening' order mutter to an 'okay, that's enough of this phase of this' to 'well we got through with that and that's it'. One doesn't use such words. It is done by tone and intention. It's called session control. There's also a Tone 40 ack which ends off the whole scene and that's that." (LRH)

"A half ack keeps the pc going and also keeps a pc from over-istaing." "Half ack when it is going to go on, like Earl Sim." (LRH) You use half acks to show the pc you are still there and to let him know you're interested.

On R3R you use  $\frac{1}{2}$  acks on 1 to 8, full ack on 9,  $\frac{1}{2}$  acks on A to C and a full ack on D.

Where a pc over-itsas it is caused by a slow TR 2, a lack of TR 2 especially  $\frac{1}{2}$  acks, too strong a  $\frac{1}{2}$  ack and over-acking. A lack of  $\frac{1}{2}$  acks shows up with a pc who is unaware of the Auditor and so is out of control or doesn't work well in session.

Practice on  $\frac{1}{2}$  acks and full acks so as not to fall between and drilling acks that control comm from making it continue to making it stop utterly, the full range of  $\frac{1}{2}$  acks to full acks to Tone 40 acks, cures an Auditor who flubs on the above.

Where TR 2 is interruptive and overrides the end of the pc's answer, it will put the pc on a W/H. Practice on timing of TR 2 and perception of when the pc has said all corrects that.

Double acks, multiple acks such as: "OK Good." and "All right Thank you OK." are not OK and must be knocked out by drilling the Auditor so he learns to ack with one ack. TR 2 repeated makes an overack.

Too cold a TR 2 can be corrected by Mood Drills (see below). TR 2 expresses mood and interest in the pc's incidents and itsa. TR 2 must be TO the pc so he gets it.

Sometimes an Auditor has TR 2 and the next TR 1 colliding, running together so that they nearly overlap. This is corrected by drilling timing of TR 1 and TR 2 and the next TR 1 so that each TR 1 is in its own unit of time and each TR 2 ends that comm cycle.

Use of LRH model auditing tapes is necessary in training Auditors on TR 2.

#### MOOD DRILLS

Mood Drills were developed by LRH to handle stuck or fixated Auditor moods or where some Auditor's mood entered into the session would rough up or upset a pc or slow his progress.

Mood Drills consist of TRs 1 to 4 done out of session on each tone level of the full tone scale, hitting each mood up and down the scale. The coach calls the mood, the Auditor does TRs 1 to 4 in that mood. It doesn't really require much coaching.

"You just start low on the scale and TR that mood then the next, then the next. Like all TRs done 'hopeless', etc. Lots of laughs doing it really. Doing TRs as a dead Auditor is pretty tricky." (LRH)

An Auditor drilling these must beware of mis-Us and make sure that he understands each mood (tone). Any moods that are too easy to do or too hard should be spotted by coach and Auditor and repeated until the automaticity is broken. Once begun mood drills should be continued until the whole scale is flat so the Auditor doesn't get stuck on the Tone Scale but can do any mood easily and without strain.

"TRs are a matter of sound not how an Auditor feels."  
(LRH)

Where an Auditor is upset about his voice you can have him try - out of session - speaking melodiously, boringly, enthusiastically, until he can change his mood about at will.

Mood drills can be done on TR 104 when R3R is mechanical, brush off, not interested or done with a set emotion. You have the Auditor drill TR 104 by mood, up and down the tone scale, and TO the pc. The coach calls the mood as with TRs 1 to 4.

50 foot Mood Drills can be used to cure a fixed mood that doesn't seem to budge with regular Mood Drills.

A timid Dn Auditor is cured with 104 at each mood level including doing it as a panther, a lion, aggressive. As a bird, scared stiff. This breaks the automaticity.

Mood Drills can be done on Assessments where the Auditor's mood would rough up the pc, where the assessment has an up lilt, or when it's dull or monotonous or when it's an out mood of any sort that's fouling up the Auditor's assessment. The Auditor can be drilled on assessments in the E-Meter Drill book at different moods or he can use a prepared list in a dummy session at different moods.

Mood Drills can also be used to fix up a TR 1 that's too variable or rushed, on a set emotion, choppy, pushy, monotonous, sad, dreary and even on TR 2 when it's an out mood.

Mood Drills are not only fun to do but also enable an Auditor to pass off a session without strain and without his own feelings interfering with it. The session will sound live, the Auditor will be interested in the pc and with good TRs get maximum pc gain.

### ASSESSMENTS

Assessments are done to impinge and get a meter to read. The Auditor barks the last work and the last syllable so it does impinge. You don't go       ,       , Go       ,       . You don't drop your voice or downcurve your voice tone at the end of the line as that will cost you reads. You punch the last syllable to make it read, and TO the pc. *This is different from a lilt which is a       .*

The accent is at the end of the sentence routinely, not on the earlier part. This must be drilled, drilled, drilled until the Auditor can do it easily and consistently with good bark.

A lot of automaticities will come off with the drilling and it may sound "strange" at first but you'll be surprised at the reads you otherwise wouldn't get. An example is the line "Were you ashamed to cause an upset" (usual emphasis underlined) which when assessed goes "Were you ashamed to cause an upset" (bark on last syllable).

Don't get the idea that assessments are harsh or forceful. You don't have to shout. They must be natural without strain, consistent, friendly but businesslike, with good impingement and bark.

Done as above your assessments will read when they should and not when they shouldn't.

### VERBAL TECH

Beware of verbal tech on TR training. You can detect verbal tech when several Auditors are making the same TR errors.

Locate the source of the verbal tech, the "expert" giving advice and knock it out. It can cost you your results.

### SUMMARY

Do you want maximum gains for your pcs and maximum results for your Auditors?

Interne Supers, Senior C/Ses, Cramming Officers, KOTs, TRs Supers. Put these drills into effect now. Use them on Auditor and Interne TR training as part of BPL 8 Nov 71RB Electronic Attestation Form and when correcting TR flubs.

They do not replace the TRs themselves, the TR Booklets or LRH tapes but are used with them.

As a result of Ron's coaching drills above, Auditor began to get rave notices from pcs as to how good the Auditor was suddenly.

Any Auditor can win on these.

Here's to a Golden Era of Tech with real TRs.

Taken from recent LRH  
TR developments by

W/O Ron Shafran  
CS-4

Approved by

L. RON HUBBARD  
FOUNDER

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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# BOARD TECHNICAL BULLETIN

Remimeo  
TR Crse Super  
Hat  
HPCSC  
HSCSC  
Professional  
TR Crse  
All Crses  
with TRs

20 SEPTEMBER 1972  
Reissued 12 July 1974 as BTB

CANCELS  
HCO BULLETIN OF 20 SEPTEMBER 1972  
SAME TITLE

## TR TRAINING UNDER LRH

Toward the end of 1971 LRH began requiring that Flag Internes send him taped sessions of their auditing. Ron would listen to these and make invaluable corrective comments. The stress of course was on TRs and session presence. The Interne, after listening to LRH model auditing tapes, and correcting the outnesses noted in his own taped session, would tape another session and submit it. And so on until Flag standards were attained, at which time the Interne passed on his TRs with an LRH OK.

Needless to say, Ron sets a *very* high standard and the results achieved from this program once again highlight the datum, "Do what Ron says!".

The following advices and corrections were aimed at particular TR outnesses heard in the taped sessions of specific Internes. They are quoted here exactly as Ron wrote them. Listen to a few LRH model sessions and you'll really hear what perfect auditing sounds like.

### *Interne A:*

"Your tone is okay. Your DICTION needs some work. You tend to muffle at times and words are not clear. LRH"

And after another taped session,

"You are running so dully that the pc is fogged out. Could even be running things that don't read. But TRs are too dull. LRH"

### *Interne B:*

This Interne indicated by her C/S comments that she really didn't understand what was going on with the pc. LRH commented in the next C/S:

"... CERTAINTY of auditing affects TRs. One doesn't have good TRs on a case he doesn't dig.

"And lack of such knowledge makes one think he is losing when he isn't . . . . LRH"

### *Interne C:*

This comment was directed from LRH to the Interne Supervisor after hearing a taped session by this Interne.

"There's a momentary comm lag on his TR 2—I suppose it's a 'wanting to be sure'. It is not easy. Running O/Ws he would drag the pc into Itsa and O/R. It is slight. The rest is good. Improve TR 2. Love LRH."

In response to this the following note and another taped session went up to Ron from this Interne: "Dear Sir: The following was out with me. I was listening for the pc to finish. I was not controlling the pc's communication. Hence the pc was out of session to that degree, which would also cause excessive Itsa. I was also afraid of ARC Breaking the pc when it was just good TR 2 . . . ." LRH replied to this note and the tape as follows:

“At the risk of breaking somebody’s heart by correction, this pc is not in session and the TR 1 is now rushed. The auditor is tense. Pc keeps talking after Ack. This ‘afraid he’d ARC Break the pc’ is actually TR 0. Have this auditor listen to some of my demo tapes. TR 3 is supposed to be a newly originated TR 1, not a mechanical action. He is not doing badly. But there is no reason why a really good job of training can’t be done. If he’s this tense or anxious, if his zero is not natural and easy and if TR 1, 3 are out then it falls back to an uneasy 2 and pc not under control. Clear also definition of ‘in-session’. He is still trying too hard. Perfect auditing sounds as natural as rain while being as disciplined as a Prussian drill master. Love R.”

And finally,

“Excellent. 1000 percent improved. Love R.”  
(Tape was passed.)

*Interne D:*

Comment on taped session:

“Not too bad. A bit soft. (Tape quality poor, not loud enough.) TR 2 is too slow and doesn’t get pc really acked so you get a sleepy, draggy session. Love R.”

*Interne E:*

Remarks on taped session:

“You need to differentiate and shift between Tone 40 assessing and auditors’ TRs as some of the assessing Tone 40 carries over at times to TR actions. Otherwise seems good. You could overwhelm a pc this way. Re-listen to the tape about half through and you’ll see it. Also there’s a TR 2 chop before pc can cog on the F/N. Love R.”

And another, later tape from the same Interne:

“This is pretty mechanical. Voice goes over the same tone patterns with the same drop at end. It is the end which must impinge. There’s a trifle of chop. These TRs would be overwhelming on a rocky pc. Slowness and fastness have nothing to do with it. It’s tone and hit. Love R.”

*Interne F:*

“Comm lag TR 2, varied with chop and over ack. Will cause the pc to drag out answers and give slow sessions. Also improve the naturalness. It’s a trifle robot in spots. You should have an even pace, uniform quality. Love R.”

Another tape from this auditor:

“Don’t try to audit in such a noisy environment. The auditor is responsible for environment.

“The TRs are not too bad. They need work, particularly zero as they are too soft. Diction and crispness are missing. Love R.”

*Interne G:*

Tape submitted requesting an OK to Audit Class VI:

“In assessment you have a doubt or near lilt. You are putting a bit of question in it. It won’t impinge for Class. Sometimes it’s \_\_\_\_\_, sometimes \_\_\_\_\_, sometimes \_\_\_\_\_ but always a no-impinging statement. You want \_\_\_\_\_, a statement. Love R.”

*Interne H:*

“Comm lag TR 2 is keeping pc in over-comm. A TR 2 must not chop but it must not comm lag either. You only do it once in a while. TRs are otherwise OK. Love R.”



And another:

“A bit too Tone 40. Your drill is good. It’s just a bit overwhelming to the pc. Lists are done T 40 but regular TRs don’t go this strong. Learn to shift gears from list assessment TRs to Auditing TRs. Love R.”

And another:

“Monotone semi-Tone 40 acks. You’re almost there. It’s just not quite natural. LRH.”

In another instance:

“TR 1 very dull, even bored, mechanical, as though you’re just learning the commands. Needs a lot of work. TR 2 too flat but also somehow Tone 40. Work on it. Love R.”

And finally:

“Well, well, quite an improvement. Get it so it’s easy and no effort for you to do. Love R.”

*Interne I:*

“OK. You’re coming along fine. Your TRs are a trifle tense at times and at times a bit mechanical (just quoting a line, not saying it to the pc). Come off of quote and same tone (all commands sound the same tone). Listen to it and you’ll hear it. Love R.”

Another tape from the same Interne:

“Enormously improved. Just a trifle wound up doll. Also the tone rise on the end of a command makes it sound like a question. Cuts the impingement. Love R.”

And another:

“Sorry, your TR 2 is bad. It doesn’t get to the pc. For Dn especially, comm lag on next command in favor of admin. Attention really not on pc so he runs on and on. This is the most offhand TR 2 I’ve heard for some time. It’s an upswing with a sort of question in it. LRH.”

Another:

“Too mechanical. TR 2 poorly timed. Once late, once early. Too admin interested. Not quite with the pc. TR 0 may be a bit out. Work on it some more. Not the worst I’ve heard. Love R.”

Another in which the Interne made this comment: “Any latent ack was due to a BD,” to which LRH replied,

“Never heard of a latent ack being required on a BD. Hidden data line? Get the doubt or question out of your TR 2. Don’t rush at it so hard. It’s much better. Love R.”

And this one:

“It’s better. Why be in a flap about it? It’s easy. You make it too hard. Your TR 4 was flubbed. Pc originates picture was erasing, you asked if picture erasing. Drill DICTION and TR 4. Love R.”

And this:

“Too mechanical. Good TRs requires real interest in the pc and what is going on. Listen to some of my auditing sessions. Don’t listen to words. Listen to *tone* and interest. The pc responds poorly to mechanical monotone TRs as

he feels brushed off. If you do TRs make it OT Zero and TR 0 not the rest. Love R.”

And this one to the same Interne:

“Greatly improved. Work now a bit on your TR 2 so you don’t chop. It’s just a hair too quick. Also TR 1 is not quite to the pc. You almost have it. Love R.”

And another:

“No TR 2 at all. Pc is talking on and on and on because he is not acked at all. If you did this on L 10 or Grade 2 you would have about one item an hour instead of 10 or 15 and the pc would never get through at all. This went from a chop to *no* TR 2. Threw the pc out of session, put him in boredom. On most of tape TR 2 is OK. But it still varies from chop to no. Many are OK. Get them all that way. Love R.”

And this one:

“The idea is not to get a pass. It’s to have good consistent TRs. This needs OT 0. TR 0 and obnosis and TR 2 as it (TR 2) cuts in and half acks too often. Love R.”

*Interne J:*

In Feb 1972, before LRH model demo tapes were in use, the following comment was made by Ron in response to an Interne taped session:

“He flunks. Where do Internes get their TR model? Recent ones I’ve heard are strained, rushing the pc, chopping, overwhelming, no interest in pc, but only in rapping out commands. Who is setting this weird style? LRH.”

And later, after listening to LRH model auditing demo tapes:

“Congratulations on a vast improvement. LRH.”

*Interne K:*

“Too mechanical. Too monotone. You sound like you’re reading the commands. Work on it to get some interest and ARC in your TRs. Listen to some LRH tapes. Love R.”

*Interne L:*

“Assessment and Inds of F/N are not top grade. On assessment the Qs get run together. Impingement is poor. On Inds it’s an ‘unimportant’ inflection. Needs some work. Otherwise quite good. Love R.”

Four days later:

“You almost got it. TR 2 has a lilt \_\_\_\_\_/ that gives a question to the ack. Rest is absolutely great. Love R.” (The next day a tape was passed.)

*Interne M:*

Auditor sent up a tape for LRH comment and correction.

“... this needs a lot of work. When you audit it sounds nervous and rushed, quite unlike your natural voice AND YOU INTRODUCE A SPEECH IMPEDIMENT IN YOUR TRs. Needs a *lot* of work. Accounts for any trouble you’ve had. Glad you finally sent one. Get it handled flat out. Love R.”

Another tape went up two days later.

“This is greatly improved. LRH.” (Tape was passed.)

*Interne N:*

Interne submitted a tape of a Word Clearing session.

“Re tape. WC tapes aren’t really acceptable. However, this auditing has the following needing correction. 1. Comm lag TR 2. Pc isn’t really acked. Also begins talking again after TR 2. 2. Auditor using up session time by ack, then admin, wait, new command. 3. This session is not really in control of the auditor. I wish you’d just do some *auditing* on a tape that is good TR auditing and send it up. You never heard me do these things on a tape in your life. An auditor runs the session. This is done by flawless TRs IN USE IN THE SESSION. Love R.”

Another tape from the same Auditor:

“Not OK on TR tape. These TRs sound lax or disinterested. They are an attitude of some sort. Sort of like a brush-off or unimportant. Or like the pc isn’t important. Get Prod Cleared Long Form Esto Series 11. Then listen to some LRH sessions. Try again. LRH.”

And another tape from the same Interne. Comments are to the Interne Super:

“Rushed. Chops with TR 2. Too robot. Cough-habit. He sort of keeps climbing up on top of the pc. Pc would get to feeling pushed. Throat clear—as a mannerism not acceptable. LRH.”

And finally:

“That’s excellent, good and businesslike and interested and natural. You got it! LRH.” (Session passed.)

*Interne O:*

Sent up a Dianetic OK to Audit tape for LRH OK. This note came down to the Interne Super:

“Not OK. He is very busy in a session with notes pad etc, must be distracting to a pc. His TR 2 is too offhand. He sort of sounds like it isn’t important, pretty mechanical, not too interested in pc. LRH.”

And another tape submitted later:

“Not *bad* but—Just a trace of impatience. Not smooth smooth yet. Results in session control too poor. Doesn’t get the question answered. Pc a trifle conscious of the impatience, not really in session. The singsong of the question tone doesn’t comm to the pc. TR 2 infrequent. LRH.”

And another 3 days later:

“That’s excellent, good, personalized intention. You won’t have any trouble with session control now. Love R.” (Tape was passed.)

*Interne P:*

After her first taped session to LRH:

“I wish you’d sent up a tape earlier. You’ve done a lot of auditing. You have a lilt in your questions that will get you no impingement. \_\_\_\_\_/

“It is so pronounced it will make you miss reads on items and lists as it expresses negation of the Q. Try again. Love R.”

And another 3 days later:

“Not bad. You have a lilt \_\_\_\_\_/ that will injure impingement. The Acks could be more natural. Work on it. Diction is a point here. Good

commands are a trifle blurred at times due to a bit of rush. This isn't bad. Just needs perfecting. LRH."

Six days later another tape went up and returned with the following comments:

"You're better. This pc is running a Comm Lag. He's not quite with it. Correction of his answers may be the reason. I think TR 4 is out as pc is not in session. Get more interested, get off any exasperation. Practice TR 4. Listen to tapes of my auditing. Get a better *presence*. Love R."

And another tape 8 days later:

"Lack of TR 2 is making this pc feel she is not being heard so she drags out her answers. This would be fatal running O/Ws or L 10. Pc would start hunting, thinking the auditor wanted something else. You even bleed it after the pc has gone on and on and on. F/N doesn't come as pc tense. Pc not in session, even giving auditor Earlier Similar in one place. Auditor seems invisible and nervous. Gotten worse since last test tape. LRH."

4 days later:

"You have something going here on TR 2. You may have introduced some arbitrary of your own like wanting to see if that is all. Do OT 0 TR and TR 0 until you can be wholly relaxed in a session and then your session control will come up. The pacing is ragged. Now *very* too fast speaking on TR 1, then a drag Comm Lag TR 2. Work on it some more as above. Love R."

Then, 13 days afterward:

OK \_\_\_\_\_ "LRH" \_\_\_\_\_ NOT OK \_\_\_\_\_

(Tape passed.)

*Interne Q:*

A deadline had been set by Ron for Internes to submit tapes. This Interne asked for an extension as her voice had been cracking on the tape and she had to clear it on several occasions. LRH replied:

"No extension granted. Tape not passed. Get your TR 0 in so pcs don't cave in your chest. And drill TRs so they don't lilt \_\_\_\_\_/ and get less toss-off and less offhand. Auditing is a more important business. Work on it. Love R."

Hope the above helps you to achieve Flag Standards in your HGC!

R. Strauss  
Tech Compilations Flag  
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

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HCO BULLETIN OF 30 MARCH 1973

Remimeo

Issue I

REISSUED 21 SEPTEMBER 1974

(Only change is signature)

**STEP FOUR – HANDLING ORIGINATIONS**

Edited and taken from  
PROFESSIONAL AUDITOR'S BULLETIN NO. 151  
1 January 1959

What do we mean by an origin of the preclear? He volunteers something all on his own; and do you know that is a very good index of case—whether the person volunteers anything on his own? An old-time auditor used this as a case index. He said, "This fellow isn't getting any better. He hasn't offered up anything yet." You see, he didn't originate—he didn't originate a communication.

So remember that the preclear is as well as he can originate a communication. That means he can stand at Cause on the communication formula. And that is a desirable point for him to reach.

But how about in the walk-away world—the world that is ambulant and moving around and spinning quietly, or noisily, as the case may be? Do you ever have to handle an origin in it? Well, I dare say that every argument you have ever got into was because you did not handle an origin. Every time you have ever got into trouble with anybody, you can trace it back along the line you didn't handle. If a person walks in and says, "Whee! I've just passed with the highest mark in the whole school," and you say, "I'm awfully hungry, shouldn't we go out and eat?"—you'll find yourself in a fight. He feels ignored. He originated a communication to have you prove to him that he was there and he was solid. Most little kiddies get frantic about their parents when their parents don't handle their originations properly. Handling an origination merely tells the person, "All right, I heard it, you're there." You might say it is a form of acknowledgment, but it's not; it is the communication formula in reverse. But the auditor is still in control if he handles the origin—otherwise, the communication formula goes out of his control and he is at effect point, no longer at cause point. An auditor continues at cause point.

So let's look this over. The handling of an origin has a great deal of use and, until recently, it was the least pat step in Scientology. How did you handle an origin? And we finally found out. I finally had a cognition myself. I tried for a long time to communicate this to people and they still blundered on it occasionally. And I finally found out something that did seem to communicate.

There are three steps in handling an origin. Here is the setup: The preclear is sitting in the chair and the auditor is sitting across from the preclear, and the auditor is saying, "Do fish swim?" or "Do birds fly?" and the preclear says, "Yes." Here is the factor, now, entering: "Do fish swim?" The preclear doesn't answer *Do fish swim*, the preclear says, "You know—your dress is on fire," or "I'm eight feet back of my head," or "Is it true that all cats weigh 1.8 kilograms?" You see, wog-wog—where did this come from? Well, although it is usually circuitry or something like that at work when it's that far off beam, it is, nevertheless, an origin. How do you handle it? Well, you don't want the preclear to go out of session, and he would if you handled it wrongly, so (1) you answer it; (2) you maintain ARC (you don't spend any time at it, but you just maintain ARC); and (3) you get the preclear back on the process. One, two, three. And if you spend too much time in (2), you'll be doing wrong.

What is an origin? All right, he says, "I'm eight feet back of my head." It's an origin; what are you supposed to do with it? Well, you're supposed to answer it. In this particular case, you would say to him something in the order of, "You are?" (You mean something like, "I've heard the communication—it's made an effect on me.") Now, in maintaining ARC you can skimp that second one *if* you handle the third one expertly enough. The least important one is the second one, but the most deadly thing you can do is utterly to neglect the second one of maintaining ARC. That's deadly. But you can skip it if you really punch it into the third one, which is to say, get him back into session. So he says, "I'm eight feet back of my head," and you say, "YOU ARE???" (What he said really hit, you know.) He's kind of wog-wog about this—he's not sure what this is all about. You say, "You are?" and the fellow says, "Yes."

"Well!" you say. "What did I say that made that happen?"

"Oh, you said 'Do birds fly?' and I thought of myself as a bird and I guess that's the way it is, but I am eight feet back of my head."

"Well, that's pretty routine," you say—reassure him, maintain the ARC. "Now, what was that auditing question?"

"Oh, you asked me 'Do birds fly?' "

And you say, "That's right. Do birds fly?"

Back in session, you see.

You can't do this: You can't put it into a can and put a label on it and say "This is how you do it always," because it's always something peculiar; but you can say these three steps are followed.

I will give you another example. You say, "Do birds fly?" and he says, "I have a blinding headache."

"You do?" you say. "Is it bothering you (that's the ARC) too much to carry on with the session (and you've reached number three at once)?"

"Oh no—it's pretty bad though."

"Well, let's go on with this, shall we?" you say. "Maybe it'll do something with it (maintaining ARC)."

He says, "Well, all right," and you're right back onto it again: "Do birds fly?"

One of the trickiest of these is "What in my question reminded you of that?" The fellow says, "Well, so and so," and he explains it to you and you say, "Well, good. Do birds fly?" and you're right back in session again.

Three parts, and—that is the important thing—you have to learn how to handle these things.

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HCO BULLETIN OF 21 OCTOBER 1968

Remimeo

**FLOATING NEEDLE**

Floating needles (F/Ns) are the end phenomena for any process or action with the pc on two cans. It is one of the most important rediscoveries made in years. It was known but lost by auditors.

It is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-Meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition blowdown of the TA or just moves into floating. The pc may or may not voice the cognition.

It, by the nature of the E-Meter reading below the awareness of the thetan, occurs just before the pc is aware of it. So to give a "That's it" on the occurrence of the F/N can prevent the pc from getting the cognition.

A "floating needle" occurring above 3.0 or below 2.0 on a calibrated Mark V E-Meter with the pc on 2 cans is an ARC Broken Needle. Watch for the pc's indicators. An ARC Broken Needle can occur between 2.0 and 3.0 where bad indicators are apparent.

Pcs and pre-OTs OFTEN signal an F/N with a "POP" to the left and the needle can actually even describe a pattern much like a Rock Slam. Meters with lighter movements do "pop" to the left and R/S wildly for a moment.

One does not sit and study and be sure of an "F/N". It swings or pops, he lets the pc cognite and then indicates the F/N to the pc preventing overrun.

When one OVERRUNS an F/N or misses one, the TA will start to climb. The thing to do is briefly rehabilitate it (rehab it) by indicating it has been by-passed and so regain it.

The F/N does not last very long in releasing. The thing to do is end the process off NOW. Don't give another command.

It coincides with other "end phenomena" of processes but is senior to them.

An F/N can be in normal range and still be an ARC Brk Needle. The thing which determines a real F/N is Good Indicators. Bad Indicators always accompany an ARC Break Needle.

On an ARC Brk Needle, check for an ARC Brk. If the TA then climbs, it was a real F/N so you rehab it quickly.

A one hand electrode sometimes obscures an F/N and gives false TA. If used, use higher sensitivity and get the TA from 2 cans when needed.

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HCO BULLETIN OF 11 FEBRUARY 1966

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**FREE NEEDLES, HOW TO  
GET THEM ON A PC**

Free needles can be obscured *only* by overruns and auditor goofs in the rehab session and ARC Breaks in past auditing.

When a TA goes up or is up it means an overrun in life or on a process or grade of release.

The only place you can't get an overrun is at Grade VII. All grades below that are subject to overrun.

Life subjects are subject to overrun before Scientology. The mechanism is this: one conceived a purpose. He or she succeeded in it, then kept on and overran it. In auditing one hits the purpose and the overrun of it and gets a free needle on it. That doesn't mean the person was a release then. It means that the spotting of the purpose and the overrun by auditing produces a free needle *today*.

It may be necessary to find whole track overruns on some pcs in rehabilitation of grades. If a lot of levels have been run past free needle it may be necessary to take apart the mess like a bundle of yarn to get the first free needle. In such a case one rehabs any grade *the pc has been run on* that the pc can remember. One handles this briefly until the pc is happy but not necessarily to free needle. One then finds another overrun, does the same. One goes on and on looking for moments the pc felt good about processing at one or another time. If you keep this up, suddenly you will see a free needle on the pc! Establish what grade it is free on, then quickly get the needle free on the remaining overrun grades (but not grades pc was never run on). It may be necessary to take into account a whole track overrun of a purpose or even the purpose to get release, clear or O.T.

It is all very quick, deft auditing, very much *on* procedure using standard rehab tech—but no repetitive grind.

---

You won't see a *freeing up* of a needle unless you set your sensitivity on a Mark V to a stiff needle for the pc. You can increase sensitivity or decrease it as the pc progresses but by setting the sensitivity so the needle is pretty still and stiff you *will see easily* a freeing up of the needle and *then* a free needle. Using sensitivity 128 will obscure every free needle as the needle is too loose already for the auditor to see any change.

---

Pcs are most apt to go free needle after a big cog. So don't be so engrossed in looking at the pc during cognitions. Keep an eye on that needle. And if it goes free, don't ask anything else. Just gently give the pc a "That's it" and *without a chop* of comm, ease the pc off to "Declare?" in Qual. (Or if a field auditor, start the next grade.)

---

Gently, gently, smooth TRs get you free needles.

A dirty needle is *always* caused by auditor chops, flubs, etc. You can always trace a dirty needle right back to a TR error by the auditor. If a needle goes dirty in a rehab session, get the List 1 out right now and quickly find why. It's always an auditor goof on the TRs or Tech procedure.

---

Rehabs are not a substitute for processes. If a grade hasn't been *run*, you can't rehab it of course.

In rehab, never use a new process to cure an overrun. Rehab the process that was overrun, not new ruds.

And see HCO Pol Ltr 10 Feb 1966 on this subject.

---

You can get free needles on pcs. It just requires standard TRs, standard tech, standard rehab *and wanting to get one* and letting a pc have one.



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HCO BULLETIN OF 21 SEPTEMBER 1966

Remimeo

### ARC BREAK NEEDLE

The needle of a preclear with an ARC Break may be dirty, stuck or sticky, but may *also* give the appearance of FLOATING. This is *not* a Release point however, as the pc will be upset and out of comm at the same time. The auditor must observe the preclear and determine which it is.

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HCO BULLETIN OF 20 FEBRUARY 1970

Remimeo  
Dn Checksheet  
Class VIII  
Checksheet

**FLOATING NEEDLES AND END PHENOMENA**

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

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

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

A lot of by-passed charge can be stirred up which ARC Breaks (upsets) the preclear.

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

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

**DIANETICS**

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

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

1. Floating needle.
2. Cognition.
3. Very good indicators (pc happy).
4. Erasure of the final picture audited.

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

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

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

1. It starts to float narrowly.
2. The pc cognites (What do you know—so that's . . .) and the float widens.
3. Very good indicators come in. And the float gets almost full dial, and
4. The picture, if you inquired, has erased and the needle goes full dial.

That is the full End Phenomena of Dianetics.

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

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

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

## SCIENTOLOGY

All this also applies to Scientology auditing.

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

The 0 to IV Scientology end phenomena are:

- A. Floating needle.
- B. Cognition.
- C. Very good indicators.
- D. Release.

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

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

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

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

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

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

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

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

When I see an F/N begin I listen for the pc's cognition. If it isn't there, I give the next command due. If it still isn't there, I give the 2nd command, etc. Then I get the cognition and shut up. The needle floats more widely, VGIs come in, the F/N goes dial wide. The real skill is involved in knowing when to say nothing more.

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

## DIANETIC ODDITY

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

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

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

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

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

But ALL auditors must realize that the END PHENOMENA of successful auditing is not just an F/N but has 3 more requisites. And an auditor can chop these off.

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

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HCO BULLETIN OF 7 MARCH 1975

Remimeo

**EXT AND ENDING SESSION**

When a pc exteriorizes on a good win in session or if the pc has a big win, usually followed by a persistent F/N, the usual action is to end session.

When ending session in these circumstances the Auditor must not do any other action, but smoothly end session.

This includes asking Say or Ask, running Havingness or anything other than smoothly ending session.

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HCO BULLETIN OF 8 OCTOBER 1970

Remimeo  
C/Ses  
All Auditors  
Level 0  
HGC Checksheet

*C/S Series 20*

**PERSISTENT F/N**

A FLOATING NEEDLE can *persist*.

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind "Quickie Grades" (0 to IV in one session. This also occurred in Power when it was run all in one day). The auditor would attain a bona fide full dial F/N. The pc was still cogniting, still in a big win. The auditor would "clear the next process command", he would see an F/N. He would "clear the next process command", and see an F/N.

**BUT IT WAS THE SAME F/N!**

Result was that processes 2 and 3 WERE NEVER RUN ON THE CASE.

This is really what is meant by "Quickie Grades".

In 1958 we got real Releases. You could not kill the F/N for *days*, weeks.

Several processes had this effect. Today's real Clear also goes this way. You couldn't kill the F/N with an axe.

By running a lot of Level Zero processes, for instance, you can get a real swinging unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day's session!

Now if in one session you ran all of Level Zero and went on up to Level One, you would just be *auditing a persistent F/N*. The pc would get no benefit at all from Level One. He's still going "Wow" on Level Zero.

If you ran Level Zero with one process that got a big wide floating F/N and then "ran" Level I, II, III and IV you would have just a Level Zero Release. The pc's bank was nowhere to be found. So next week he has problems (Level I) or a Service Fac (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he's a Grade IV. So now we have a "Grade IV" who has Level I, II, III and IV troubles!

A session that tries to go beyond a big dial wide drifting floating F/N only distracts the pc from his win. BIG WIN.

Any *big win* (F/N dial wide, Cog, VGIs) gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc *have* his win. When you get one of these dial wide F/Ns, Cog, VGIs WOW you may as well pack it up for the day.

### GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on flow 1,  $\frac{3}{4}$  of a dial on flow 2, a full dial on flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session. First action  $\frac{1}{3}$  dial F/N. Then no F/N, TA up. Second action  $\frac{1}{2}$  dial F/N. Then no F/N. Third action  $\frac{3}{4}$  dial F/N. Fourth action full dial wide floating swinging idling F/N.

You will also notice in the same session—long time for 1st action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that you are wasting your time and processes.

You have hit an “unkillable F/N”, properly called a persistent F/N. It’s persistent at least for that day. Do any more and it’s wasted.

If an auditor has never seen this he had better get his TRO bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out his flubs. For that’s what’s supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get to the Examiner.

If you only have a “small F/N” it won’t get to the Examiner. However, on some pcs maybe that’s good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, well audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comes into session with a dial wide floating swinging F/N and anything you say or do does nothing whatever to disturb that F/N.

It’s a real Release man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent he will have no objections. If it isn’t, he *will* object. So have him come back tomorrow and carry on whatever you were doing.

#### SUMMARY

The technical bug back of Quickie Grades or Quickie Power was the Persistent F/N.

This is not to be confused with a Stage 4 (sweep, stick, sweep, stick) or an ARC Broke needle (pc Bad Indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 21 MARCH 1974

Remimeo  
Attn AO Auditors  
Class VIII

**END PHENOMENA**

(Ref: HCO B 20 Feb 1970,  
"Floating Needles and End Phenomena")

Different types of auditing call for different handlings of End Phenomena.

End Phenomena will also vary depending on what you're running.

The definition of END PHENOMENA is "those indicators in the pc and meter which show that a chain or process is ended". Misapplication of this definition can result in underrun and overrun processes or actions and the pc snarled up with BPC.

**TYPES OF EPs**

In Power Processing the auditor waits for a *specific* EP and does not indicate an F/N until he has gotten the specific EP for the process. To miss on this in Power is disastrous, thus Power auditors are drilled and drilled on the handling of Power EPs.

In Dianetics, the EP of a chain is erasure, accompanied by an F/N, cognition and good indicators. You wouldn't necessarily expect rave indicators on a pc in the middle of an assist, under emotional or physical stress until the full assist was completed though. What you would expect is the chain blown with an F/N. Those two things themselves are good indicators. The cognition could simply be "the chain blew".

In Scientology, End Phenomena vary with what you're auditing. An ARC Broken pc on an L-1C will peel off charge and come uptone gradually as each reading line is handled. Sometimes it comes in a spectacular huge cog and VVGIs and dial F/N, but that's usually after charge has been taken off on a gradient. What's expected is an F/N as that charge being handled moves off.

In Ruds it's the same idea. When you've got your F/N and that charge has moved off, indicate it. Don't push the pc on and on for some "EP". You've got it.

Now a major grade process will run to F/N, Cog, VGIs and release. You'll have an ability regained. But that's a *grade* process on a set up flying pc.

**F/N ABUSE**

Mistakenly applying the Power EP rule to Ruds will have the pc messed up by overrun. It invalidates the pc's wins and keys the charge back in. The pc will start thinking he hasn't blown the charge and can't do anything about it.

In 1970 I had to write the HCO B "F/Ns and End Phenomena" to cure auditors of chopping pc EPs on major actions by indicating F/Ns too soon. This is one type of F/N abuse which has largely been handled.

That bulletin and Power EP handling have been in some instances misapplied in the direction of overrun. "The pc isn't getting EP on these chains as there's no cognition, just 'it erased'," is one example. Obviously the C/S didn't understand the definition of cognition or what an EP is. Another example is the pc spots what it is and F/Ns and the auditor carries on, expecting an "EP".

## OTs and EPs

An OT is particularly subject to F/N abuse as he can blow things quite rapidly. If the auditor misses the F/N due to too high a sensitivity setting or doesn't call it as he's waiting for an "EP", overrun occurs. It invalidates an OT's ability to as-is and causes severe upsets.

This error can also stem from auditor speed. The auditor, used to auditing lower level pcs or never trained to audit OTs, can't keep up with the OT and misses his F/Ns or reads.

Thus overruns occur and charged areas are bypassed.

This could account for those cases who were flying then fell on their heads with the same problems that blew back again.

## REMEDY

The remedy of this problem begins with thoroughly clearing all terms connected with EPs. This is basically Word Clearing Method 6, Key Words.

The next action is to get my HCO Bs on the subject of EPs and also related metering HCO Bs fully understood and starrated. This would be followed by clay demos of various EPs of processes and actions showing the mechanics of the bank and what happens with the pc and meter.

TRs and meter drills on spotting F/Ns would follow, including any needed obnosis drills and correction of meter position so that the auditor could see the pc, meter and his admin at a glance.

Then, the auditor would be gradiently drilled on handling the pc, meter and admin at increasing rates of speed including recognizing and indicating EPs when they occurred. When the auditor could do all of this smoothly at the high rate of speed of an OT blowing things by inspection without fumbling, the last action would be bullbaited drills like TRs 103 and 104, on a gradient to a level of competence whereby the auditor could handle anything that came up at speed and do so smoothly.

Then you'd really have an OT auditor. And that's what you'll have to do to make them.

## SUMMARY

Overrun and underrun alike mess up cases.

Both stem from an auditor inability to recognize and handle different types of EPs and inexpertness in handling the tools of auditing at speed.

Don't overrun pcs and have to repair them.

Let the pc have his wins.

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Founder

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HCO BULLETIN OF 14 MARCH 1971R  
CORRECTED & REVISED 25 JULY 1973  
(Only change being word "by" in para 4 changed to "but".)

Remimeo  
All Levels

**F/N EVERYTHING**

Whenever an auditor gets a read on an item from Ruds or a prepared list (L1B, L3A, L4B, etc, etc) IT MUST BE CARRIED TO AN F/N.

To fail to do so is to leave the pc with by-passed charge.

When a pc has had several reads on various lists which were none of them carried to F/N, it can occur that he will become upset or depressed without any other apparent reason. As one has DONE the lists without F/Ning each item, one now has the mystery of what is wrong?

The error is reading items from ruds or prepared lists cleaned to no read but not carried to F/N.

This action (amongst many such refinements) is what makes Flag auditing so smooth and indeed makes it Flag Auditing.

When an auditor first tries this he may well think it is impossible.

Yet it is simplicity itself. If you know bank structure you know it is necessary to find an earlier item if something does not release. What has been found as a read on a prepared list *would* F/N if it were the basic lock. So if it doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

So the RULE:

**NEVER WALK OFF FROM A READING ITEM ON A RUDIMENT OR A PREPARED REPAIR LIST BEFORE YOU CARRY IT DOWN (EARLIER SIMILAR) TO AN F/N.**

Example: ARC Brk reads. Pc says what it is, Auditor does ARCU CDEI. If no F/N, auditor asks for an earlier similar ARC Brk, gets it, ARCU CDEI etc until he gets an F/N.

Example: PTP reads. Carry it E/S (earlier similar) until a PTP F/Ns.

Example: L4B: Has an item been denied you? Reads. Answered. No F/N. Is there an earlier similar denied item? Answered. F/N. Go on to next reading item on the list.

Example: GF assessed once through for reads. The next C/S must take every item on it that read by 2wc or other process to an F/N.

So there is a much more general rule:

**EVERY ITEM THAT READS MUST F/N.**

In Dianetics you get the F/N when you run E/S secondaries or engrams to an erasure, F/N, Cog, VGIs.

In Rudiments, every out rud you get a read on is run E/S to F/N.

On a prepared list you take each read to an F/N or E/S to F/N.

On an LX list you run each flow chain to an F/N.

On GF you get by whatever process an F/N.

On Listing by the Laws of Listing and Nulling, your eventual item listed must F/N.

So another rule:

**EVERY MAJOR AND MINOR ACTION MUST BE CARRIED TO AN F/N.**

There are NO exceptions.

Any exception leaves by-passed charge on the pc.

Also, every F/N is indicated at the conclusion of the action when cog is obtained.

You take too soon an F/N (first twitch) you cut the cognition and leave by-passed charge (a withheld cognition).

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I could take any folder and simply write out the ruds and prepared list reading items and then audit the pc and carry each one to F/N and correct every list so disclosed and wind up with a very shining, cool, calm pc.

So, "Have reading items been left charged?" would be a key question on a case.

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Using lists or ruds on high or low TAs that are not meant for high or low TAs will get you reading items that won't F/N.

So, another rule:

NEVER TRY TO FLY RUDS OR DO L1B ON A HIGH OR LOW TA.

One can talk the TA down (see HCO B on Talking the TA Down).

Or one can assess L4B.

About the only prepared lists one can assess are the new Hi-Lo TA HCO B 13 Mar 71 and possibly a GF+40 once through for biggest read. The biggest read will have a blowdown on it and can possibly be brought to F/N. If this occurs then one also handles all other items that read.

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The most frequent errors in all this are:

Not taking a read earlier similar but just checking it and leaving it as "clean".

Not using suppress and false on items.

And of course leaving a pc thinking things are still charged by failing to indicate the F/N.

Indicating an F/N before Cog.

Not going back through the folder to handle ruds and items that read but were called "clean" or were simply abandoned.

A pc audited under tension of poor TRs has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy pcs are

GOOD TRs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

AUDIT WITH TA IN NORMAL RANGE OR REPAIR IT SO IT IS IN NORMAL RANGE.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 14 OCTOBER 1968

Remimeo

YOU MUST NEVER NEVER NEVER HAVE YOUR METER IN A POSITION  
WHERE THE PRECLEAR CAN READ THE TA.

To do so can cause the pc worry about his TA position and take his attention off  
his case.

It violates Clause 17 of the Auditor's Code.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 MAY 1969

Remimeo  
All Orgs  
Exec Secs  
Tech Sec  
Qual Sec  
All Tech Hats  
All Qual Hats  
Dianetic Course

(Tech Div)  
(Qual Div)  
(Replaces HCOB of 27 July 1966  
same name)

**METER TRIM CHECK**

E-Meters can go out of trim during a session because of temperature changes.

Thus even if the meter is properly calibrated and reads at 2.0 with a 5,000 ohm resistor across the leads and 3.0 with 12,500 ohms, by the end of the session a pc can be apparently reading below 2.0 because the meter is off trim.

The following meter procedure is therefore to be followed AT THE END OF EACH SESSION (AFTER GIVING "THAT'S IT"):-

1. DON'T MOVE THE TRIM KNOB
2. PULL OUT THE JACK PLUG
3. MOVE THE TA UNTIL THE NEEDLE IS ON 'SET' AT THE SENSITIVITY YOU WERE USING IN THE SESSION
4. RECORD THE TA POSITION AT THE BOTTOM OF THE AUDITOR'S REPORT FORM AS:  
"Trim Check-TA = . . ."
5. IF YOUR METER IS KNOWN TO BE OUT OF CALIBRATION (as in Para 2 above) RECORD ALSO: "Calibration error-. . . . . on meter = 2.0 actual" at the bottom of the form.

L. RON HUBBARD  
Founder

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BOARD TECHNICAL BULLETIN

14 JANUARY 1963

Reissued 25 July 1974 as BTB

Remimeo  
All Auditors

CANCELS  
HCO BULLETIN OF 14 JANUARY 1963  
SAME TITLE

RINGS CAUSING "ROCK SLAMS"

NOTE: This datum was already known to me about rings but this is the most severe case I've heard of.

L. RON HUBBARD

The following dispatch, sent in by Terry Milner and Joe Fortner, staff members of Los Angeles, describes a phenomenon which can be caused by a Pc wearing rings:

"A dispatch on a matter which I consider quite urgent. Since being audited quite a few rock slams have been observed on me. In the rudiments, on lists, between comm lags, button checks, in fact any method of auditing which required the use of an E-Meter. With the advent of R2-12 I had many lists, all chock full of items that had rock slammed at one time or another. The supposedly phantom rock slam served to hang up many sessions and auditing became quite a drag even though one true package was found in spite of the rock slams that went on forever.

"Recently I was sent to get HGC auditing and the rock slams were ever present until my Auditor, Joe Fortner, got a little suspicious and had me take off the two rings I wore, one on either hand.

"They disappeared. Hundreds of things that had rock slammed no longer rock slammed. Hundreds of almost, not quite reliable items are dead now and in all truth, most of them have no meaning to me anyway.

"Perhaps you know of this condition set up by the Pc wearing rings . . . the thing is most Auditors do not, nor do most Pcs."

Issued by Peter Hemery  
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

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HCO BULLETIN OF 18 MARCH 1974

Remimeo

**E-METERS  
SENSITIVITY ERRORS**

An auditor must set the Sensitivity of an E-Meter exactly right for *each* pc.

The setting is different for almost every pc.

**TOO LOW**

Too low a Sensitivity on some pcs (like Sens 5-32) will obscure reads and make them look like ticks. It will obscure an F/N. Whereas a Sens 16-128 will show reads and F/Ns.

A pc can be hindered by the auditor not setting the Sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

**TOO HIGH**

When auditing a flying pc or a Clear or OT the auditor who sets the Sensitivity too high gets weird impressions of the case.

“Latent reads” on such a case are common. They aren’t latent at all. What happens is that the F/N is more than a dial wide at high Sensitivity and a started F/N looks like a read as its sweep is stopped by the pin on the right of the dial.

In this way uncharged items are taken up, the case is slowed, overrun and general upsets requiring repairs occur.

On one hand electrode an OT VII sometimes has a  $\frac{3}{4}$  dial wide F/N at Sens 5-32.

This would mean a  $\frac{3}{4}$  dial F/N at Sens 2-32 with two cans.

A Clear sometimes has a floating TA at Sens 32-32 instead of an F/N. He would have to be run at Sens 3-32 two cans to keep him on a dial or detect F/Ns.

This is a *very* important matter as the auditor will miss F/Ns, think beginning F/Ns are reads and as the Pre-OT is off the dial, miss reads.

Thus uncharged areas are run and charged ones are missed.

The result is very chaotic to repair.

Some lower level pcs also have a need for lower Sensitivity settings.

**SUMMARY**

Sometimes an easy pc looks very difficult just because of wrong Sensitivity settings.

Set the Sensitivity for the pc for a half dial F/N maximum or minimum.

Don’t get repairs.

Get wins.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 23 MAY 1971  
Issue IX

Remimeo  
Auditors  
Supervisors  
Students  
Tech and Qual Staff  
Checksheets of all courses  
teaching metering

*Basic Auditing Series 11*

**METERING**

One does NOT tell the pc anything about the meter or its reads ever, except to indicate an F/N.

Steering a pc with "That-That-That" on something reading is allowable. But that isn't putting attention on the meter but on his bank.

Definition of "In Session" is "Pc interested in own case and willing to talk to the auditor".

Saying "That reads", "That didn't read", "That blew down" is illegal. It is no substitute for TR 2. It violates the In Session definition by putting pc's attention on the meter and can make him very unwilling to talk to the auditor!

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Founder

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 10 AUGUST 1976

Remimeo  
All Sec Checkers  
All HCO Personnel  
All Meter Operators

R/Ses, WHAT THEY MEAN

(INTEGRITY PROCESSING CHECKSHEETS)  
(PTS PROCESSING CHECKSHEETS)  
(EXPANDED DIANETICS CHECKSHEETS)  
(METER OPERATION CHECKSHEETS)  
(VARIOUS RUNDOWN CHECKSHEETS)

The violent left right ragged motion of the needle which sometimes occurs on a pc's meter is called "A Rockslam" or "R/S". The term was taken from a process in the 50s which sought to locate "A rock" on the pc's early timetrack; the "slam" is a description of the needle violence, meaning it "slams" back and forth. For a time all left right motions of the needle were considered and called "Rockslams" until it was found that a smooth left right flow was a symptom of release or key out and this became the "Floating Needle". There is yet another left right motion of the needle called the "Theta Bop". This occurs when the person has or is trying to exteriorize. "Theta" is the symbol for the person as a spirit or goodness; "bop" is an electronic term for a slight hitch in the sweep of a needle. A "Theta Bop" hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep.

Neither the "Floating Needle" nor the "Theta Bop" can be confused with a "Rockslam". The difference of the Rockslam is uneven, ragged agitation left and right; even the distances traveled left and right are likely to be different in each swing from the last.

A "Rockslam" can be caused sometimes by leaving rings on the pc's fingers or by a short circuit in the meter or by the cans (electrodes) touching something like a dress. These are the mechanical considerations and must be ruled out before the pc can be considered to have "Rockslammed". If the pc is not wearing rings and if the meter needle is calm with the lead unplugged, if the lead is okay, and if the pc is not jiggling the ends of the cans against his clothes, then the pc's Rockslam is caused by the pc's bank.

One has to be very careful about the correctness of the pc actually having Rockslammed while on the meter, that it was actually observed, that it was not mechanically caused as above. One puts the R/S down on the work sheet and also gives exactly what was asked. And also that the mechanical points were checked without distracting the pc.

ONE MUST ALWAYS REPORT A ROCKSLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE INSIDE THE LEFT COVER OF THE PC'S FOLDER AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCKSLAMMED, PHRASED EXACTLY.

Why? Because the Rockslam is the most important needle manifestation! It gives the clue to the pc's case.

In 1970 I began a full-scale research project into the subject of insanity and its relationship to cases and case gains and suppression. It was only then that the full significance of the Rockslam was unearthed. This research developed into what is now called EXPANDED DIANETICS, a series of special processes and actions with their drills and training which permits the auditor to handle a specific case type. This was, by the way, Man's first system of positive detection and handling of psychosis and the first full understanding of what psychosis is.

While this bulletin is not in any way a two minute course in or a substitute for full training in Expanded Dianetics, any auditor who audits, sec checks, or handles people on a meter has to know what a Rockslam is and how it behaves and what he should do about it.

The first thing is to be able to recognize one and to, quickly with the scan of the eye and unplug of the meter cord (without any distraction of or notice by the pc), make the checks for a mechanical Rockslam as given above.

You can make a meter "Rockslam" with no pc or cord connected to it by (a) turning it on; (b) put the sensitivity at perhaps 2; (c) put the needle at "set"; (d) rapidly, very rapidly, move the TA back and forth maybe a quarter of an inch and do it unevenly. That, if you did it very fast and unevenly, would be something that resembled a Rockslam. But no matter how fast you made your fingers move, a real R/S is a trifle faster. If you do that you will see what an R/S looks like. The needle in this experiment is not made to hit the sides of the meter.

Now if you take the same setup and smoothly slowly move the tone arm back and forth about 2 times a second without any roughness and the same distance right and left, you will have a Floating Needle. Note it very well as this comes at a time of release and is the thing a good auditor hopes to see and gives him the end-off signal for a process. It has to be well known as you NEVER by-pass one in a session and to do so makes an uncomfortable pc. (The pc will often cognite -- get a realization about himself or life at this point and one does not stop him from doing this.) This is the thing you indicate to the pc. You don't ever indicate Rockslams or Theta Bops. When you see it and, without stopping or interrupting the pc's cognition, you always say, "Your needle is floating."

Now the Theta Bop can also be shown to yourself by you. Set up the meter as above. Only this time, you smoothly swing it to the right and give it a tiny twitch in the same direction. Then you smoothly, at once, swing it to the left and give it a tiny twitch in the same direction. Then do it to the right. And so on. This is a Theta Bop. It is different than a Floating Needle only in that it hitches at each end of the swing. So learn to recognize it.

There is a vicious smooth right direction slash that occurs when a pc hits a certain area of the bank that is called a "Rocket Read" and there is of course the small fall, long fall (which both go to the right and indicate a charged question or reaction) and there is the gradual rise to the left. But these do not repeat back and forth which is the characteristic of the Rockslam, Floating Needle and Theta Bop.

All right, so we know exactly what it looks like when we talk about a ROCKSLAM as a read of the meter. We know how it can be mechanically caused. And we know what we have to record and report when it is seen.

But exactly what does a Rockslam mean with regards to the pc?

If you don't know this you can miss on the pc, on the case, on the org and humanity.

A ROCKSLAM MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER DISCUSSION OR AUDITING.

Two things underlie insanity, or to be more specific, there are two causes and conditions both of which have been lumped together by man and called insanity. He could not of course define it as he didn't know what caused it.

The first of these two things does not concern us overly much here and is the subject of a separate check-sheet and training and is called PTS or Potential Trouble Source handling. A "PTS" is a person who has been or is connected with somebody who has evil intentions. A PTS can feel uncomfortable in life or be neurotic or go insane because of the actions upon him of a person with evil intentions. Most of the people in institutions are probable PTSES.

The second of these two things is insanity caused to the individual himself (let alone others) by hidden evil intentions.

The extent of these intentions and what the person will do (and hide) in order to carry them out is quite shocking. These people are covert or overt criminals and many of them are insane -- meaning beyond all rationality in their acts. Because their evil intentions are hidden and because they are often very plausible such individuals are what make "behavior so mysterious" and "man look so evil when you see what mankind does" and all sorts of fallacies.

It is this last type, the chronic, heavy Rockslammer, which Expanded Dianetics handles.

One Rockslam doesn't make a psychotic. Or a total menace to everyone. But it does mean there could be more and it might in rare cases mean you have, seeing enough of these R/Ses, a very dangerous person on your hands and in your vicinity. And that person must be handled by Expanded Dianetics.

You won't see a great many Rockslams in auditing people so you could be totally thrown off by surprise when you see one. And mess it all up because you are surprised. So know what it is and don't get all quivery and make mistakes and blow your confront. Just carry on.

If you don't note the EXACT question that was asked and the EXACTLY worded statement the pc made when the R/S was seen, you can muck it up for the Expanded Dianetics guys. They won't be able to get it turned back on again easily and will lose a lot of time. So you have to be sure your auditing report is accurate, that the R/S is written BIG on the column and circled and, no matter what else you do in the session, you have to get it recorded in the left front cover of the folder giving the date and page of the session and you have to report it to Ethics. And also you don't third party the pc and give him a bad time in the session because of it.

Now R/Ses most easily turn on during Sec Checks or Integrity Processing or when pulling withholds or trying to investigate something. So the people who see these most often are those engaged in that activity and not routine auditing (when they can also but more rarely turn on). Further the most likely person to collide with "needing to be sec checked" is an R/Ser, which again increases the numbers of R/Ses seen in these activities compared to routine auditing. But a very heavy R/Ser will also turn them on in routine auditing.

It is the exact point of the R/S in the session, the exact question that was asked and the exact subject or phrase where the R/S turned on that are important. And these are very important as then the person can be fully handled with a full Expanded Dianetics rundown by a qualified Expanded Dianetics specialist. When, of course, the person gets to that point on his grade chart. (The grade chart points are after Dianetics (like Drug RDs etc) but before Grades, after Grades but before Power, after Power but before Solo, and after OT III or after any single grade above OT III. These are the only points where Expanded Dianetics can be delivered and the R/S fully and completely handled.

Now here is how you can turn off an R/S and mistakenly think it is handled:

1. The overt-motivator sequence has two sides. One is what the person has done (overt) and what is done to the person (motivator). You can ask, when the person R/Ses on something, if anyone has ever INVALIDATED him on that subject or action. He will find some and

the R/S will turn off AND WON'T EVEN BE FAINTLY HANDLED BUT ONLY SUBMERGED. One can believe he has "handled" the R/S. Not true. He has just turned it off and maybe made it harder to find next time. One can ask what the person has done TO the subject mentioned and while this may unburden the case and make the person a bit better, the R/S is NOT handled, only turned off or submerged. It's almost as if there are so many overts and motivators on this subject or in this area that the push-pull of it makes the needle go wild (R/S). And indeed, this may be the energy cause, in the bank, of the needle reaction. But neither overt nor motivator handles an R/S finally because the CAUSE of the R/S is an INTENTION to harm and it isn't all that likely the basic intention will be reached.

2. Another apparent way the R/S can get "handled" and isn't is to take the R/Ser earlier-similar on the subject of the R/S. The R/S will probably cease, go "clean". But in actual fact it is still there, hidden.
3. The third way an R/S can be falsely "handled" is to direct the person's attention to something else. If, when this is done, the exact subject of the R/S is not noted by the auditor, it will be difficult to find it again when the person goes into Expanded Dianetic auditing.
4. Yet another, and probably the last way to falsely "handle" an R/S is to abuse the person about his conduct or behavior or the R/S, or to "educate" him to do better, or to "modify" his behavior with shocks or surgery or other tortures like the psychiatrists do. In other words one can seek to suppress the R/S in numerous ways. Maybe the R/S won't occur (being too overburdened now) but it is still there, buried very deep and possibly beyond reach now.

So if you understand the above four points you will see that although you can ease off the R/S, you have not handled it. It has merely gone out of sight.

All right, what then DOES HANDLE an R/S?

I warned you that this isn't a two minute course on Expanded Dianetics and it isn't. An R/S is HANDLED by a fully qualified Expanded Dianetics auditor delivering full Expanded Dianetics to the person at that point on the grade chart where Expanded Dianetics is supposed to be delivered. If anyone thinks it can be done effectively any other way or if he C/Ses it to be done and the auditor is stupid enough to try to do that C/S, then it's Committees of Evidence and Suspended Certificates all around.

With that warning, and only with that warning, I can briefly state what has to be done with the case. This is not what YOU do if you are not delivering full Expanded Dianetics at the right point on the grade chart. It is a brief statement so that you can understand what lies under that R/S.

The pc with an R/S on any given subject and who R/Ses while discussing that or related subjects HAS AN EVIL INTENTION TOWARD THE SUBJECT DISCUSSED OR SOME CLOSELY RELATED SUBJECT. The pc intends that subject or area of life nothing but calculating, covert, underhanded HARM which will be at all times carefully hidden from that subject.

Thus, the Expanded Dianetics Specialist, in handling that case (at the proper point on the grade chart) has to be able to locate each and every subject and question and R/S in that person's folder as noted by Sec Checkers and previous auditors or cramming officers or why finders. He has to have the complete list of R/S subjects. If they are noted as to session date and page and if all sec checking papers and cramming papers are in that person's folder, then the Expanded Dianetics Specialist can do a full and complete job. Otherwise he has to do a lot of other time wasting actions to get the R/Ses found and turned on again.

What the Expanded Dianetics Specialist actually does is locate EXACTLY the actual evil intention for every R/S on the case and handle each one to total conclusion. When he is finished, if he has done his job well, the person's behavior will be magically improved and as to his social presence, menace and conduct, well that will be toward survival.

When you see an R/S, if you are not an Expanded Dianetic Specialist doing Expanded Dianetics at the correct point on the grade chart, you don't say "Hey, you've got an evil intention!" and you don't ask "Say, what's that evil intention?" or do corny things like that because you'll get the pc self listing, you may get a wrong item, you won't know what to do with it and you're just likely to get the auditing room wrapped around your neck right there.

No, you quietly note it, make sure it isn't a mechanical fault, write it big on the work sheet, write down everything the pc is saying swiftly, note what question you were asking and let the pc talk and ack him and go on with what you are doing with the pc at the time. And after session you note it in the left-hand cover of the folder and send a report to Ethics.

And some day, when he's done his Drug Rundown or gotten to one of the points on the grade chart where a full XDn can be done, why then it will be handled. And a good C/S will program or tip the case for that to be done.

So that's the know-how you have to know about R/Ses to really help the guy and the society and your group.

We're not in the business of curing psychos. The governments at this writing pay the psychiatrists billions a year to torture and kill because of R/Ses they don't know anything about. The crime in the society out there is caused by people who R/S. Stalin, Hitler, Napoleon and Caesar were probably the most loaded R/Sers of all time unless it was Jack the Ripper or your local friendly psychiatrist.



So know what you are seeing when you see it and know what to do about it. And don't kid yourself. Or vilify or mow down people who R/S; we're not in that business.

And the Expanded Dianetic Specialist and the pc someday will love you dearly for knowing your job and doing it right.

L. RON HUBBARD  
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JANUARY 1970  
(HCO Bulletin of 10 December, 1965  
Revised for HDG)

HDG C/sheet

**E-METER DRILL COACHING**

The following was submitted by Malcolm Cheminais Supervisor on the Saint Hill Special Briefing Course.

Here are some observations I have made on the coaching of E-Meter drills, which I feel could be of use:—

1. The coach's needle is dirty. The student's out comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out. Correct flunking by coaches equals students with no dirty needles.
2. If a coach's TA starts climbing on a drill and the needle gets sticky, it means that the student's comm cycle has dispersed him and pushed him out of PT. The coach is either (1) not flunking at all (2) flunking the incorrect thing.
3. The correct flunking by the coach of an out comm cycle, which has dispersed him and pushed his TA up, will always result in a TA blow down. If there is no blow down, the coach has flunked the wrong thing.
4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR 1 (or TR 0) for lack of impingement and reach.
5. Coach reaching forward and leaning on the table, means TR 1 is out with the student.
6. Students shouting or talking very loudly on assessment drills to try and get the Meter to read by overwhelm. The reason for this is invariably—"but I'm assessing the bank!" They haven't realized that *banks* don't read, only thetans impinged upon by the bank—therefore the TR 1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the Session. (See HCO B 29 Jan 70 for lists that don't read.)

L. RON HUBBARD  
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BOARD TECHNICAL BULLETIN

18 JANUARY 1977R  
REVISED 12 FEBRUARY 1977  
Remimeo  
All Courses  
containing Book  
of E-Meter Drills

BOOK OF E-METER DRILLS

DELETION

E-Meter Drill 16 Sept 5 whereby the student  
must produce a Rock Slam needle read is hereby  
CANCELLED as approved by L. Ron Hubbard.

Julie Gillespie  
Tr & Serv Aide

Approved by  
Msm John Eastment  
CS-4/5

Authorized by  
LRH Pers Comm

Authorized by AVU

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 APRIL 1964

CenOCon

ALL LEVELS  
Q AND A

A great number of auditors Q and A.

This is because they have not understood what it is.

Nearly all their auditing failures stem not from using wrong processes but from Q and A.

Accordingly I have looked the matter over and re-defined Q and A.

The origin of the term comes from "changing when the pc changes". The basic answer to a question is, obviously, a question if one follows the duplication of the Comm formula completely. See Philadelphia Congress 1953 tapes where this was covered very fully. A later definition was "Questioning the pc's Answer". Another effort to overcome it and explain Q & A was the Anti Q and A drill. But none of these reached home.

The new definition is this:

**Q AND A IS A FAILURE TO COMPLETE A CYCLE OF ACTION ON A PRECLEAR.**

**A CYCLE OF ACTION IS REDEFINED AS START-CONTINUE-COMplete.**

Thus an auditing comm cycle is a cycle of action. It starts with the auditor asking a question the preclear can understand, getting the preclear to answer it and acknowledging that answer.

A process cycle is selecting a process to be run on the preclear, running the Tone Arm action into it (if necessary) and running the Tone Arm action out of it.

A programme cycle is selecting an action to be performed, performing that action and completing it.

Thus you can see that an auditor who interrupts or changes an auditing comm cycle before it is complete is "Q and A-ing". This could be done by violating or preventing or not doing any part of the auditing cycle, i.e., ask the pc a question, get an answer to a different idea, ask the different idea, thus abandoning the original question.

An auditor who starts a process, just gets it going, gets a new idea because of pc cognition, takes up the cognition and abandons the original process is Q and A-ing.

A programme such as "Prepcheck this pc's family" is begun, and for any reason left incomplete to go chasing some new idea to Prepcheck, is a Q and A.

Unfinished cycles of action are all that louse up cases.

Since Time is a continuum, a failure to carry out a cycle of action (a continuum) hangs the pc up at that exact point.

If you don't believe it, prepcheck "Incomplete actions" on a pc! What Incomplete action has been suppressed? etc, cleaning the meter for real on every button. And you'd have a clear—or a pc that would behave that way on a meter.

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Understand this and you'll be about ninety times as effective as an auditor.

"Don't Q and A!" means "Don't leave cycles of action incomplete on a pc."

The gains you hope to achieve on a pc are lost when you Q and A.





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 AUGUST 1965

Remimeo  
All Students  
All Staff

**AUDITING GOOFS  
BLOWDOWN INTERRUPTION**

It is a serious goof for the auditor to speak or move during a blowdown of the Tone Arm.

When a Tone Arm has to be moved rapidly down, the needle *appears* to float to some but it is just falling.

To see if a needle is floating the TA must have stopped moving down.

A Blowdown is a period of relief and cognition to a pc while it is occurring and for a moment after it stops.

Therefore it is a serious goof for an auditor to speak or move during the blowdown or for a moment afterwards.

This was noted years ago and is given in early materials on goals.

**AN AUDITOR MUST NOT SPEAK OR MOVE DURING A BLOWDOWN.**

When the auditor has to move the TA from right to left to keep the needle on the dial and the movement is .1 divisions or more then a blowdown is occurring. The needle of course is falling to the right.

That is a period of charge blowing off the bank. It is accompanied by realizations for the pc. Sometimes the pc does not voice them aloud. They nevertheless happen.

If the auditor speaks or moves beyond adjusting the TA quietly with his thumb the pc may suppress the cognitions and stop the blowdown.

To see if a needle floats the TA must be halted for the moment between 2 and 3 on a calibrated meter. A floating needle cannot be observed during a blowdown.

For an auditor to sit up suddenly and look surprised or pleased, or for an auditor to say the next command or "That's It" during a blowdown, can jolly well wreck a pc's case. So it's a real goof to do so.

To get auditing results one must audit with a good comm cycle, accept the pc's answers, handle the pc's originations, be unobtrusive with his auditing actions, not hold the pc up while he writes, not develop tricks like waiting for the pc to look at him before giving the next command, not prematurely ack and so start compulsive Itsa, and be very quiet during and just after a blowdown.

**L. RON HUBBARD**



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 FEBRUARY 1966  
Issue II

Remimeo  
Auditors  
Supervisors  
Students  
Tech & Qual

Reissued 23 May 71 verbatim as

*Basic Auditing Series 8*

**“LETTING THE PC ITSA”  
THE PROPERLY TRAINED AUDITOR**

The most painful thing I ever hope to see is an auditor “letting a pc Itsa”.

I have seen auditors let a pc talk and talk and talk and talk and run down and talk and run down and talk again until one wondered where if anywhere that auditor had been trained.

In the first place such an auditor could not know the meaning of the word ITSA.

The word means “It is a . . . . .”

Now how an auditor letting a pc talk believes he is getting a pc to spot what IT is is quite beyond me.

This pc has been talking all his life. He isn't well. Analysts had people talk for five years and they seldom got well.

So how is it supposed to happen today that a pc, let talk enough will get well.

It won't.

The auditor does not know the very basics of auditing skills. That's all. These are the TRs.

An auditor who can't do his TRs can't audit. Period.

Instead he says he is “letting the pc Itsa”.

If by this he means he is letting the pc drive all over the road and in both ditches, then this isn't auditing.

In auditing an auditor guides. He gives the pc something to answer. When the pc answers the pc has said “IT IS A . . . . .” and that's Itsa.

If the pc answers and the auditor acknowledges too soon the pc tends to go into an anxiety—he has been chopped. So he talks more than he wanted.

If the pc answers and the auditor does not acknowledge, then the pc talks on and on, hoping for an acknowledgment that doesn't come, “runs dry”, tries again, etc.

So premature or late-or-never acks result in the same thing—the pc running on and on and on.

And they *call* it “letting the pc Itsa”. Bah! If a pc talks too much in session he

either is getting cut off too fast by the auditor or hasn't got an auditor at all. It isn't "Itsa". It's lousy TRs. (The one single exception is the pc who had years in analysis but even he begins to get better with proper TRs used on him.)

The proper cure is to drill the auditor until the auditor realizes:

1. The *auditor* asks the questions.
2. The pc says what is the answer "It's a ....."
3. The auditor acks when the pc has said it to the pc's satisfaction and
4. The auditor acks when the pc has finished saying "It's a ....."

And that's Itsa.

Scientology auditing is a precision skill, not a gag blip goo slup guck blah.

1. The auditor wants to know .....
  2. The pc says it is .....
1. 2. 1. 2. 1. 2. etc.

#### TECH SAVVY

Now an auditor who doesn't know his technology about the mind and his processes of course never knows what to ask. So he or she simply sits like a lump of sacking hoping the pc will say something that makes the pc feel better.

A sure sign that an auditor doesn't know an engram from a cow about processes is seeing a pc "Itsa" on and on and on.

In Scientology we *do* know what the mind is, what a being is, what goes wrong in the mind and how to correct it.

We aren't psychoanalysts or psychiatrists or Harley Street witch doctors. We do *know*.

The data about beings and life is there in Scientology to be learned.

It isn't "our idea" of how things are, or "our opinion of".....

Scientology is a precision subject. It has axioms. Like geometry. Two equilateral triangles aren't similar because Euclid said so. They're similar because they are. If you don't believe it, look at them.

There isn't a single datum in Scientology that can't be proven as precisely as teacups are teacups and not saucepans.

Now if we get a person fresh out of the study of "the mystical metaphysics of Cuffbah" he's going to have trouble. His pcs are going to "Itsa" their heads off and never get well or better or anything. Because that person doesn't know Scientology but thinks it's all imprecise opinion.

The *news* about Scientology is that it put the study of the mind into the precise exact sciences. If one doesn't know that, one's pcs "Itsa" by the hour for one doesn't know what he is handling that he is calling "a pc".

By my definition, an auditor is a real auditor when his or her pcs DON'T over talk or undertalk but answer the auditing question and happily now and then originate.

So how to tell an auditor, how to determine if you have trained one at last is DO HIS PCS ANSWER UP OR DO THEY TALK ON AND ON.

If I had an auditor in an HGC whose pcs yapped and yapped and ran dry and yapped while the auditor just sat there like a Chinese pilot frozen on the controls, I would do the following to that "auditor":

1. Remedy A, Book of Case Remedies
2. Remedy B, Book of Case Remedies
3. Disagreements with Scientology, technology and orgs and Scientology personalities all found and traced to basic and blown.
4. A grind study assignment of the Scientology Axioms until the "auditor" could DO THEM IN CLAY.
5. A memorization of the Logics, Qs, Pre Logics and Axioms of Dianetics and Scientology.
6. TRs 0 to 4 until they ran out of his or her ears
7. TRs 5 to 9
8. Op Pro by Dup until FLAT
9. A hard long study of the Meter
10. The ARC triangle and other scales
11. The Processes of Level 0
12. Some wins.

And I'd have an *auditor*. I'd have one that could make a Grade Zero Release *every* time.

And it's lack of the above that causes an "auditor" to say "I let the pc Itsa" with the pc talking on and on and on.

Scientology *is* the breakthrough that made the indefinite subject of Philosophy into a precision tool.

And pcs get well and go Release when it is applied.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MAY 1969  
Issue IV

Dianetic Course

(HCO BULLETIN 21 SEPT 1965 EDITED  
FOR USE ON THE DIANETIC COURSE)

**THE FIVE GAES**

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.
2. Doesn't know and can't apply Technical data.
3. Can't get and keep a pc in session.
4. Can't complete an auditing cycle.
5. Can't complete a repetitive auditing cycle.

These are the only errors one looks for in straightening up the auditing of an Auditor.

If you look for other reasons, this is itself a gross goof. There are no others.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 17 MAY 1969

Remimeo  
Dn Checksheets

**TRS AND DIRTY NEEDLES**

When a student's pc develops a dirty needle (dn) it is caused by one of three things.

1. The student's TRs are bad.
2. The student is breaking the Auditor's Code.
3. The pc has withholds (w/hs) he does not wish known.

The remedy for TRs is to have the student do them in clay, showing the lines and actions of each TR. And to do more TRs with a fellow student.

The remedy for Code Breaks is to have the student define and do Invalidation and Evaluation in clay. And to list examples possible upsets caused by each line of the Code.

The remedy for the pc with withholds is to send to a Scientology Review Auditor as Scientology can handle outnesses which occur in Dianetic sessions.

It is a safe rule in any event that when a "dirty needle" occurs to send the preclear to a Scientology Review Auditor.

It is also a safe rule to assume that the student whose pcs get dirty needles is deficient on TRs and the Auditor's Code.

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**BOARD TECHNICAL BULLETIN**

**4 JULY 1969**

**Reissued 6 July 1974 as BTB**

Remimeo  
Tech Sec  
Qual Sec  
Dianetics  
Course  
Auditors

**CANCELS  
HCO BULLETIN OF 4 JULY 1969  
SAME TITLE**

**AUDITING OF OT III PRECLEARS**

**PRECLEARS WHO HAVE STUDIED OR RUN THE OT III MATERIALS MAY ONLY BE AUDITED BY AUDITORS WHO ARE OT III OR ABOVE.**

This applies to Dianetics and Scientology auditing.

You can wreck a non-OT III Dianetic Auditor by assigning him or her to a Pc who has run the OT III materials. **SO DON'T DO IT.**

Any Auditor who is not OT III who is assigned to a Pc who has studied or audited OT III must refuse to audit that Pc.

This rule is invariable. Don't violate it.

**ONLY AUDITORS WHO ARE OT III OR ABOVE MAY AUDIT PRECLEARS WHO HAVE STUDIED OR RUN THE OT III MATERIALS.**

**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**

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# BOARD TECHNICAL BULLETIN

17 JULY 1969R

Issue II

Revised & Reissued 28 June 1974 as BTB

*(Revision in this type style)*

Remimeo  
Dn Course  
Class VIII  
Academies  
All Auditors

CANCELS  
HCO BULLETIN OF 17 JULY 1969  
Issue II  
SAME TITLE

## FLAGRANT AUDITING ERRORS

The following auditing errors were discovered by asking the pc what was done in their sessions after the sessions had mysteriously failed without any reason apparent in the Auditor Report sheets. Each one of these is a flagrant departure from standard auditing and is adequate to stop all pc gains for the session and to leave the pc stuck down the track and heavily keyed-in.

"These are just given as samples of outnesses to show what you will find by asking the pc and to show what can cause a Dianetic session to have a poor result. These instances and others actually occurred in sessions and the sessions failed. There was no mention of them in the Report form, Summary or Worksheets and only asking the pc brought them to light."

LRH

1. Auditor not remembering one or more of the commands.
2. Auditor delaying the pc while thinking of the next command.
3. Auditor failure to give the next command.
4. Giving wrong or altered commands.
5. Incorrect procedure.
6. Invalidating the pc's cognitions.
7. Not recognizing that the pc has gone through the incident and just waiting or saying "OK continue" when the pc had said that was all.
8. Auditor during session looking up something he (the auditor) didn't understand that the pc said.
9. Auditing pc in circumstances where the pc is expecting he may be disturbed at some time later in the session.
10. Auditor walking out of auditing room leaving pc folder in room with pc.
11. Continuing to audit on a chain that the pc insists is erased (usually because auditor missed the F/N).
12. Not acknowledging pc originations.
13. Telling pc to close eyes when pc already has eyes closed.
14. Keeping pc waiting after pc has carried out command.
15. Telling pc to wipe her hands on her dress during session (auditor attempt to change TA position by session additive).
16. Auditor running out of ink and having to borrow a pen from the pc during session.

17. Forcing pc to continue looking for earlier incidents when the pc can't find any.
18. Auditor talking too quietly for pc to hear (out TR 1).
19. Auditor ignoring pc originations (out TR 4).
20. Continuing to "audit" when auditor doesn't know what should be done next.
21. Auditor staring at meter for long time looking for F/N (can turn off a real F/N and bring on an ARC Break needle).
22. Auditing with a contemptuous, sympathetic, too sweet, motherly, or any attitude that is a departure from a pleasant businesslike attitude.
23. Auditor talking to pc about auditor's own case in session.
24. Auditor discussing other pcs with current pc in session.
25. Bullbaiting pc when doing C/S 1.
26. Auditor and/or pc smoking or chewing during session.
27. Auditor doing or saying anything during session other than assessment and exact R3R procedure.
28. Auditor talking to pc after session about something the pc ran during the session.
29. Auditing with a discharged meter.
30. Auditing with legs up on table or some other improper posture.
31. Auditor commenting on the pc's cognitions.
32. "Auditor continuing to grind on the same incident when there's an earlier one."
33. "Auditor keeping voluminous admin during which the pc has to wait."

*LRH*

These are just a few examples. There is an infinity of wrongnesses possible. Every session additive is a departure from TR 0-4 and a violation of the Auditor's Code and a gross goof.

"The auditor did not do these things maliciously. He was unaware of these as goofs and that the session didn't come off seemed to him to be a complete mystery; the failed sessions were also a mystery to the Case Supervisor who also thought Tech had failed until he had others ask the pc what happened in that session.

"Needless to say, the auditors who goofed as above were extensively audited and retrained using TRs 101, 102, 103 and 104."

*LRH*

Brian Livingston  
Revised & Reissued as BTB  
by Flag Mission 1234  
I/C: CPO Andrea Lewis  
2nd: Molly Harlow  
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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 17 OCTOBER 1964  
Issue III

Remimeo  
Franchise

*ALL LEVELS*

**GETTING THE PC SESSIONABLE**

When you start to audit new pcs the liabilities are these:

1. If you do not show him what auditing is, he does not know what is expected of him. Thus he is not only not in session but in mystery.
2. If you do not indoctrinate him into what he is supposed to do when the auditor gives him a question or command, he often does not answer the question or comply with the command and only then can things go wrong in the session.
3. If the pc is not in the auditor's control and if anything goes wrong, then the auditor can do nothing about it as he does not have any session or control of the pc.

**COVERT AUDITING**

Some, particularly HAS students, are very remiss in this and "covertly audit".

In "talking" to someone they also seek to audit that person "without the person knowing anything about it".

This of course is nonsense since auditing results are best achieved in a session and a session depends upon a *self determined agreement* to be audited.

You can achieve changes in a person with covert auditing—I won't say you can't since I have done so. But it is uncertain and not very popular.

You *have* to audit without agreement when the pc is unconscious and can't respond.

But to make it a common practice when it is really used only in emergency (as in unconsciousness or when you have no time) would be foolish.

Further, using Scientology to handle situations in life is a whole subject in itself and it isn't auditing. (Example: Person angry, a Scientologist locates and indicates the by-passed charge. Example: On a raving psychotic, the Scientologist arranges for the person to have a rest away from his ordinary environment and associates and forbids damaging "treatments". Example: Somebody seems to have lots of problems so the Scientologist teaches him what a problem is. Example: By observing the anxiousness of a person to receive motivators the Scientologist estimates the degree of overts the person has committed. Example: One sees a difficulty in planning is not getting any better so he decides there must be a lie in the plan and locates it at which time a good plan can emerge.)

There are countless ways to use the philosophy of Scientology in direct application to life. And even hopeless physical conditions respond to just understanding more about life. For instance there are many cases on record of a bedridden person reading no more than Dianetics: The Evolution of a Science and becoming well and active.

So one doesn't have to "covertly audit" if any communication is possible. One can teach, advise, orient someone in existence, applying the truths and knowledge of Scientology.

The point is, when *auditing* is begun it is best done by agreement to be audited and is most successful when the preclear understands what he is supposed to do in response to auditor actions, and is only disastrous when there is not enough control in the session to set things right if they start to go wrong.

Any auditor who just sits and lets a pc ramble on and on with no regard to the subject being handled, even in *Itsa*, is very foolish, has no session and is wasting time.

The *wrong* thing to do is chop the pc up and cut his comm because he is so far adrift.

The right thing to do is to prevent it before it happens by not auditing preclears who have not agreed to be audited or who have no faintest idea of what's expected of them.

In the hands of an unskilled "auditor" I have seen a preclear, who was running a psycho-analytic type session, giving all the expected psycho-analytic symptoms and responses. And getting nowhere.

There are two ways it could have been handled—one is to have explained this wasn't psycho-analysis and then explained the auditing cycle. The other would have been to run O/W on the analysis the pc had had or even do a by-passed charge assessment on the analysis. Probably both would be necessary if mere information about how auditing was done did not care for the condition.

One of the rules of auditing is never to let any part of any question or command be agreed upon once and never repeated. Example: The auditor tells the pc "when I say her in this command, I mean your mother. Now what have you done to her?" The pc is always having to think back to this agreement to answer the command.

Educating a pc is not the same thing. Here one is knocking out past response patterns, as in social actions or some earlier form of treatment. One is in effect cancelling out earlier habits of response in order to get auditing to occur. Once that is done one does not of course have to do it again and what the pc says in a session is what the pc says. Sometimes he wanders all about before he answers the question. But the *auditor* in any case *must* get his question answered or the command complied with.

So auditing in general is a clean cut agreement to be audited, a session is conducted with an auditing cycle, no matter how long or short that cycle may be.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JULY 1964

Remimeo  
Franchise  
Sthil

*SCIENTOLOGY I to IV*

**GOOD INDICATORS AT LOWER LEVELS**

The following list of good indicators was compiled from my lecture tapes by John Galusha. An additional three are added at the end.

*Lower Level Good Indicators.*

1. PC cheerful or getting more cheerful.
2. PC cogniting.
3. Fundamental rightnesses of pcs asserting themselves.
4. PC giving things to auditor briefly and accurately.
5. PC finding things rapidly.
6. Meter reading properly.
7. What's being done giving proper meter response.
8. What's being found giving proper meter response.
9. PC running rapidly and flattening by TA or cognitions.
10. PC giving auditor information easily.
11. Needle cleanly swinging about.
12. PC running easily and if pc encounters somatics they are discharging.
13. Tone Arm goes down when pc hits a cognition.
14. Further TA blowdown as pc continues to talk about something.
15. Expected meter behaviour and nothing unexpected in meter behaviour.
16. PC gets warm and stays warm in auditing or gets hot and unheats while in auditing.
17. PC has occasional somatics of brief duration.
18. Tone Arm operating in the range 2.25 to 3.5.
19. Good TA action on spotting things.
20. Meter reading well on what pc and auditor think is wrong.
21. PC not much troubled with PTPs and they are easily handled when they occur.
22. PC stays certain of the auditing solution.
23. PC happy and satisfied with auditor regardless of what auditor is doing.
24. PC not protesting auditor's actions.
25. PC looking better by reason of auditing.
26. PC feeling more energetic.
27. PC without pains, aches or illnesses developing during auditing. Does not mean pc shouldn't have somatics. Means pc shouldn't get sick.
28. PC wanting more auditing.
29. PC confident and getting more confident.
30. PC's Itsa free but only covers subject.
31. Auditor easily seeing how it was or is on pc's case by reason of pc's explanations.
32. PC's ability to Itsa and confront improving.
33. PC's bank getting straightened out.
34. PC comfortable in the auditing environment.
35. PC appearing for auditing on his own volition.
36. PC on time for session and willing and ready to be audited but without anxiety about it.
37. PC's trouble in life progressively lessening.
38. PC's attention becoming freer and more under pc's control.
39. PC getting more interested in data and technology of Scientology.
40. PC's havingness in life and livingness improving.
41. PC's environment becoming more easily handled.

L. RON HUBBARD



# BOARD TECHNICAL BULLETIN

26 APRIL 1969

Remimeo  
Dn Course  
Auditors

Reissued 7 July 1974 as BTB

CANCELS  
HCO BULLETIN OF 26 APRIL 1969  
SAME TITLE

## BAD INDICATORS

1. Pc not wanting to be audited.
2. Pc protesting auditing.
3. Pc looking worse after auditing.
4. Pc not able to locate incidents easily.
5. Pc "not having time for auditing".
6. Pc less certain.
7. Pc not doing well in life.
8. Somatics not blowing or erasing.
9. Pc in Ethics trouble after auditing.
10. Pc protesting Auditor actions.
11. Pc wandering all over track.
12. Pc misemotional at session end.
13. Pc demanding unusual solutions.
14. Skin tone dull.
15. Eyes dull.
16. Pc trying to self-audit in or out of session.
17. Pc continuing to complain of old somatics after they have been run.
18. Pc dependence on medical treatment not lessening.
19. Pc using, or continuing to use, other treatments.
20. Pc lethargic.
21. Pc not becoming more cheerful.
22. Pc wanting special auditing.
23. No TA action on running incidents.
24. Pc not cogniting.
25. Pc dispersed.
26. Pc trying to explain condition to Auditor or others.
27. Pc bored with auditing.
28. Pc not available for sessions.
29. Pc tired.
30. Pc attention on Auditor.
31. Pc not wanting to run the process or incident.
32. Pc overwhelmed.
33. Pc taking drugs or excessive alcohol.
34. Pc not sure that auditing works for him.
35. Pc continuing former practices.
36. Pc not handling environment more easily.
37. Pc sick between sessions.
38. Pc not going on to next grade or level.

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CS-5

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 POLICY LETTER OF 4 APRIL 1972R

Remimeo  
STUDENT HAT  
STAFF HATS  
Revision in  
Italics.

ISSUE III  
REVISED 21 JUNE 1976

IMPORTANT

ETHICS AND STUDY TECH

*(Cancels the issue revised 7 April 72.)*

The basic WHY of the majority of cases of post non-performance of a staff member and OUT TECH in an org stems from Misunderstood Words.

The primary point that has to be gotten in is Study Tech.

This is also our bridge to society.

Yet Study Tech is the Tech that includes misunderstood word tech.

Thus if Study Tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further they often feel they do know words that they in fact do not know.

When this situation exists it is next to impossible to get Study Tech and Word Clearing Tech in. For, the orders seeking to get in Study Tech may contain words the person does not understand. Thus he doesn't really comply with the orders and Study Tech does not get in. Thus the ability to hear or read and understand continues to be missing.

Therefore these Ethics actions become part of Standard Ethics.

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCOB, POLICY LETTER OR TAPE, ANY AND ALL LRH WRITTEN OR PRINTED MATERIALS INCLUDING BOOKS, PABS, DESPATCHES, TELEXES AND MIMBO ISSUES WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS MISSING THEM OR NOT AS THE SOURCE OF HIS INACTION OR DAMAGING ACTIONS.

The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER STUDY TECH.

4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is OUT-TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABILITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING EFFECTIVE MEASURES TO CLARIFY OR RELEASING MATERIALS BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF ETHICS IF ANY FLAP OR UPSET RESULTS.

The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

#### SUPPRESSIVE

Furthermore, as Study Tech is our primary bridge to Society and the basic prevention of out Tech and out Admin, if any offense as above found guilty in a Court of Ethics is REPEATED and the person has had two such Courts on this offense the person may be summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE SCIENTOLOGY OR SCIENTOLOGISTS and if found guilty beyond reasonable doubt may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

#### AXIOM 28

Failures to teach, or use Study Tech or alterations of Study Tech are actually offenses against AXIOM 28 as it is applied internally in an org on Admin and Tech and from the org to society.

Study Tech including its technology of word clearing is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28. 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 AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way.

When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

L. RON HUBBARD  
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 NOVEMBER 1965

Remimeo  
Students

**CLEARING COMMANDS**

Always have a dictionary in the auditing room with you. When running a process newly or whenever the preclear is confused about the meaning of the commands, clear the commands with the preclear, using the dictionary, if necessary.

It could take a long time to clear the command. The worse off the pc, the longer it takes.

Example:—

Auditor is going to run 0-0 on the pc. Auditor reads the commands one at a time to the pc and asks the pc "What does this command mean to you?" From the pc's answer the auditor realizes that the pc has a confusion on the words "willing" and "talk". He tells the pc to look them up in a dictionary. The pc now understands "talk", but still seems slightly puzzled about "willing". Now the auditor could tell the pc to use the word "willing" in a few sentences. When the pc understands it, the auditor again gets the pc to tell him what the whole command means to him.

If necessary, the auditor could get the pc to define each word of the command to be used.

**UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.**

The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself, (see HCOB 10 March 1965, "Words, Misunderstood Goofs").

L. RON HUBBARD

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# BOARD TECHNICAL BULLETIN

2 MAY 1972R

Remimeo  
All Auditors

Revised & Reissued 10 June 1974 as BTB

CANCELS  
HCO BULLETIN OF 2 MAY 1972  
SAME TITLE

## CLEARING COMMANDS

(Amends HCO B 14 Nov 65, "Clearing Commands" and  
HCO B 9 Nov 68, "Clearing Commands--All Levels")

REF: HCO PL 4 April 72, Revised 7 April 72, "Ethics and Study Tech"

The rules of clearing commands are:

1. Always have a good dictionary in the auditing room. Have a copy of the Scientology Dictionary and any other materials necessary to define Scientology terms. If the Pc's native language is not English, have a dual dictionary for that language and English. A simple grammar book may also be required. For a foreign language case one should *also* have a dictionary of the foreign language *itself*. E.g. English "apple"--looks in English/French, finds "pomme"--looks in French dictionary to define "pomme". So for the foreign language case 2 dictionaries are needed--(1) English to foreign language, (2) foreign language itself.
2. Clear the commands (or questions or list items) by first clearing in turn *each word* in backwards sequence of the words in the command. (E.g. If command is "Do fish swim?" clear "swim" then "fish" then "do".) This prevents the Pc starting to run the process by himself while you are still clearing the words.
3. That a *word* reads when clearing an assessment or listing question does not mean that the *question* has read. Misunderstood words read on the meter.
4. F/Ns obtained on clearing the *words* do not mean the *process* has been run.
5. Next, clear the command itself. Auditor asks the Pc: "What does this command mean to you?" LRH. If it is evident from the Pc's answer that he has misunderstood a word as it is used in the context of the command:
  - (a) Re-clear the obvious word (or words) with the dictionary.
  - (b) Have him use each word in a sentence until he has it. (Clear all definitions of a misunderstood word.)
  - (c) Re-clear the command.
  - (d) If necessary, repeat steps 2 & 3 to make sure he understands the command.
  - (e) "Under no circumstances is the Auditor to evaluate for the Pc and tell him what the word or command means." LRH
6. You clear the first command (or bracket) that you are going to run, then run it. Then clear the second command (or bracket) and run it, etc. Don't clear more than one command (or bracket) at a time.
7. When clearing the command, watch the meter and note any read on the command (per HCO B 28 Feb 71, C/S Series 24, "Metering Reading Items").

8. Have the Pc on the cans throughout the clearing of the words and commands—except when the Pc is doing demos as needed. The Auditor holds the dictionary for the Pc.
9. As it is difficult to clear all the words of a correction list on a Pc over heavy by-passed charge, it is standard to clear the words of an L1C and Ruds very early in auditing and to clear an L4BR *before* commencing listing processes or an L3RD *before* running R3R. When the need for those correction lists arises one does not then need to clear all the words as it has already been done, thus such corrective lists can be used when needed without delay.

“ARC Breaks and lists should be word cleared before a Pc gets into them and should be tagged in a folder on a yellow sheet as cleared.” LRH

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the Pc bogs on subsequent word clearing, you have your Word Clearing Correction List ready to use.

10. However, if, for example, your Pc is sitting in the middle of an ARC Break (or other heavy charge) and the words of the L1C (or other correction list) have *not* been cleared yet, you go ahead and assess the list to handle the charge. “Don’t clear first. Just verify by asking afterwards if he had any misu’s on the list . . . (otherwise it’s auditing after an ARC Break).” LRH

All the words of the L1C (or other correction list) would then be cleared thoroughly at the first opportunity—per your C/S’s instruction.

11. Do not re-clear all the words of assessment lists each time the list is used on the same Pc. Do it once, fully and properly the first time and note clearly in the folder, on a yellow sheet for future reference, which of the standard assessment lists have been cleared.
12. These rules apply to all processes, listing questions and assessments.
13. The words of the platens of Advanced Course materials are not so cleared.

---

Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offence per HCO PL 4 April 1972, Revised 7 April 72, “Ethics and Study Tech”, section 4, which states:

**“ANY AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.**

The charge is OUT-TECH.” LRH

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Training and 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

# BOARD TECHNICAL BULLETIN

18 NOVEMBER 1968R

Revised & Reissued 9 June 1974 as BTB

Remimeo  
All Auditors

CANCELS  
HCO BULLETIN OF 18 NOVEMBER 1968  
SAME TITLE

## MODEL SESSION

(Note: If a Dianetic—Level II Auditor is not trained in flying Rudiments, he would have to get a Level III (or above) Auditor to fly his Pc's Ruds before starting the major action of the session.)

The first thing the Auditor does is to make sure the room and session are set up. This means, in other words, that the room is as comfortable as possible and free from interruptions and distractions; that the Auditor's meter is set up and that the Auditor's report form and work sheets are ready, that any correction lists, forms, or references that might be needed are at hand.

The Pc is seated in the chair furthest from the door and is asked to pick up the cans (from now until the session ends the Pc stays on the cans).

The Auditor says: "This is the Session" (Tone 40).

If the needle is floating and the Pc has VGIs, the Auditor goes directly into the major action of the session. If not, the Auditor must fly a Rud.

The first Rudiment question is:

"Do you have an ARC Break?"

"If there is an ARC Break you get it, use ARCU and CDEINR, indicate, then if no F/N you follow it earlier, get ARCU CDEINR, indicate, if no F/N you get an earlier one on and on, always with ARCU CDEINR until you get an F/N." LRH

The second Rudiment question is:

"Do you have a Present Time Problem?"

"If you get a PTP you follow it earlier earlier earlier until you get an F/N." LRH

The third Rudiment question is:

"Has a Withhold been missed?"

"If you get a withhold you find out WHO missed it" (and what he [she] did to make the Pc think he knew—or nearly found out), "then another and another using suppress. If protest you put in false. You will find these w/hs also go earlier like any other chain but they don't have to." LRH

On any Rud, "If it didn't read you check suppress. If it read but is in any way protested you clean *false*." LRH

FALSE

"Has anyone said you had a \_\_\_\_\_ when you didn't have one?" is the answer to protested Ruds.

If he can't get a Rud to fly, the Dianetic—Class III Auditor ends session and sends the Pc folder to the C/S. Class IV Auditors and above may do a Green Form.

When the Pc has F/N, VGIs you can go into the major action of the session.

The Auditor says: "Now we are going to handle \_\_\_\_\_."

The Auditor clears the commands per BTB 2 May 1972R, "Clearing Commands".

After completing C/S instructions to EP, or when EP occurs on the major action, the Dianetic Auditor allows the Pc to finish what he was saying, gives the R-factor that he will be ending the session, and then gives the Pc a "That's it" (Tone 40).

For Auditors Class 0 and above, when the Auditor is ready to end session he gives the R-factor that he will be ending the session. Then he asks:

"Is there anything you would care to say or ask before I end this session?"

Pc answers.

Auditor acks and notes down the answer.

If the Pc asks a question, acknowledge and say:

"I will note that down for the C/S."

Then the Auditor gives a "That's it" (Tone 40). The data that the C/S will get from this patter will help the C/S in paralleling the mind.

CS-5

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  
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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 AUGUST 1969

Remimeo  
Class VIII  
Chksht  
Case Supervisors  
Class VIIIs

FLYING RUDS

To clarify how to fly ruds:

If a rud reads, you get the data and then ask for earlier until you get an F/N.

If a rud doesn't read, put in Suppress and recheck. If it gets any comment, natter or protest or bewilderment, put in False and clean it.

To fly all ruds you ask for an ARC Brk, if no read, put in Suppress. If it reads take it, do ARCU CDEI Earlier ARCU CDEI Earlier until you get an F/N. Then do the same with PTP. Then with MW/Hs.

If in starting a rud does *not* read or F/N even if Suppress is put in go to the next rud until you get one that does read. Follow *it* earlier to F/N.

*Then* F/N the 2 that didn't read.

INCORRECT

To get a rud reading with or without Suppress and then fail to follow it earlier and to continue to call it and take only reads is incorrect.

CORRECT

*If a rud reads you always follow it earlier until it F/Ns.*

You do NOT continue to test it with a meter and do NOT leave it just because it fails to read again.

If a rud reads you clean it with earlier, earlier, earlier to F/N.

If a rud reads and the read is false you clean false.

---

There are TWO actions possible in flying ruds.

1. The rud is not out. If it didn't read you check suppress. If it read but is in any way protested you clean *false*.

2. The rud is out. You get the data, you follow it earlier earlier until it F/Ns. You do not continue to check it for reads.

GREEN FORM

This applies also to handling ruds on the Green Form.

ARC BREAK

If there is an ARC Break you get it, use ARCU and CDEI, indicate, then if no F/N

you follow it earlier, get ARCU CDEI, indicate, if no F/N you get an earlier one on and on, always with ARCU CDEI until you get an F/N.

#### PTP

If you get a PTP you follow it earlier earlier earlier until you get an F/N.

#### MISSED WITHHOLD

If you get a withhold you find out WHO missed it, then another and another using Suppress. If protest you put in false. You will find these W/Hs also go earlier like any other chain but they don't have to.

#### MIXING METHODS

If you get a rud read and the pc gives you one you don't then check the read again. You get more until you get an F/N.

To get a rud answered and then check suppress and its read is mixing 1 and 2 above.

#### FALSE

"Has anyone said you had a . . . . . when you didn't have one?" is the answer to protested ruds.

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Any VIII should be able to fly any rud at will. The above clarifies HCOB and Tape data on this subject.

L. RON HUBBARD  
Founder

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# BOARD TECHNICAL BULLETIN

11 APRIL 1974

Remimeo  
Tech Checksheets  
as applicable

## ARC BREAK HANDLING (Data from LRH C/S of 14 Feb 1972)

Here is some additional expertise on the ARC Break Rudiment from an LRH C/S:

“Auditor assesses ARC Brk incorrectly:

A	sF	/
R	x	x
C	F	x
U	x	x

(The Auditor) “is doing it by elimination, doing it twice because of a possible instant read fault.

“You assess it once, ask the pc if it’s right, if he says no, rehandle. If yes, give it to him.”

CDEINR follows the same rule.

“Assessing by Elimination is done on double (2 item) reads. But a hot auditor does it on best largest *instant* read.”

The auditor that knows his business does not miss the read, the pc will also brighten up, even if ever so slightly, *on the very first assessment*. PROVIDED THE RIGHT ITEM HAS BEEN GOTTEN.

Sometimes the pc will originate, “Yes, I guess it was R, but to me it really is more a break in communication,” (for example). The wise auditor then says, “Thank you” and indicates the “C”.

Any goofing auditor should go to Cramming.

Reissued as BTB  
by FMO 1234  
I/C: CPO Andrea Lewis  
2nd: Molly Harlow  
Authorized by AVU  
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1971  
(HCOB 24 May 1970 Revised)

Remimeo  
All Auditors  
C/Ses  
SHSBC  
Acad Level IV  
Class VIIIs  
HGCs  
Class VIII Checksheet  
Class VI Checksheet  
Class III Checksheet  
C/S Course Checksheet  
HSST  
Internes

*C/S Series No. 1*

**AUDITORS RIGHTS**

(Revised to update and delete the O/R List  
on Pg 2 and add Auditing over out ruds.  
*All changes are in this type style.*)

**AUDITOR RESPONSIBILITY FOR C/Ses**

The responsibility of an auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is NOT discharged of his responsibility as an auditor.

**THE AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.**

**ACCEPTING THE PC**

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc the auditor has a right to refuse to audit that pc.

The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review, nor any of their seniors, may not discipline the auditor for refusing to audit a particular pc.

An auditor who refuses to audit his quota of hours or sessions is of course subject to action.

Thus refusing to audit a particular pc, so long as one is not refusing to audit other pcs, is not actionable.

"I do not wish to audit this pc because \_\_\_\_\_. I am willing to audit other pcs", is the legal auditor statement in the matter.

Some pcs get a bad name with some auditors, some don't appreciate the auditing, some conflict with a particular auditor's own personality. There are such instances. It does not mean certain pcs cannot be helped by others.

It is also true that an auditor who dislikes a pc may not do a good job so the rule also has a practical side to it.

One auditor disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One pc had messed up several Scientologists and couldn't find anyone to audit him at all.

We are not auditing people to make amends to the world.

Thus an auditor has a right to reject or accept the pcs he is given.

**ACCEPTING A C/S**

When the auditor gets a C/S to do on a case and if he thinks it is not the correct

thing to do he has the right to reject the C/S for that pc and require another one he can agree to.

The auditor does *not* have the right to start doing a C/S and change it during the session except as noted below.

*The auditor may NOT C/S in the auditing chair while auditing the pc. If he has NO Case Supervisor at all the Auditor still audits from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.*

#### STALE DATED C/S

*A C/S that is a week or two old or a repair (Progress) Pgm that is a month or two old are dynamite.*

*This is called a "Stale Dated Pgm" or a "Stale Dated C/S" meaning it is too old to be valid.*

*It should have been done sooner. The pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.*

*It is dangerous to accept a repair (Progress) Pgm if it is old.*

*The auditor who sees his C/S is old and sees the pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.*

*A program written in January may be completely out of date in June. Who knows what may have happened in between.*

*Use fresh C/Ss and fresh Pgms.*

*Stale dates only occur in poorly run backlogged Divisions anyway. The real remedy is reorganize and hire more and better auditors.*

#### ENDING THE SESSION

When the C/S he has is proving unworkable *during* the session, the auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the auditor.

If the auditor just doesn't complete an action that was producing TA and could be completed it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an auditor error.

The judgement here is whether or not the auditor's action is justified in ending the session.

Even though he may have made an error, the auditor cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

#### AUDITING OVER OUT RUDS

*Auditing a pc on something else whose ruds are out is a MAJOR AUDITING ERROR.*

*Even if the C/S omits "Fly a rud" or "Fly Ruds" this does not justify the auditor from auditing the pc over out ruds.*

*The auditor can do one of two things: He can Fly all ruds or he can return the folder and request ruds be flown.*

*The DIANETIC AUDITOR is not excused from auditing over out ruds and in an HGC must be specially cautioned not to do so but return the folder for a new C/S. Better still he should learn to Fly ruds.*

## INABILITY TO FLY RUDS

If an auditor cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a Green Form.

The auditor solution to no F/N on ruds is to do a GF whether the C/S said to or not.

This is an expected action.

It is understood the auditor would use Suppress and False in trying to fly ruds.

## SESSIONS FAR APART

*When a pc has not had a session for some time, or when a pc gets sessions days apart RUDS MUST BE FLOWN. Otherwise the pc will get audited over out-Ruds. This can develop mental mass.*

*Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the pc's ruds out between sessions.*

*Giving sessions far apart barely keeps up with life. The auditing time is absorbed in patching life up.*

*Rapid gain gets above life's annoyances and keeps the pc there.*

## UNREADING ITEMS

When an item the auditor has been told to run doesn't read on the meter, even when the auditor puts in Suppress and Invalidate on it, the auditor MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

## LISTS

When an auditor whose C/S told him to list "Who or what \_\_\_\_\_" or any list question finds that the list question does not read, the auditor MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the auditor will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

## LIST TROUBLE

When an auditor has trouble doing a list and getting an item it is expected he will use a Prepared List like L4B to locate the trouble and handle it.

As it is very hard on a pc to mess up a list it is expected the auditor will handle the situation then and there with no further C/S directions.

## HIGH TA

When the auditor sees the TA is high at session start yet the C/S says to "Fly a rud" or run a chain, the AUDITOR MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a TA down with ARC Brks or ruds is very hard on a pc as ARC Breaks aren't the reason TAs go up.

Seeing a high TA at start the Dianetic Auditor or Scn auditor up to Class II does *not* start the session but sends the folder back to the C/S and for a higher class auditor to do.

Seeing a high TA at start the Scientology auditor (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked

for an "Interiorization Rundown"; (b) if the pc has had an Interiorization Rundown the auditor asks the C/S for permission to do a "C/S Series 53" or a Hi-Lo TA assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it—it is included in a "C/S 53" and a Hi-Lo TA.

These actions are expected of the auditor even when not stated in the C/S.

### GOING ON HOPING

*When a case is running badly session to session the LAST thing you do is go on hoping, either in auditing or C/Sing.*

*"Let's try \_\_\_\_\_," "Then this" "Then this" is not going to solve the case.*

*YOU GET DATA. You can get data by a White Form (Pc Assessment Form). You can get data from a GF fully assessed (Method 5). You can get data by 2 way comm on various subjects. You can have the D of P Interview and get answers. You can even ask his mother.*

*You look for case errors. You study the folder back to where the pc ran well and then come forward and you'll find the error every time.*

*DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That's pure idiocy.*

*You get data! from prepared lists, from life, from the pc, from the folder.*

### FIND THE BUG!

*Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yogi exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.*

*Various auditors ran the same engram chain four times.*

*An auditor ran Int RD twice.*

*After Power she had her baby and nobody ran the delivery.*

*He doesn't like to talk but is a "Grade Zero!"*

*A dozen dozen reasons can exist.*

*An auditor does NOT let a C/S C/S hopefully. He refuses the C/Ss until a Folder Error Summary is done and the bug found.*

### THINGS DONE TWICE

*By carelessness the same rundowns can be called for twice and done twice or even more.*

*A Folder Summary inside the front cover must exist and must be kept up.*

*Over it there must be a program on which the case is being audited. But just because it's covered, never neglect entering a session and what was run on the Folder Summary (FS).*

*If Hold it still is ordered, see if it was run before.*

*Don't let major Rundowns be done twice.*

*DIANETIC ITEMS must NEVER be run twice. Dianetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.*

### COPY

*Don't copy Dianetic lists or worksheets from notes or items from lists.*

*Keep all admin neat and in the original form.*

*Copying makes errors possible.*

## RUDS GOING OUT

When the ruds go out during the session the auditor recognizes the following.

Pc Critical = W/H from auditor

Pc Antagonistic = BPC in session

No TA = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring TA = Overrun or Protest

Dope Off = By Passed F/N or not enough sleep

No Interest = Out Ruds or no interest in the first place.

An auditor who isn't sure what it is but runs into trouble with the pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical = W/H = pull the W/H.

Pc antagonistic = BPC = assess proper list (such as L1B) and handle.

No TA (or case gain) = Problem = locate the problem.

Tired = no sleep or failed Purpose = check which it is and handle.

Sad = ARC Brk = locate and handle, Itsa earlier Itsa.

Soaring TA = O/R or Protest = find which and handle. Such an O/R is usually by rehab.

Dope off = lack of sleep or BP F/N = check on sleep, or Rehab F/N.

No interest = no interest in first place or out ruds = check for interest or put in ruds.

List goes wrong = BPC = handle or do L4A or any L4 at once.

Ruds won't fly = some other error = assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2 way comm for data".

## CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "2 way comm on what hasn't been handled".

The auditor should not at once take this up as part of any other C/S.

In other words an auditor doesn't change the C/S to a 2 way comm on something not called for by C/S.

## MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up" we get 2 things to repair where we only had 1 as the major action won't work either.

*Repair* = patching up past auditing or recent life errors. This is done by Prepared lists or completing the chain or correcting lists or even 2 way comm or prepchecks on auditors, sessions, etc.

*Rudiments* = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, GF or O/R listing or any prepared list (such as L1B, etc).

*Set up* = getting an F/N showing and VGIs before starting any major action. It means just that—an F/N and VGIs before starting *any* major action. Such may require a repair action and rudiments as well.

*Major Action* = any—but any—action designed to change a case or general considerations or handle continual illness or improve ability. This means a *Process* or even a series of processes like 3 flows. It doesn't mean a grade. It is any process the case hasn't had.

*Grade* = a series of processes culminating in an exact ability attained, examined and attested to by the pc.

*Program* = any series of actions designed by a C/S to bring about definite results in a pc. A program usually includes several sessions.

The vast bulk of auditing errors come about because C/Ses and auditors seek to use a Major Action to repair a case.

It is a responsibility of an auditor to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The auditor must understand this completely. He can be made to accept a wrong C/S for the pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real TA or had a grumpy Exam report). Auditor sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The auditor must reject the C/S as he will be made to fail in session by it.

Example: Auditor gets a C/S, "(1) Fly a rud; (2) Assess LX1; (3) Run 3 way recall, 3 way secondaries, 3 way engrams on all // X items". The auditor can't get a rud to fly. Does the LX1. In other words he flunks by failing to SET UP the case. It could also go this way. Auditor can't get a rud to fly, does a GF, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, Life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick pc. But that's repair isn't it?

## PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc's program he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders "(1) Fly a



rud, (2) 3 S & Ds". The auditor should recognize in 3 S & Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

### GRADE VIOLATIONS

A pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that Grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

### ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while—weeks—to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse. "I think he copped to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a big F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

### REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception doing great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became ok. Three times the auditor should have said NO.

### FALSE REPORTS

*The vilest trick that can be played on a pc is for an auditor to falsify an auditing report.*

*It may be thought to be "good Public Relations" (good PR) for the auditor with the C/S.*

*Actually it buries an error and puts the pc at risk.*

*INTEGRITY is a hallmark of Dianetics and Scientology.*

*Just because psychiatrists were dishonest is no reason for auditors to be.*

*The results are there to be gotten.*

*False reports like false attests recoil and badly on both the auditor and pc.*

### OVERTS ON PCS

*When an auditor finds himself being nattery or critical of his pcs he should get his withholds on pcs pulled and overts on them off.*

*An auditor who goes sad is auditing pcs over his own ARC Break.*

*An auditor worried about his pc is working over a Problem.*

*Getting one's ruds in on pcs or C/Ses or the org can bring new zest to life.*

### **AUDITORS DON'T HAVE CASES**

*In the chair no auditor has a case.*

*If breath shows on a mirror held to his face he can audit.*

*Faint afterwards if you must but see that the pc gets to the examiner with his F/N.*

*Then get yourself handled.*

### **"WHAT HE DID WRONG"**

An auditor has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCO B have been violated.

But an auditor's TRs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the auditor) should ask the pc what the auditor did. This sometimes spots a false auditing report. But it also sometimes is a false report by the pc.

In any event, the auditor has a right to know. Then he can either correct his auditing or his know-how or he can advise the C/S the pc's report is untrue and better repair can be done on the pc.

Savage action against an auditor is almost never called for. He was trying to help. Some people are hard to help.

*Not only does an auditor have the right to be told what was wrong but he must be given the exact HCO B, date and title, that he violated.*

*Never take a verbal or written correction that is not in an HCO B or tape.*

*Don't be party to a "hidden data line" that doesn't exist.*

*"You ruined the pc!" is not a valid statement. "You violated HCO B \_\_\_\_\_ page \_\_\_\_\_" is the charge.*

*No auditor may be disciplined for asking "May I please have the tape or HCO B that was violated so I can read it or go to cramming."*

*If it isn't on a tape, a book or an HCO B IT IS NOT TRUE and no auditor has to accept any criticism that is not based on the actual source data.*

*"If it isn't written it isn't true" is the best defense and the best way to improve your tech.*

---

These are the rights of the auditor with relation to a C/S. They are all technical rights based on sound principles.

An auditor should know them and use them.

If an auditor stands on these rights and gets beaten down he should put all the facts before his nearest OTL or SO ship as something would be very wrong somewhere.

Auditing is a happy business—when it is done right.

**L. RON HUBBARD**  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 MAY 1962

Central Orgs  
Franchise

**E-METER**  
**INSTANT READS**

An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

The reaction of the needle may be any reaction except "nul". An instant read may be any change of characteristic providing it occurs instantly. The absence of a read at the end of the major thought shows it to be nul.

All *prior* reads and *latent* reads are ignored. These are the result of minor thoughts which may or may not be restimulated by the question.

Only the instant read is used by the auditor. Only the instant read is cleared on rudiments, what questions, etc.

The instant read may consist of any needle reaction, rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action so long as it occurs at the exact end of the major thought being expressed by the auditor. If no reaction occurs at exactly that place (the end of the major thought) the question is nul.

By "*major thought*" is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads". Reads which occur later than its completion are "latent reads".

By "*minor thought*" is meant subsidiary thoughts expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. They are ignored.

Example: "Have you ever injured dirty pigs?"

To the pc the words "you", "injured" and "dirty" are all reactive. Therefore, the minor thoughts expressed by these words also read on the meter.

The major thought here is the whole sentence. Within this thought are the minor thoughts "you", "injured" and "dirty".

Therefore the E-Meter needle may respond this way: "Have you (fall) ever injured (speeded fall) dirty (fall) pigs? (*fall*)?"

Only the major thought gives the instant read and only the last *fall* (bold-italic type in the sentence above) indicates anything. If that last reaction was absent, the whole sentence is nul despite the prior falls.

You can release the reactions (but ordinarily would not) on each of these minor thoughts. Exploring these prior reads is called "compartmenting the question".

Paying attention to minor thought reads gives us laughable situations as in the case, written in 1960, of "getting P.D.H.ed by the cat". By accepting these prior reads one can prove anything. Why? Because *Pain* and *Drug* and *Hypnosis* are minor thoughts within the major thought: "Have you ever been P.D.H.ed by a cat?" The inexpert auditor would believe such a silly thing had happened. But notice that if each minor thought is cleaned out of the major thought it no longer reacts as a whole fact. If the person on the meter *had* been P.D.H.ed by a cat, then only the discovery of the origin of the whole thought would clean up the whole thought.

Pcs also think about other things while being asked questions and these random personal restimulations also read before and after an instant read and are ignored. Very rarely, a pc's thinks react exactly at the end of a major thought and so confuse the issue, but this is rare.

We want the read that occurs instantly after the last syllable of the major thought without lag. That is the only read we regard in finding a rudiment in or out, to find if a goal reacts, etc. That is what is called an "instant read".

There is a package rudiment question in the half truth, etc. We are doing four rudiments in one and therefore have four major thoughts in one sentence. This packaging is the only apparent exception but is actually no exception. It's just a fast way of doing four rudiments in one sentence.

A clumsy question which puts "in this session" at the end of the major thought can serve the auditor badly. Such modifiers should come before the sentence, "In this session have you. ....?"

You are giving the major thought directly to the reactive mind. Therefore any analytical thought will not react instantly.

The reactive mind is composed of:

1. Timelessness.
2. Unknownness.
3. Survival.

The meter reacts on the reactive mind, never on the analytical mind. The meter reacts instantly on any thought restimulated in the reactive mind.

If the meter reacts on anything, that datum is partly or wholly unknown to the preclear.

An auditor's questions restimulate the reactive mind. This reacts on the meter.

Only reactive thoughts react instantly.

You can "groove in" a major thought by saying it twice. On the second time (or third time if it is longer) you will see only the instant read at the exact end. If you do this the prior reads drop out leaving only the whole thought.

If you go stumbling around in rudiments or goals trying to clean up the minor thoughts you will get lost. In sec checking you can uncover material by "compartmenting the question" but this is rarely done today. In rudiments, what questions, et al, you want the instant read only. It occurs exactly at the end of the whole thought. This is your whole interest in cleaning a rudiment or a what question. You ignore all prior and latent reactions of the needle.

The exceptions to this rule are

1. "Compartmenting the question", in which you use the prior reads occurring at the exact end of the minor thoughts (as above in the pigs sentence) to dig up different data not related to the whole thought.

2. "Steering the pc" is the only use of latent or random reads. You see a read the same as the instant read occurring again when you are not speaking but after you have found a whole thought reacting. You say "there" or "that" and the pc, seeing what he or she is looking at as you say it recovers the knowledge from the reactive bank and gives the data and the whole thought clears or has to be further worked and cleared.

You can easily figure-figure yourself half to death trying to grapple with meter reads unless you get a good reality on the instant read which occurs at the end of the whole expressed thought and neglect all prior and latent reads except for steering the pc while he gropes for the answer to the question you asked.

That's the whole of reading an E-Meter needle.

(Two Saint Hill lectures of 24 May 1962 cover this in full.)

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JULY 1962

Franchise  
Schil Students

**URGENT**

**INSTANT READS**

(Adds to HCO Bulletin of 25 May 1962)

On Rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR One, anticipate the instant read reactively as they are under their own control. Such a read occurs into the body of the last meaningful word in the question. It never occurs latent.

In other words all reads occurring when the major thought has been received by the preclear must be taken up and cleaned. This does not mean all needle reactions occurring while question is being asked must be cleaned, but it does mean that the instant read is often to be found before the last meaningful word is spoken fully, and it is catastrophic not to take it up and clean it.

Goals and items are however read only when the read occurs exactly at the end of the last word.

This will give you cleaner sessions and smoother needles.

L. RON HUBBARD

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BOARD TECHNICAL BULLETIN

24 APRIL 1969R

Revised & Reissued 8 September 1974 as BTB

(Revision in this type style)

Remimeo  
HGC Admin  
All Auditors  
D of P.

CANCELS

HCO BULLETIN OF 24 APRIL 1969

Issue III

SAME TITLE

**PRECLEAR ASSESSMENT SHEET**

*Who Does Assessment*

The auditor assigned to audit the preclear does the assessment.

*When is Assessment Done*

This assessment is done at the beginning of each intensive the preclear has. If he is having 75 hours now, this Assessment Sheet is done at the beginning of the 75 hours. If the preclear comes back for a further 25 hours one week later, another Assessment Sheet is completed by the Auditor processing him whether it is the same auditor or not. The reason for this is the preclear changes, his memory improves, and things can have happened in that one week he was not processed.

*Is this part of the Preclear's auditing time*

Yes, it is. The questions asked are to a degree auditing because the Auditor is asking the preclear to look and to recall.

*Purpose of Preclear Assessment Sheet*

The purpose of this form is to establish auditor control over the preclear, to better acquaint the auditor with his preclear, and to provide essential information required.

*To Whom is the Preclear Assessment Sheet Routed*

This Sheet is routed to the Director of Processing as soon as possible, at the first session break if the auditor can do so. It must be routed at least by the end of the auditing day. After the Director of Processing reviews the Sheet, it is returned to the auditor for keeping in his folder on the preclear.

*Neatness of Preclear Assessment Sheet*

If you cannot write plainly and neatly, print all the data required. Information is wanted, not mysterious cryptographics.

DATE: \_\_\_\_\_

**PRECLEAR ASSESSMENT SHEET**

Name of Pc \_\_\_\_\_ Age of Pc \_\_\_\_\_

Auditor \_\_\_\_\_ D of P's initials \_\_\_\_\_

TA Position at Start of Assessment \_\_\_\_\_

A. *FAMILY:*

1. Is mother living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

2. Date of Death \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

3. Pc's statement of relationship with mother \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_
4. Is father living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_
5. Date of Death \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_
6. Pc's statement of relationship with father \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

7. List brothers, sisters, and other relatives of the Pc, date of death of any and E-Meter reaction.

<i>Relation</i>	<i>Date of Death</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. *Where and with whom do you live?* \_\_\_\_\_  
 \_\_\_\_\_

9. *Are you currently associated with anyone who is antagonistic to mental or spiritual treatment or Scientology? (If yes, who?)* \_\_\_\_\_

**B. MARITAL STATUS:**

1. Married \_\_\_\_\_ Single \_\_\_\_\_ No. of times Divorced \_\_\_\_\_

2. Pc's statement of relationship with spouse \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

3. List any marital difficulties Pc presently has \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

4. If divorced, list reasons for divorce and Pc's emotional feeling about divorce \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

5. List children, date of death of any child and E-Meter reaction.

<i>Children</i>	<i>Date of Death</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**C. EDUCATIONAL LEVEL:**

State the level of schooling Pc has had, University education, or professional training \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

**D. PROFESSIONAL LIFE:**

State main jobs Pc has held.

<i>Job</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____



**E. ACCIDENTS:**

List any serious accidents Pc has had, the date of such, any permanent physical damage, and E-Meter reaction.

<i>Accident</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**F. ILLNESSES:**

List any serious illness (excepting usual childhood diseases, colds, etc) giving date of such, any permanent physical damage, and E-Meter reaction.

<i>Illness</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**G. OPERATIONS:**

List any operations, the date of each and E-Meter reaction.

<i>Operation</i>	<i>Date</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**H. PRESENT PHYSICAL CONDITION:**

List any bad physical condition Pc presently has and E-Meter reaction to such.

<i>Physical Condition</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____

**I. MENTAL TREATMENT:**

List any psychiatric, psycho-analytic, hypnotic, mystical or occult exercises, or other mental treatment which Pc has had, the date of the treatment and E-Meter reaction.

<i>Treatment</i>	<i>Date</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**J. DRUGS:**

Are you taking any drugs currently?

<i>What Drug</i>	<i>Date (How Long)</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have you ever taken drugs?

<i>What Drug</i>	<i>Dates</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**K. DISABILITY PAYMENT OR PENSION:**

List any disability payment or pension received by the Pc, what it is for, how much and for how long it has been received.

<i>What For</i>	<i>How Much</i>	<i>Duration</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____

**L. ANY FAMILY HISTORY OF INSANITY:**

<i>Who</i>	<i>What</i>	<i>When</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**M. MEDICINES:**

List any medicine currently or previously taken.

<i>What</i>	<i>When</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**N. EYES:**

Any Tint in Eye White

Eye Colour

Colour Blindness

Glasses

	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

**O. BODY WEIGHT:**

Overweight?

Underweight?

	<i>E-Meter Reaction</i>
_____	_____
_____	_____

P. ANY PERCEPTION DIFFICULTIES:

*What*

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

Q. ANY PERCEPTION TROUBLE IN FAMILY:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

R. SICK OR DISABLED FAMILY:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

S. EARLIER ALLIES OR CLOSE FRIENDS:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

T. HUSBAND OR WIFE PHYSICAL TROUBLES:

*What*

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

U. ATTITUDE TOWARDS ILLNESS:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

V. ATTITUDE TOWARDS TREATMENT:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

W. ANY CURRENT TREATMENT IN PROGRESS:

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____

X. COMPULSIONS, REPRESSIONS AND FEARS:

List any compulsions (things Pc feels compelled to do), repressions (things Pc must prevent himself from doing) and any fears of Pc.

*Compulsions, Etc.*

*E-Meter Reaction*

_____	_____
_____	_____
_____	_____
_____	_____

*Are you trying to change something someone else doesn't like?*

_____	_____
-------	-------

**Y. CRIMINAL RECORD:**

List any crime committed by Pc, prison sentence, if any, and E-Meter reaction.

<i>Crime</i>	<i>Sentence</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Z. INTERESTS AND HOBBIES:**

List any interests and hobbies of Pc.

<i>Interests and Hobbies</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

**ARE YOU HERE ON YOUR OWN SELF DETERMINISM?**

\_\_\_\_\_

**AA. PREVIOUS SCIENTOLOGY PROCESSING:**

1. List auditors, hours, and E-Meter reaction to any processing done other than in the HGC or Academy.

<i>Auditor</i>	<i>Hours</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List briefly processes run \_\_\_\_\_

\_\_\_\_\_

3. List goals attained from such processing \_\_\_\_\_

\_\_\_\_\_

4. List goals not attained from such processing \_\_\_\_\_

\_\_\_\_\_

**BB. PRESENT PROCESSING GOALS:**

List all present goals of Pc and E-Meter reaction to each.

<i>Goal</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

Tone Arm Position at end of Assessment \_\_\_\_\_

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**STYLES OF AUDITING**

Note 1: Most old time auditors, particularly Saint Hill Graduates, have been trained at one time or another in these auditing styles. Here they are given names and assigned to levels so that they can be taught more easily and so that general auditing can be improved.

Note 2: (These have not been written before because I had not determined the results vital to each level.)

There is a Style of auditing for each class. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run so much. A Style is how the auditor addresses his task.

Different processes carry different style requirements perhaps, but that is not the point. Clay Table Healing at Level III can be run with Level I style and still have some gains. But an auditor trained up to the style required at Level III would do a better job not only of CT Healing but of any repetitive process.

Style is how the auditor audits. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of auditing.

**Level Zero  
Listen Style**

At *Level 0* the Style is Listen Style Auditing. Here the auditor is expected to listen to the pc. The only skill necessary is listening to another. As soon as it is ascertained that the auditor is listening (not just confronting or ignoring) the auditor can be checked out. The length of time an auditor can listen without tension or strain showing could be a factor. What the pc does is not a factor considered in judging this style. Pcs, however, talk to an auditor who is really listening.

Here we have the highest point that old time mental therapies reached (when they did reach it), such as psycho-analysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. These three things are what the instructor in this style should try to put across to the HAS student.

Listen Style should not be complicated by expecting more of the auditor than just this: Listen to the pc without evaluating, invalidating or interrupting.

Adding on higher skills like "Is the pc talking interestingly?" or even "Is the pc talking" is no part of this style. When this auditor gets in trouble and the pc won't talk or isn't interested, a higher classed auditor is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be *very* technical. Itsa is the action of the pc saying "It's a this or It's a that". *Getting* the pc to Itsa is quite beyond Listen Style auditors where the pc won't. It's the Supervisor or the question on the blackboard that gets the pc to Itsa.

The *ability* to listen, learned well, stays with the auditor up through the grades. One doesn't cease to use it even at Level VI. But one has to learn it somewhere and that's at Level Zero. So Listen Style auditing is just listening. It *thereafter* adds into the other styles.

**Level One  
Muzzled Auditing**

This could also be called rote style auditing.

Muzzled Auditing has been with us many years. It is the stark total of TRs 0 to 4 and not anything else added.

It is called so because auditors too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put on them", figuratively speaking, so they would *only* state the auditing command and ack.

Repetitive Command Auditing, using TRs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Auditing Style but will be called "Muzzled Style" for the sake of brevity.

It has been a matter of long experience that pcs who didn't make gains with the partially trained auditor permitted to two way comm, did make gains the instant the auditor was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle pc originations by simple acknowledgment without any other question or comment.

At Level One we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said.

Those processes used at Level One actually respond best to muzzled auditing and worst to misguided efforts to "Two Way Comm".

Listen Style combined with Muzzled Style easily. But watch out that Level One sessions don't disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered *often* are the road out—not pc wanderings.

A pc at this Level is instructed in exactly what is expected of him, exactly what the auditor will do. The pc is even put through a few "do birds fly?" cycles until the pc gets the idea. Then the processing works.

An auditor trying to do Muzzled Repetitive Auditing on a pc who, through past "therapy experience" is rambling on and on is a sad sight. It means that control is out (or that the pc never got above Level Zero).

It's the number of commands given and answered in a unit of auditing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of auditing styles—Totally Permissive and Totally Controlled. And they are so different each is easy to learn with no confusion. It's been the lack of difference amongst styles that confuses the student into slopping about. Well, these two are different enough—Listen Style and Muzzled Style—to set anybody straight.

## Level Two Guiding Style Auditing

An old time auditor would have recognized this style under two separate names: (a) Two Way Comm and (b) Formal Auditing.

We condense these two old styles under one new name: Guiding Style Auditing.

One first *guides* the pc by "two way comm" into some subject that has to be handled or into revealing what should be handled and then the auditor handles it with formal repetitive commands.

Guiding Style Auditing becomes feasible only when a student can do Listen Style and Muzzled Style Auditing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the pc and called it auditing or "Two Way Comm".

The first thing to know about Guiding Style is that one lets the pc talk and Itsa without chop, but also gets the pc steered into the proper subject and gets the job done with repetitive commands.

We pre-suppose the auditor at this Level has had enough case gain to be able to occupy the viewpoint of the auditor and therefore to be able to observe the pc. We also pre-suppose at this Level that the auditor, being able to occupy a viewpoint, is therefore

more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one: otherwise a being is delusion-determined or other-determined.)

Thus in Guiding Style Auditing, the auditor is there to find out what's what from the pc and then apply the needful remedy.

Most of the processes in the Book of Remedies are included in this Level (II). To use those, one has to observe the pc, discover what the pc is doing, and remedy the pc's case accordingly.

The result for the pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Auditing consist of Two Way Comm that steers the pc into revealing a difficulty followed by a repetitive process to handle what has been revealed.

One does expert TRs but one may discuss things with the pc, let the pc talk and in general one audits the pc before one, establishing what *that* pc needs and then doing it with crisp repetitive auditing, but all the while alert to changes in the pc.

One runs at this Level against Tone Arm Action, paying little or no heed to the needle except as a centring device for TA position. One even establishes what's to be done by the action of the Tone Arm. (The process of storing up things to run on the pc by seeing what fell when he was running what's being run, now belongs at this Level (II) and will be re-numbered accordingly.)

At II one expects to handle a lot of chronic PTPs, overts, ARC Breaks with Life (but not session ARC Breaks, that being a needle action, session ARC Breaks being sorted out by a higher classed auditor if they occur).

To get such things done (PTPs, overts and other remedies) in the session the auditor must have a pc "willing to talk to the auditor about his difficulties". That pre-supposes we have an auditor at this Level who can ask questions, not repetitive, that guide the pc into talking about the difficulty that needs to be handled.

*Great* command of TR 4 is the primary difference in TRs from Level I. One understands, when one doesn't by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should *easily* guide the pc's comm in and out and around without chopping the pc or wasting session time. As soon as an auditor gets the idea of *finite result* or, that is to say, a specific and definite result expected, all this is easy. Pc has a PTP. Example: Auditor has to have the idea he is to locate and destimulate the PTP so pc is not bothered about it (and isn't being driven to *do* something about it) as the finite result.

The auditor at II is trained to audit the pc before him, get the pc into comm, guide the pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by TA.

The Book of Remedies is the key to this Level and this auditing style.

One listens but only to what one has guided the pc into. One runs repetitive commands with good TR 4. *And* one may search around for quite a while before one is satisfied he has the answer from the pc needful to resolve a certain aspect of the pc's case.

O/W can be run at Level I. But at Level II one may *guide* the pc into divulging what the pc considers a real overt act and, having that, then guide the pc through all the reasons it wasn't an overt and so eventually blow it.

Half-acknowledgment is also taught at Level II—the ways of keeping a pc talking by giving the pc the feeling he is being heard and yet not chopping with overdone TR 2.

Big or multiple acknowledgment is also taught to shut the pc off when the pc is going off the subject.

### Level III Abridged Style Auditing

By Abridged is meant "abbreviated", shorn of extras. Any not actually needful auditing command is deleted.

For instance, at Level I the auditor *always* says, when the pc wanders off the subject, "I will repeat the auditing command" and does so. In Abridged Style the auditor omits this when it isn't necessary and just asks the command again if the pc has forgotten it.

In this style we have shifted from pure rote to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use rote that is unnecessary to the situation.

Two Way Comm comes into its own at Level III. But with heavy use of repetitive commands.

At this Level we have as the primary process, Clay Table Healing. In this an auditor must *make sure* the commands are followed exactly. No auditing command is *ever* let go of until that actual command is answered by the pc.

*But* at the same time, one doesn't necessarily give every auditing command the process has in its rundown.

In Clay Table Healing one is supposed to make sure the pc is satisfied each time. This is done more often by observation than command. Yet it is done.

We suppose at III that we have an auditor who is in pretty fine shape and can observe. Thus we *see* the pc is satisfied and don't mention it. Thus we see when the pc is not certain and so we get something the pc is certain of in answering the question.

On the other hand, one gives *all* the necessary commands crisply and definitely and gets them executed.

Prepchecking and needle usage is taught at Level III as well as Clay Table Healing. Auditing by List is also taught. In Abridged Style Auditing one may find the pc (being cleaned up on a list question) giving half a dozen answers in a rush. One doesn't stop the pc from doing so, one half acknowledges, and lets the pc go on. One is in actual fact handling a bigger auditing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One *sees* when a needle is clean without some formula set of questions that invalidate all the pc's relief. And one sees it *isn't* clean by the continued puzzle on the pc's face.

There are tricks involved here. One asks a question of the pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat. And so doesn't check it again. Example: "Has anything else been suppressed?" One eye on pc, one on needle, needle didn't quiver. Pc looks non-committal. Auditor says, "All right, on . . . ." and goes on to next question, eliminating a pc's possible protest read that can be mistaken for another "suppress".

In Abridged Style Auditing one sticks to the essentials and drops rote where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Auditing than in rote.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done—the shortest way between two points—with no waste questions.

By now the student should know that he runs a process to achieve an exact result and he gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this Level are all rat-a-tat-tat processes—CT Healing, Prepchecking, Auditing by List.



Again it's the number of times the question is answered per unit of auditing time that makes for speed of result.

#### **Level IV Direct Style Auditing**

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it *is* direct.

By direct, we don't mean frank or choppy. On the contrary, we put the pc's attention on his bank and anything we do is calculated only to make that attention *more* direct.

It could also mean that we are not auditing by vias. We are auditing straight at the things that need to be reached to make somebody clear.

Other than this the auditing attitude is *very* easy and relaxed.

At Level IV we have Clay Table Clearing and we have Assessment type processes.

These two types of process are both astonishingly *direct*. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In CT Clearing we have almost total work and Itsa from pcs. From one end of a session to another, we may have only a few auditing commands. For a pc on C1 Clearing does almost all the work if he is in session at all.

Thus we have another implication in the word "direct". The pc is talking directly to the auditor about what he is making and why in CT Clearing. The auditor hardly ever talks at all.

In assessment the auditor is aiming directly at the pc's bank and wants no pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very *direct* action.

All this requires easy, smooth, steel hand in a velvet glove control of the pc. It *looks* easy and relaxed as a style, it is straight as a Toledo blade.

The trick is to be direct in what's wanted and not deviate. The auditor settles what's to be done, gives the command and then the pc may work for a long time, the auditor alert, attentive, completely relaxed.

In assessment the auditor often pays no attention to the pc at all, as in ARC Breaks or assessing lists. Indeed, a pc at this level is trained to be quiet during the assessment of a list.

And in CT Clearing an auditor may be quiet for an hour at a stretch.

The tests are: Can the auditor keep the pc quiet while assessing without ARC Breaking the pc? Can the auditor order the pc to do something and then, the pc working on it, can the auditor remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the pc to make it clearer to him? Again without ARC Breaking the pc.

You could confuse this Direct Style with Listen Style if you merely glanced at a session of CT Clearing. But what a difference. In Listen Style the pc is blundering on and on and on. In Direct Style the pc wanders off the line an inch and starts to Itsa, let us say, with no clay work and after it was obvious to the auditor that this pc had forgotten the clay, you'd see the auditor quick as a foil, look at the pc, very interestedly and say, "Let's see that in Clay". Or the pc doesn't really give an ability he wants to improve and you'd hear a quiet persuasive auditor voice, "Are you quite certain you want to improve that? Sounds like a goal to me. Just something, some ability you know, you'd like to improve."

You could call this style **One Way Auditing**. When the pc is given his orders, after that it's all from the pc to the auditor, and all involved with carrying out that auditing instruction. When the auditor is assessing it is all from the auditor to the pc. Only when the assessment action hits a snag like a PTP is there any other auditing style used.

This is a very extreme auditing style. It is straightforward—direct.

But when needful, as in any Level, the styles learned below it are often also employed, but never in the actual actions of getting CT Clearing and Assessment done.

(Note: Level V would be the same style as VI below.)

### **Level VI All Style**

So far, we have dealt with simple actions.

Now we have an auditor handling a meter and a pc who Itsa's and cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As auditing TA for a 2½ hour session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the *pace* of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The auditor can't continue—or shouldn't. The auditor, in Direct Style, looks up to see a puzzled frown. The auditor has to shift to Guiding Style to find out what ails the pc (who probably doesn't really know), then to Listen Style while the pc cognites on a chronic PTP that just emerged and bothered the pc, then to Direct Style to finish the Assessment that was in progress.

The only way an auditor can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practise it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower Level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower Level styles.

### **Summary**

These are the important Styles of Auditing. There have been others but they are only variations of those given in this HCO Bulletin. Tone 40 Style is the most notable one missing. It remains as a practice style at Level One to teach fearless body handling and to teach one to get his command obeyed. It is no longer used in practice.

As it was necessary to have every result and every process for each Level to finalize Styles of Auditing, I left this until last and here it is.

Please note that none of these Styles violate the auditing comm cycle or the TRs.

**L. RON HUBBARD**

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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)

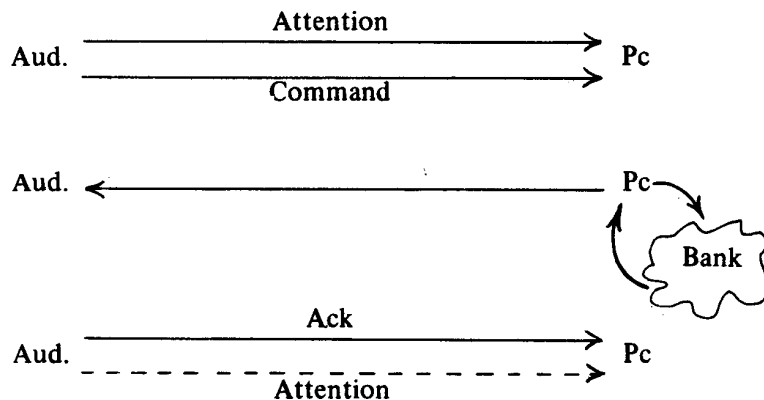
The following AUDITING comm cycle is taken from SHSBC tapes.

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.

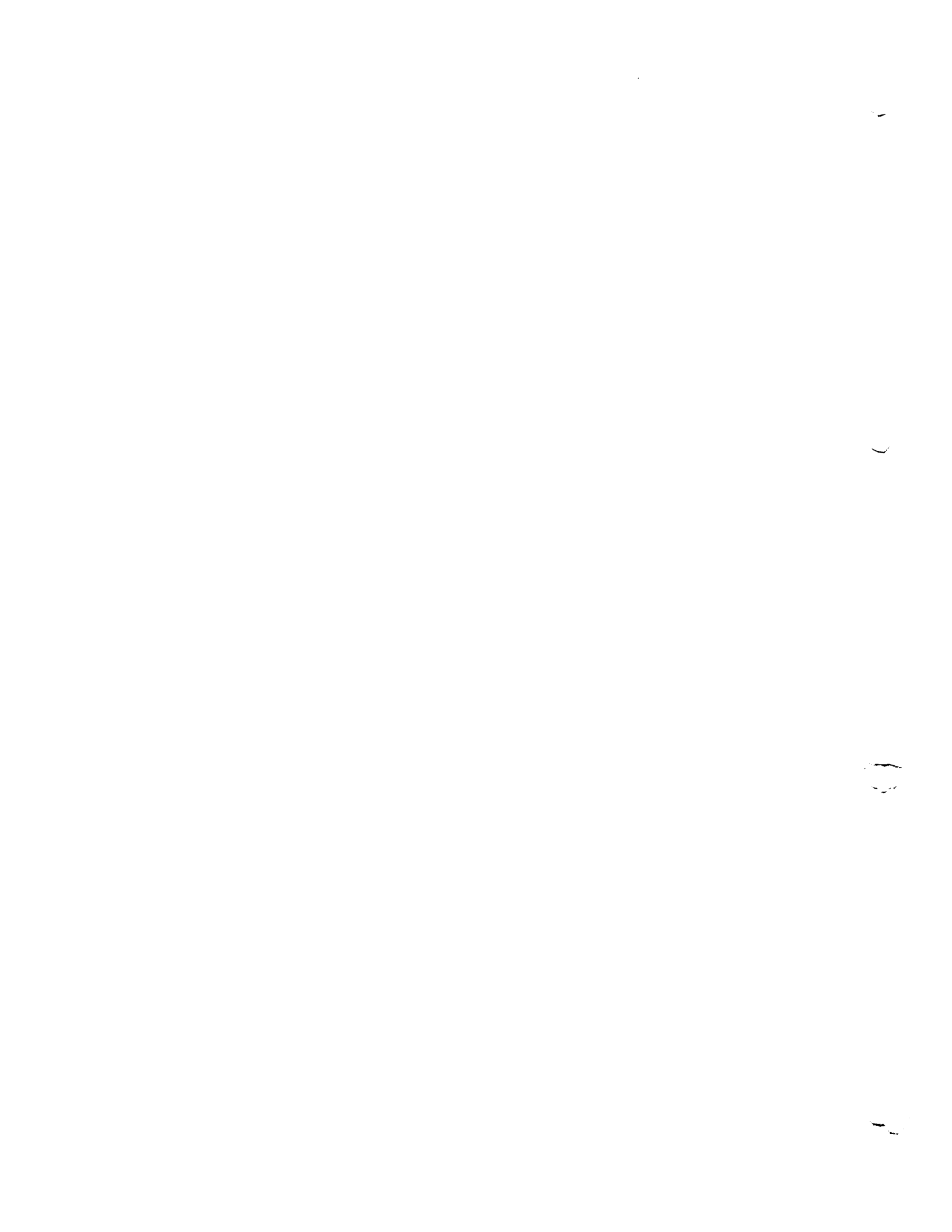
The auditor runs the session. He knows what to do for everything that can happen.

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).



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Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

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*(Revision in this type style)*

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*Basic Auditing Series 1R*

THE MAGIC OF THE COMMUNICATION CYCLE

*From the LRH Tape 6 February 1964,  
"Comm Cycle in Auditing"*

If you look over communication you will find that the magic of communication is about the only thing that makes auditing work.

The Thetan in this universe has begun to consider himself mest and has begun to consider himself mass and the being that considers himself mass of course responds to the laws of electronics *and the laws of Newton. He is actually incapable of generating very much or as-ising very much.*

An individual considers himself *mesty or* massy and therefore he has to have a second terminal. A second terminal is required to discharge the energy.

Here we have two poles. We have an auditor and a pc and as long as the auditor audits and the pc replies we get an exchange of energy from the pc's point of view.

Many auditors think they are being a second terminal to the degree that they pick up the somatics and illnesses of the pc. Actually there is no backflow of any kind that hits the auditor but if he is so convinced that he is mest he will turn on somatics in echo of the pc. Actually nothing hits the auditor, it has to be mocked up or envisioned by him.

You have set up in essence a two pole system and that will bring about an as-ising of mass.

It isn't burning the mass, it is as-ising the mass and that's why there is nothing hitting the auditor.

Now that is the essence of the situation. The magic involved in auditing is contained in the communication cycle of auditing. You see now you are handling *the SMOOTH INTERCHANGE BETWEEN THESE TWO POLES.*

When you look over the difficulties of auditing realize that you are handling simply the difficulties of the communication cycle and when you yourself as the auditor do *not* permit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get TA action.

Part of the trick of course is what has to be as-ised and how do you go about it, but that we call technique—(what button has to be pressed). *We find, oddly enough, if the auditor is actually capable of making the pc willing to talk to him, he wouldn't have to hit a button to get tone arm action. (He cannot make the pc get tone arm action basically because a communication cycle doesn't exist.)*

The person who is insisting continuously upon a new technique is neglecting the *basic* tool of his auditing which is the *communication cycle of auditing.*

When the communication cycle does not exist in an auditing session we get this horrible compounding of a felony of trying to get a technique to work but the technique cannot be administered because there is no communication cycle to administer it.

Basic auditing is called *basic auditing* because it goes PRIOR to the technique.

A communication cycle *must exist* before the technique can exist.

The fundamental entrance to the case is not on a level of the technique but is on a level of the communication cycle.

Communication is simply a familiarization process based on reach and withdraw.

When you speak to a pc you are reaching. When you cease to speak you are withdrawing. When he hears you, he's at that moment a bit withdrawn but then he reaches toward you with the answer.

You'll see him go into a withdraw while he thinks it all over. Then he reaches the reason. Now he will reach the auditor with the reason and he will say that was it.

You have made an exchange from the pc to the auditor and will see it reflect on the meter because that exchange now is giving an as-ising of energy.

**IN THE ABSENCE OF *THAT* COMMUNICATION YOU DO NOT GET METER ACTION.**

So **THE FUNDAMENTAL OF AUDITING IS THE COMMUNICATION CYCLE.** *That's* the fundamental of auditing and that is really the *great* discovery of Dianetics and Scientology.

It's such a simple discovery but you realize that nobody knew anything about it.

**L. RON HUBBARD**  
Founder

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HCO BULLETIN OF 23 MAY 1971R  
Issue II  
REVISED 6 DECEMBER 1974

*Basic Auditing Series 2R*

THE TWO PARTS OF AUDITING

*From the LRH Tape 2 July 1964,  
"O/W Modernised and Reviewed"*

In order to do something for somebody you have to have a communication line to that person.

Communication lines depend upon reality and communication and affinity and where an individual is too demanding the affinity tends to break down slightly.

Processing goes in two stages.

1. To get into communication with that which you are trying to process.
2. Do something *for* him.

There is many a pc who will go around raving about his auditor, whose auditor has not done anything *for* the pc. All that has happened is that a tremendous communication line has been established with the pc and this is so novel and so strange to the pc that he then considers that something miraculous has occurred.

Something miraculous *has* occurred but in this particular instance the auditor has totally neglected *why* he formed that communication line in the first place. He formed it in the first place to *do* something for the pc.

He very often mistakes the fact that he has formed a communication line, and the reaction on the pc for his having formed one, with having *done* something for the pc.

There are two stages.

1. Form a communication line.
2. Do something for the pc.

Those are the two distinct stages. It is something like (1) Walking up to the bus, and (2) Driving off. If you don't drive off you *never* go anyplace.

It is a very tricky and no small thing to be able to communicate to a human being who has never been communicated to before. This is quite remarkable, and is such a remarkable feat that it appears to be an end-all of Scientology to some.

But you see that's just walking up to the bus. Now you have got to go someplace.

Any upset that the individual has is so poised, it is so delicately balanced that it is difficult to maintain. *It is not difficult to get well.* It is very hard to remain batty. A fellow has to work at it.

If your communication line is *very* good and *very* smooth and if your auditing discipline is *perfect* so you don't upset this communication line and if you just made a foray of no more importance than saying something like—What are you doing that's sensible and why is it sensible?—and kept your communication line up all the while and kept your affinity up with the pc all the while, did it with perfect discipline, you would see more aberration fall to pieces per square inch than you ever thought could exist.

Now that's what I mean when I say *do something for the pc.*

You must audit well, get *perfect* discipline and get your communication cycle *in*. Don't ARC Break the pc, let your cycles of action *complete*.

All of that is simply an entrance. You see, the discipline of Scientology makes it possible to do this, and one of the reasons *why* other fields of the mind never *got anyplace and could never* get near anybody was because they couldn't communicate to anybody.

So that discipline is *important*.

That is the ladder that goes up to the door and if you can't get to the door you can't do anything.

The perfect discipline of which we speak, *the perfect communication cycle*, the perfect auditor presence, perfect meter reading—all of *these* things are just to get you in a state where you *can do* something for somebody.

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject you are still 9 miles from the *ball*. You're not even attending yet.

What you want to be able to do is audit *perfectly*. By that we mean keep in a communication cycle, be able to approach the pc, be able to talk to the pc, and be able to *maintain* the ARC. Get the pc to give you *answers* to your questions. Be able to read a meter and get the *reactions*.

All of those things have to be *awfully good* because it's very difficult to get a communication line in to somebody anyway. They all have to be present and they all have to be *perfect*. If they are all present and they are all perfect, *then* we can *start* to process somebody. *THEN* we can start to process somebody.

I'm giving you an entrance point here of, if all your cycles were perfect, if you were able to sit there and confront the pc and meter that pc and keep your auditing report and do all these multiple various things, and keep a pleasant smile on your face and *not chop his communication*, well then there is something you *do* with *these* things. *It takes a process now*.

*We used to have it all backwards. We used to try and teach people what they could do for somebody. But they could never get in communication with him to do it, so therefore you had failures in processing.*

*The most elementary procedure would be—"What do you think is sensible?"—or anything of that sort. The pc says, "Well, I think horses sleep in beds. That's sensible." The auditor says, "Alright. Now why is that sensible?" The pc says, "Well . . . ah . . . . Hey! . . . That's not sensible. That's nuts!" You actually wouldn't have to do anything more than that. He's cognited. You've flattened it. It's so easy to do, but you keep looking for some magic.*

*Well, your magic is in getting into communication with the person. The rest is very easy to do, all you have to do is remain in communication with the person while you are doing this, and realize that these huge aberrations he's got are poised with the most fantastically delicate balance on little pin heads. All you have to do is to phooph and these things crash.*

Now if you're *not* in communication with this person he doesn't cognite. He takes it as an accusative action. He tries to justify thinking that way. He tries to make himself look good to you and tries to put on a public front of some kind or another. He tries to hold up his status.

Anytime I see a bunch of pcs around who want to jump happily to something else because sane people run on that and crazy people run on something else, and they never have to be run on the crazy one, I right away know their auditors are *not* in communication with them and that auditing discipline itself has broken down because the pc is trying to justify himself and trying to uphold his *own* status. So he must be defending himself against the auditor.



The auditor couldn't possibly be in communication with him.

So we are right back to the fundamental of why didn't the auditor get into comm with the pc in the first place.

You get into communication with the pc in the first place by doing proper Scientology discipline. *That is not any trick. It goes off 1, 2, 3, 4.*

You sit down and you start the session and you start handling the pc and his problems and that sort of thing and you DO IT BY COMPLETING YOUR COMMUNICATION CYCLES AND NOT CUTTING HIS COMMUNICATION—THE VERY THINGS YOU ARE TAUGHT IN THE TRs, and you find you are in communication with the person. *Now you've got to do something for the person.*

Unless, having gotten into communication, you *do* something for the person, you lose your communication line because the R-Factor of why you're in communication with the pc breaks down. He doesn't think you're so good, and you go out of communication with him. That having happened, the person will be in a sort of status defensive and wonder why he is being processed.

*On the other hand*, if you *have* done something for the pc and he has *had* his cognition, and you try and go on and get more TA action out of the fact that "all horses sleep in beds"—you don't get there as you've *already* flattened the process.

You can over-audit and you can under-audit.

If you don't notice that *one* answer come your way, that indicates you *have done* something for the pc and if you keep him working on that same thing, your *TA action will disappear*, your pc will get resentful and you'll lose your communication line.

He's already *had* the cognition you see. *You are now restimulating* the pc. You have gotten your key-out destimulation factor—it has occurred right before your eyes. You have *done* something for the pc. One more mention of the subject and you've had it.

There are a lot of things you could do *with* the pc, without doing anything *for* him. You can turn on some very very handsome somatics on a pc at one time or another without turning them off either. You've got to do something *for* the pc, not *to* him.

Now you can be doing something (A), and the pc is doing (B), and you go on doing (A), while the pc is doing (B) then somewhere on down the line you wind up in a hell of a mess and you wonder what happened.

Well the pc never did what you said so you didn't do anything *for* the pc. There was in actual fact no barrier to your willingness to do something for the pc *but there must have been a tremendous barrier to your understanding of what was going on.*

That you could ask (A), while the pc answered (B), in itself showed the auditor observation was very poor so therefore the auditor *wasn't* in communication with the pc.

So again the communication factor was out and once more we weren't doing anything for the pc.

It requires of the auditor discipline to *keep* in his communication line. He has got to *stay* in communication with his pc. Those cycles have got to be *perfect*. He can't be distracting the pc's attention onto the TA, e.g. "I'm not getting any TA action now." That's not staying in communication with the pc—has nothing to do with it. You're distracting the pc from his own zones and areas.

Don't put the pc's attention out of session. Keep him going and keep that communication line *in*. And the next requirement is to do something productive for the pc *using* the communication line.

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CANCELS  
BTB OF 23 MAY 1971  
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SAME TITLE

*Basic Auditing Series 3*

**THE THREE IMPORTANT COMMUNICATION LINES**

*From the LRH Tape 15 Oct 63,  
"Essentials of Auditing"*

When you are sitting in an auditing session what are the 3 important communication lines and what is their *order of importance*?

1. The first is the Pc's line to his bank. The *Itsa Maker* line.
2. The second is the Pc's line to the Auditor. The *Itsa* line.
3. The third is the Auditor's line to the Pc. The *What's-it* line.

Now the definition, "*Willing to talk to the Auditor*", is very easy to interpret as "*Talking to the Auditor*". So the Auditor *cuts the line the Pc has to the bank* in order to get the Pc to talk, because "It's the *Itsa* line that blows the charge," he says.

So the Auditor *cuts the Pc's communication line* with his bank in order to *bring about* an *Itsa* line—and then he wonders why he gets no TA action and why the Pc ARC Breaks.

This cut communication line is not perceivable to the naked eye. It's hidden because it's from the Pc—a Thetan unseen by the Auditor—to the Pc's bank—unseen by the Auditor.

The Auditor is simply there to use the *What's-it* line in order to get the Pc to confront his bank. The charge blows off it to the degree that it's confronted and this is represented by the *Itsa* line.

The *Itsa* line is a report on what has been as-ised, that gives it its flow.

The *sequence* of use of these lines in an auditing cycle is 3, 1, and then 2.

Where the Auditor neglects this hidden line from the Pc to the Pc's bank, where he doesn't understand that hidden line and can't integrate it or do anything with it he is going to fail.

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1

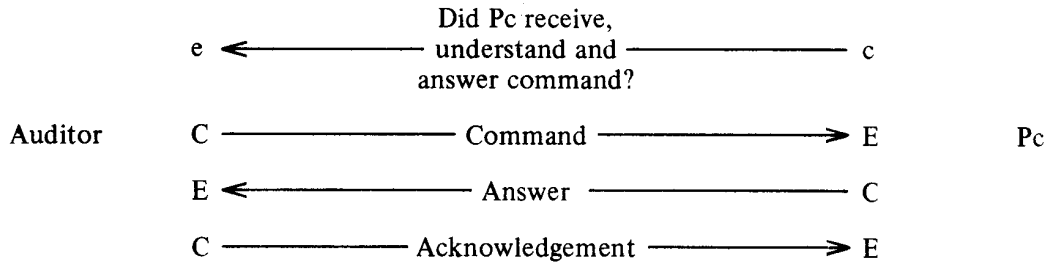
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You can tell by looking at the Pc that he didn't hear or understand what you'd said or that he was doing something peculiar with the command he was receiving. *Whatever that message is in response, it rides on this line.*



An Auditor who isn't watching a Pc at all never notices a Pc who isn't receiving or understanding the auditing command. Then all of a sudden somewhere along the line there is an ARC Break and then we do assessments and we patch up the session and all kinds of things go wrong.

Well, they actually needn't ever have gone wrong in the first place if this line had been in. *What is the Pc doing completely aside from answering? Well, what he is doing is this other little sub-cause, distance, effect line.*

Another of these tiny lines is the cause, distance, effect line of—"Is the Pc ready to receive an auditing command?"

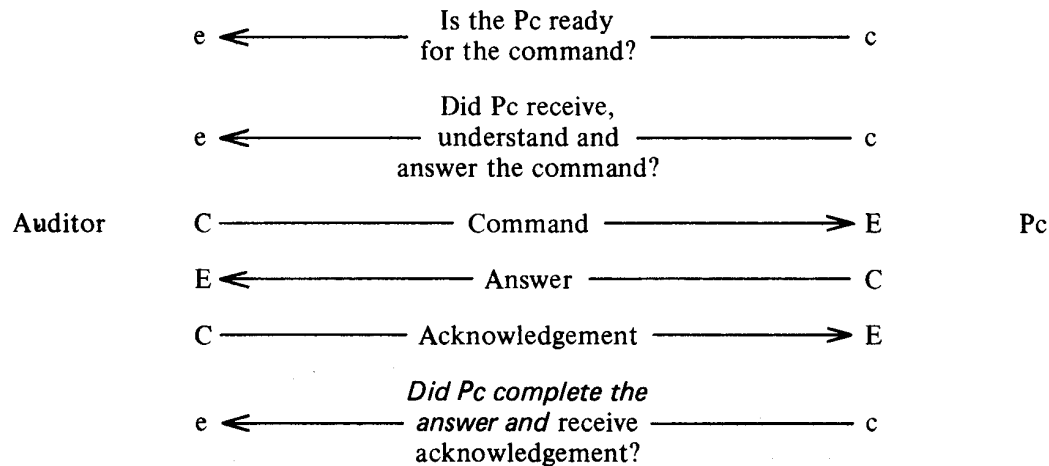
This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

It is an important one and you find that Auditors goof that one very often; the Pc's attention is still on a prior action.

Now here's another one—"Has the Pc received the acknowledgement?" Sometimes you violate this one. You have been acknowledging but you've never seen that he didn't receive the acknowledgement. *That perception has another little tiny one in it that actually comes on this line; it is—"Has the Pc answered everything?"*

The Auditor is watching the Pc and the Auditor sees that the Pc has not said all that the Pc is going to say. You sometimes get into trouble with Pcs that way. Everything at "cause" hasn't moved on down the line to effect and you haven't perceived all of the "effect" and you go into the acknowledgement one before this line has completed itself.

That's chopping the Pc's communication. You didn't let the communication cycle flow to its complete end. The acknowledgement takes place and of course it can't go through as it's an inflowing line and it jams right there on the Pc's incomplete outflowing answer line.



*So if you want to break it all down, there are six communication cycles which make up one auditing cycle. Six, not more than six unless you start running into trouble. If you violate one of these six communication lines you of course are going to get into trouble which causes a mish-mash of one kind or another.*

There is *another* communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it. It actually can be multiple as it depends upon the complications of the mind.*

*This happens to be the least important of all the actions except when it isn't being done. And of course it's the hardest to detect when it isn't being done. Pc says: "Yes." Now what has the Pc said yes to? And sometimes you are insufficiently curious. And that in essence is this internal perception of line. It includes this cause, distance, effect backlash here—"Is the Pc answering the command I gave him?"*

*So with this, there are seven communication cycles involved in an auditing cycle. It is a multiple cycle.*

A communication cycle consists of just cause, distance, effect with intention, attention, duplication *and understanding*. How many of these are there in *one* auditing cycle? You'd have to answer that with how many *principal* ones there are *because some auditing cycles contain a few more*. If a Pc indicates that he didn't get the command (*cause, distance, effect*), the Auditor would give a repeat of it (*cause, distance, effect*) and that would add 2 more communication cycles to the auditing cycle, *so you've got 9*—because there was a flub. So anything unusual that happens in a session adds to the number of communication cycles in the auditing cycle, but they are still *all* part of the auditing cycle.

Repetitive commands as an auditing cycle, is doing the same cycle over and over again.

Now there is a completely *different* cycle *inside the same pattern*. The Pc is going to originate and it's got *nothing to do* with the auditing cycle. The only thing they have in common is that they both use communication cycles. *But this is brand new*. The Pc says something that is not germane to what the Auditor is saying or doing and you actually have to be alert for this happening at any time and the way to prepare for it is just to realize that it can happen at any time and just go into the drill that handles it. Don't get it confused with the drill that you have as an auditing cycle. Consider it its own drill. *You shift gears into this drill when the pc does something unexpected.*

*And, by the way, this handles such a thing as the Pc originates by throwing down the cans. That's still an origin.* It has nothing to do with the auditing cycle. Maybe the auditing cycle went to pieces and this origination cycle came in. Well, the auditing cycle can't complete because this origin cycle is now here. That doesn't mean that this origin has precedence or dominance but it can start and take place and have to be *finished off* before the auditing cycle can resume.

So this is an interruptive cycle and it is cause, distance, effect. *The Pc causes something. The Auditor now has to originate as the Auditor has to understand what the Pc is talking about—and then acknowledge. And to the degree that it is hard to understand, you have the cause, distance, effect of the Auditor trying to clarify this thing; and every time he asks a question, he's got a new communication cycle.*

*You can't put a machine action at that point because the thing has to be understood. And this must be done in such a way that the Pc isn't merely repeating his same origination or the Pc will go frantic. He'll go frantic because he can't get off that line—he's stuck in time and it really upsets him. So the Auditor has to be able to understand what the devil the Pc is talking about. And there's really no substitute for simply trying to understand it.*

There is a little line where the Pc indicates he is going to say something. *This is a line (cause, distance, effect) that comes before the origination takes place so you don't*

*run into a jam and you don't give the auditing command.* The effect at the Auditor's point is to shut up and let him. There can be another little line (*cause, distance, effect*) where the Auditor indicates he is listening. Then there is the origination, the Auditor's acknowledgement of it and then there is the perception of the fact that the Pc received the acknowledgement.

That's your origination cycle.

An Auditor should draw all these *communication* cycles out on a scrap of paper. *Just take a look at all these things; mock up a session* and all of a sudden it will become very straight how these things are and you won't have a couple of them jammed up. What's mainly wrong with your *auditing cycle* is that you have confused a couple of *communication cycles* to such a degree that you don't differentiate that they exist. That's why you sometimes chop a Pc who is trying to answer the question.

You know whether the Pc has answered *the* question or not. How *did* you know? Even if it's telepathy it's *cause, distance, effect*. It doesn't matter how that communication took place, you know whether he's answered the command by a communication cycle. I don't care how you sense this.

If you are nery on the subject of handling the basic tool of auditing and if that's giving you trouble (and *if you* get into trouble *by suddenly breaking it down and analyzing it*) then it should be broken down and analyzed *at a time when you're auditing something nice and simple*.

I've given you a general pattern for an auditing cycle; maybe in working it over you can find a couple of extra communication cycles in the thing. But they are all there and if you made someone go through each one painstakingly, you would find out where his auditing cycle is jammed up. It isn't necessarily jammed up on his ability to say "Thank you". It may *very* well be jammed up in another quarter.

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*Basic Auditing Series 5R*

THE COMMUNICATION CYCLE IN AUDITING

*From the LRH tape 6 Feb 64,  
"Comm Cycle in Auditing"*

The ease with which you can handle a communication cycle depends on your ability to observe *what* the pc is doing.

We have to add to the simplicity of the communication cycle OBNOSIS (observation of the obvious).

Your inspection of what *you* are doing should have ended with your training. Thereafter it should be taken up exclusively with the observation of what the pc is doing or is not doing.

Your handling of a communication cycle ought to be so instinctive and so good that you're never worried about what *you* do now.

The time for you to get all this fixed up is in training. If you know your communication cycle is good you haven't any longer got to be upset about whether you're doing it right or not. You *know* yours is good, so you don't worry about it any more.

In actual auditing, the communication cycle that you watch is the *pc's*. Your business is the communication cycle and responses of the *pc*.

This is what makes the auditor who can crack any case and when absent you have an auditor who couldn't crack an egg if he stepped on it.

This is the difference, it's whether or not this auditor can *observe* the communication cycle of the pc and repair its various *lapses*.

It's so simple.

It simply consists of asking a question that the pc *can* answer, and then observing that the pc **answers** it, and when the pc has answered it, observing that the pc has completed the answer to it and is *through* answering it. Then *give* him the acknowledgement. Then *give* him something else to do. You can ask the same question or you can ask another question.

Asking the pc a question he *can* answer involves clearing the auditing command. You also ask it of the pc so that the pc can *hear* it and knows what he's being asked.

When the pc answers the question be bright enough to know that the pc is answering *that* question and not some other question.

You have to develop a sensitivity—when did the pc finish answering what you've asked. You can tell when the pc has finished. It's a piece of knowingness. He looks like he's finished and he feels like he's finished. *It's part sense; it's part his vocal intonation; but it's an instinct that you develop. You know he's finished.*

Then knowing he's finished answering you tell him he's finished with an acknowledgement, OK, Good, etc. It's like pointing out the by-passed charge to the pc. Like—"You have now found and located the by-passed charge in answer to the question and you have said it." *That's* the magic of acknowledgement.

If you don't have that sensitivity for when the pc is finished answering—he answers, gets nothing from you, you sit there and look at him, his social machinery goes into action, he gets onto self auditing and you get no TA action.

The degree of stop you put on your acknowledgement is also your good sense because you can acknowledge a pc so hard that you finish the session right there.

It's all very well to do this sort of thing in training and it's forgivable, but *NOT* in an auditing session.

Get your own communication cycle sufficiently well repaired that you don't have to worry about it after training.

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### TONE OF VOICE—ACKNOWLEDGEMENT

Mood can be expressed by an acknowledgement. Evaluation can also be accomplished by acknowledgement, depending on the tone of voice with which it is uttered.

There is nothing bad about expressing mood by acknowledgement, except when the acknowledgement expresses criticalness, ridicule, or humor.

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HCO BULLETIN OF 17 OCTOBER 1962

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**AUDITOR FAILURE TO UNDERSTAND**

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

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

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

**INVALIDATION**

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

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

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

**EVALUATION**

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

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

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

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

Children also do this to annoy.

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

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

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

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

## DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.

## ROCK SLAMMER

The reason a person who Rock Slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But Rock Slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

## SUMMARY

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

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

Just audit, please.

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HCO BULLETIN OF 7 APRIL AD15

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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

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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!

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 29 SEPTEMBER 1965

Remimeo  
All Students  
Saint Hill Courses  
All Staff

CYCLICAL AND NON-CYCLICAL PROCESS  
, CONCLUSIONS

A Non-Cyclical Process (i.e. a repetitive process which does not cause the preclear to cycle on the Time Track) is concluded precisely as stated in HCO Bulletin 3 July 1965.

A Cyclic Process—a repetitive process which *does* cause the preclear to cycle on the Time Track as in Recall type processes—must be concluded in Model Session as follows:

“Where are you now on the Time Track?”

“I will continue this process until you are close to present time.” (After each command ask “When?”) When the pc is in PT, “That was the body of the session.”

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 OCTOBER 1963

Franchise  
CenOCon

*SCIENTOLOGY ALL*

**HOW TO GET TONE ARM ACTION**

The most vital necessity of auditing at *any* level of Scientology is to get Tone Arm Action. Not to worry the pc about it but just to get TA action. Not to find something that will get future TA. But just to get TA NOW.

Many auditors are still measuring their successes by things found or accomplished in the session. Though this is important too (mainly at Level IV), it is secondary to Tone Arm Action.

1. Get good Tone Arm Action.
2. Get things done in the session to increase Tone Arm Action.

---

**NEW DATA ON THE E-METER**

The most elementary error in trying to get Tone Arm action is, of course, found under the fundamentals of auditing—*reading an E-Meter*.

This point is so easily skipped over and seems so obvious that auditors routinely miss it. Until they understand this one point, an auditor will continue to get minimal TA and be content with 15 Divisions down per session—which in my book isn't TA but a meter stuck most of the session.

There is something to know about meter reading and getting TA. Until this is known nothing else can be known.

**TONE ARM ASSESSMENT**

The Tone Arm provides assessment actions. Like the needle reacts on list items, so does the Tone Arm react on things that will give TA.

You *don't* usually *needle assess* in doing Levels I, II and III. You *Tone Arm Assess*.

The Rule is: **THAT WHICH MOVES THE TONE ARM DOWN WILL GIVE TONE ARM ACTION.**

Conversely, another rule: **THAT WHICH MOVES ONLY THE NEEDLE SELDOM GIVES GOOD TA.**

So for Levels I, II and III (and not LEVEL IV) you can actually paste a paper over the needle dial, leaving only the bottom of the needle shaft visible so the TA can be set by it and do all assessments needed with the Tone Arm. If the TA moves on a subject then that subject will produce TA if the pc is permitted to talk about it (Itsa it).

Almost all auditors, when the Itsa Line first came out, tried only to find **FUTURE TA ACTION** and never took any **PRESENT TA ACTION**. The result was continuous listing of problems and needle nulling in an endless search to find something that "would produce TA action". They looked frantically all around to find some subject that would produce TA action and never looked at the Tone Arm of their meter or tried to find what *was moving it NOW*.

This seems almost a foolish thing to stress—that what *is* producing TA will produce TA. But it is the first lesson to learn. And it takes a lot of learning.

Auditors also went frantic trying to understand what an ITSA LINE was. They thought it was a Comm Line. Or part of the CCHs or almost anything but what it is. It is too simple.

There are two things of great importance in an auditing cycle. One is the Whatsit, the other is the Itsa. Confuse them and you get no TA.

If the auditor puts in the Itsa and the preclear the Whatsit, the result is no TA. The auditor puts in the Whatsit and the pc the Itsa, always. It is so easy to reverse the role in auditing that most auditors do it at first. The preclear is very willing to talk about his *difficulties, problems* and *confusions*. The auditor is so willing to Itsa (discover) what is troubling the preclear that an auditor, green in this, will then work, work, work to try to Itsa something "that will give the pc TA" that he causes the pc to "Whatsit Whatsit Whatsit that's wrong with me". Listing is not really good Itsa-ing; it's Whatsiting as the pc is in the mood "Is it this? Is it that?" even when "solutions" are being listed for assessment. The result is poor TA.

TA comes from the pc saying "It *IS*" not "Is it?"

Examples of Whatsit and Itsa: Auditor: "What's here?" (Whatsit). PC: "An auditor, a preclear, a meter." (Itsa).

Itsa really isn't even a Comm Line. It's what travels on a Comm Line from the pc to the auditor, if that which travels is saying with certainty "It *IS*".

I can sit down with a pc and meter, put in about three minutes "assessing" by Tone Arm Action and using only RIC get 35 Divisions of TA in 2½ hours with no more work than writing down TA reads and my auditor's report. Why? Because the pc is not being stopped from Itsaing and because I don't lead the pc into Whatsiting. And also because I don't think auditing is complicated.

Tone Arm Action has to have been *prevented* if it didn't occur. Example: An auditor, noting a Whatsit moved the TA, every time, promptly changed the Whatsit to a different Whatsit. Actually happened. Yet in being asked what he was doing in session said: "I ask the pc for a problem he has had and every time he comes up with one I ask for solutions to it." He didn't add that he frantically changed the Whatsit each time the TA *started* to move. Result—9 Divisions of TA in 2½ hours, pc laden with by-passed charge. If he had *only* done what he said he had he would have had TA.

If it didn't occur, Tone Arm Action has to have been prevented! It doesn't just "not occur".

In confirmation of auditors being too anxious to get in the Itsa Line themselves and not let the pc is the fad of using the meter as an Ouija Board. The auditor asks it questions continually and never asks the pc. Up the spout go divisions of TA. "Is this Item a terminal?" the auditor asks the meter. Why not ask the pc? If you ask the pc, you get an Itsa, "No, I think it's an optterm because . . . . . ." and the TA moves.

---

Now to give you some idea of how crazy simple it is to get in an Itsa Line on the pc, try this:

Start the session and just sit back and look at the pc. Don't say anything. Just sit there looking at the pc. The pc will of course start talking. And if you just nod now and then and keep your auditor's report going unobtrusively so as not to cut the Itsa, you'll have a talking pc and most of the time good TA. At the end of 2½ hours, end the session. Add up the TA you've gotten and you will usually find that it was far more than in previous sessions.

TA action, if absent, had to be prevented! It doesn't just fail to occur.

But this is not just a stunt. It is a vital and valuable rule in getting TA.

**RULE: A SILENT AUDITOR INVITES ITSAs.**

This is not all good, however. In doing R4 work or R3R or R4N the silent auditor lets the pc Itsa all over the whole track and causes Over-Restimulation which locks up the TA. But in lower levels of auditing, inviting an Itsa with silence is an ordinary action.

In Scientology Levels I, II and III the auditor is usually silent much longer, proportionally in the session, than he or she is talking—about 100 of silence to 1 of talking. As soon as you get into Level IV auditing however, on the pc's actual GPMs, the auditor has to be crisp and busy to get TA and a silent, idle auditor can mess up the pc and get very little TA. This is all under "controlling the pc's attention". Each level of auditing controls the pc's attention a little more than the last and the leap from Levels III to IV is huge.

Level I hardly controls at all. The rule above about the silent auditor is employed to the full.

Level II takes the pc's life and livingness goals (or session goals) for the pc to Itsa and lets the pc roll, the auditor intruding only to keep the pc giving solutions, attempts, dones, decisions about his life and livingness or session goals rather than difficulties, problems and natter about them.

Level III adds the *rapid* search (by TA assessment) for the service facsimile (maybe 20 minutes out of 2½ hours) and then guides the preclear into it with R3SC processes. The rule here is that if the thing found that moved the TA wouldn't make others wrong but would make the pc wrong, then it is an oppterm lock and one Prepchecks it. (The two top RIs of the pc's PT GPM is the service facsimile. One is a terminal, the pc's, and the other is an oppterm. They each have thousands of lock RIs. Any pair of lock RIs counts as a service facsimile, giving TA.) A good *slow* Prepcheck but still a Prepcheck. Whether running Right-Wrong-Dominate-Survive, (R3SC) or Prepchecking (the only 2 processes used) one lets the pc really answer before acking. One question may get 50 answers! Which is One Whatsit from the auditor gets 50 Itsas from the pc.

Level IV auditing finds the auditor smoothly letting the pc Itsa RIs and lists but the auditor going at it like a small steam engine finding RIs, RIs, RIs, Goals, RIs, RIs, RIs. For the total TA in an R4 session only is proportional to the number of RIs found without goofs, wrong goals or other errors which rob TA action.

So the higher the level the more control of the pc's attention. But in the lower levels, as you go back down, the processes used require less and less control, less auditor action to get TA. The Level is designed to give TA at that level of control. And if the auditor actions get busier than called for in the lower levels the TA is cut down per session.

---

### OVER-RESTIMULATION

As will be found in another HCO Bulletin and in the lectures of summer and autumn of 1963, the thing that seizes a TA up is *Over-Restimulation*. THE RULE IS: THE LESS ACTIVE THE TA THE MORE OVER-RESTIMULATION IS PRESENT. (THOUGH RESTIMULATION CAN ALSO BE ABSENT.)

Therefore an auditor auditing a pc whose TA action is low (below 20 TA Divisions down for a 2½ hour session) must be careful not to over-restimulate the pc (or to gently restimulate the pc). This is true of all levels. At Level IV this becomes: don't find that next goal, bleed the GPM you're working of all possible charge. And at Level III this becomes: don't find too many new Service Facs before you've bled the TA out of what you already have. And at Level II this becomes don't fool about with a new illness until the pc feels the Lumbosis you started on is handled utterly. And at Level I this becomes "Let the pc do the talking".

Over-Restimulation is the auditor's most serious problem.

Under-Restimulation is just an auditor not putting the pc's attention on anything.

The sources of Restimulation are:

1. Life and Livingness Environment. This is the workaday world of the pc. The auditor handles this with Itsa or "Since Big Mid Ruds" and even by regulating or changing some of the pc's life by just telling the pc to not do this or that during an intensive or even making the pc change residence for a while if that's a source. This is sub-divided into Past and Present.
2. The session and its environment. This is handled by Itsaing the subject of session environments and other ways. This is subdivided into Past and Present.
3. The subject matter of Scientology. This is done by assessing (by TA motion) the old Scientology List One and then Itsaing or Prepchecking what's found.
4. The Auditor. This is handled by What would you be willing to tell me, Who would you be willing to talk to. And other such things for the pc to Itsa. This is sub-divided into Past and Present.
5. This lifetime. This is handled by slow assessments and lots of Itsa on what's found *whenever it is found to be moving the TA* during slow assessment. (You don't null a list or claw through ten hours of listing and nulling to find something to Itsa at Levels I to III. You see what moves the TA and bleed it of Itsa *right now*.)
6. Pc's Case. In Levels I to III this is only indirectly attacked as above.

And in addition to the actions above, you can handle each one of these or what's found with a slow Prepcheck.

#### LIST FOR ASSESSMENT

Assess for TA motion the following list:

- The surroundings in which you live.
- The surroundings you used to live in.
- Our surroundings here.
- Past surroundings for auditing or treatment.
- Things connected with Scientology. (Scientology List One.)
- Myself as your Auditor.
- Past Auditors or practitioners.
- Your personal history in this lifetime.
- Goals you have set for yourself.
- Your case.

---

At Level II one gets the pc to simply set Life and Livingness goals and goals for the session, or takes up these on old report forms and gets the decisions, actions, considerations, etc., on them as the Itsa, cleaning each one fairly well of TA. One usually takes the goal the pc seems most interested in (or has gone into apathy about) as it will be found to produce the most TA.

---

Whatever you assess by Tone Arm, once you have it, get the TA out of it before you drop it. And don't cut the Itsa.

---



## MEASURE OF AUDITORS

The skill of an Auditor is directly measured by the amount of TA he or she can get. Pc's are not more difficult one than another. Any pc can be made to produce TA. But some auditors cut TA more than others.

Also, in passing, an auditor can't falsify TA. It's written all over the pc after a session. Lots of TA = Bright pc. Small TA = Dull pc.

And Body Motion doesn't count. Extreme Body Motion on some pcs can produce a division of TA! Some pcs try to squirm their way to clear! A good way to cure a TA conscious Body moving pc is to say, "I can't record TA caused while you're moving." {

---

As you may suspect, the pc's case doesn't do a great deal until run on R4 processes. But destimulation of the case can produce some astonishing changes in beingness. Key-out is the principal function of Levels I to III. But charge off a case is charge off. Unless destimulated a case can't get a rocket read or present the auditor with a valid goal. Levels I to III produce a Book One clear. Level R4 produces an O.T. But case conditioning (clearing) is necessary before R4 can be run. *And* an auditor who can't handle Levels I to III surely won't be able to handle the one-man band processes at Level IV. So get good on Levels I to III before you even study IV.

## THE FIRST THING TO LEARN

By slow assessment is meant letting the pc *Itsa* while assessing. This consists of *rapid auditor action*, very crisp, to get something that moves the TA and then immediate shift into letting the pc *Itsa* during which be quiet! The slowness is overall action. It takes hours and hours to do an old preclear assessment form this way but the TA *flies*.

The actual auditing in Level III looks like this—auditor going like mad over a list or form with an eye cocked on the TA. The first movement of the TA (not caused by body motion) the auditor goes a tiny bit further if that and then sits back and just looks at the pc. The pc comes out of it, sees the auditor waiting and starts talking. The auditor unobtrusively records the TA, sometimes nods. TA action dies down in a couple minutes or an hour. As soon as the TA looks like it hasn't got much more action in it the auditor sits up, lets the pc finish what he or she was saying and then gets busy busy again. But *no* action taken by the auditor cuts into the TA action. In Levels I to III no assessment list is continued beyond seeing a TA move until *that* TA motion is handled.

In doing a Scientology List One assessment one goes down the list until the TA moves (not because of Body Motion). Then, because a TA is not very pinpointed, the auditor covers the one or two above where he first saw TA and watching the pc for interest *and* the TA circles around that area until he is sure he has what made the TA move and then bleeds that for TA by *Itsa* or Prepcheck.

Yes, you say, but doesn't the auditor do TRs on the pc? One question—one answer ratio? NO!

Let the pc finish what the pc was saying. And let the pc be satisfied the pc has said it without a lot of chatter about it.

TA NOT MOVING SIGNALS AUDITOR TO ACT.

TA MOVING SIGNALS AUDITOR NOT TO ACT.

Only the auditor can kill the TA motion. So when the TA starts to move, stop acting and start listening. When the TA stops moving or seems about to, stop listening and start acting again.

Only act when the TA is relatively motionless. And then act just enough to start it again.

Now if you can learn *just this*, as given here, to act when there's no TA and not act when there is TA you can make your own start on getting good TA on your preclear.

With this you buy leisure to look over what's happening. With half a hundred rules and your own confusion to worry about also, you'll never get a beginning. So, to begin to get TA on your pc first learn the trick of silent invitation. Just start the session and sit there expectantly. You'll get some TA.

When you've mastered this (and what a fight it is not to act, act, act and talk ten times as hard as the pc) then move to the next step.

Cover the primary sources of over-restimulation listed above by asking for solutions to them.

Learn to spot TA action when it occurs and note what the pc was saying just then. Co-ordinate these two facts—pc talking about something and TA moving. That's Assessment Levels I to III. Just that. You see the TA move and relate it to what the pc is saying just that moment. Now you know that if the pc talks about "Bugs" he gets TA action. Note that down on your report. BUT don't otherwise call it to pc's attention as pc is already getting TA on another subject. This pc *also* gets TA on Bugs. Store up 5 or ten of these odd bits, without doing anything to the pc but letting him talk about things.

Now a few sessions later, the pc will have told all concerning the prime source of over-restimulation I hope you were covering with him or her by only getting the pc started when he or she ran down. But you will now have a list of several other things that get TA. **THE HOTTEST TA PRODUCER ON THIS LIST WILL GET A PC'S GOAL AS IT IS HIS SERVICE FAC.** You can now get TA on this pc at will. All you have to do is get an Itsa going on one of these things.

*ANY* TA is the sole target of levels I to III. It doesn't matter a continental what generates it. Only Level IV (R4 processes) are vital on what you get TA on (for if you're not accurate you will get *no* TA at Level IV).

From Levels I to III the pc's happiness or recovery depends only on that waving TA Arm. How much does it wave? That's how much the case advances. Only at Level IV do you care what it waves on.

You're as good an auditor in Levels I to III as you can get TA on the pc and that's all. And in Level IV you'll get only as much TA as you're dead on with the right goals and RIs in the right places and those you don't want lying there inert and undisturbed.

Your enemy is Over-Restimulation of the pc. As soon as the pc goes into more charge than he or she can Itsa easily the TA slows down! And as soon as the pc drowns in the over-restimulation the TA stops clank! Now your problem is correcting the case. And that's harder than just getting TA in the first place.

---

Yes, you say, but how do you *start* "getting in an Itsa Line?" "What *is* an Itsa?"

All right—small child comes in room. You say "What's troubling you?" The child says: "I'm worried about Mummy and I can't get Daddy to talk to me and . . . ." NO TA.

This child is not saying anything is *it*. This child is saying "Confusion, chaos, worry." No TA. The child is speaking in Opptersms.

Small child comes in room. You say "What's in this room?" Child says, "You and couch and rug . . . ." That's Itsa. That's TA.

Only in R4 where you're dead on the pc's GPMs and the pc is allowed to say it is or isn't can you get TA good action out of listing and nulling. And even then a failure to let the pc say it is it can cut the TA down enormously.

Auditor says, "You've been getting TA movement whenever you mention houses. In this lifetime what solutions have you had about houses?" And there's the next two sessions all laid out with plenty of TA and nothing to do but record it and nod now and then.

---

### THE THEORY OF TONE ARM ACTION

TA motion is caused by the energy contained in confusions blowing off the case. The confusion is held in place by aberrated stable data.

The aberrated (non-factual) stable datum is there to hold back a confusion but in actual fact the confusion gathered there only because of an aberrated consideration or postulate in the first place. So when you get the pc to as-is these aberrated stable data, the confusion blows off and you get TA.

So long as the aberrated stable datum is in place the confusion (and its energy) won't flow.

Ask for confusions (worries, problems, difficulties) and you just over-stimulate the pc because his attention is on the mass of energy, not the aberrated stable datum holding it in place.

Ask for the aberrated stable datum (considerations, postulates, even attempts or actions or any button) and the pc as-ises them, the confusion starts flowing off as energy, (not as confusion) and you get TA.

Just restimulate old confusions without touching the actual stable data holding them back and the pc gets the mass but no release of it and so no TA.

The pc has to say "It's a . . . . ." (some consideration or postulate) to release the pent up energy held back by it.

Thus an auditor's worst fault that prevents TA is permitting the dwelling on confusions without getting the pc to give up with certainty the considerations and postulates that hold the confusions in place.

And that's "Itsa". It's letting the pc say what's there that was put there to hold back a confusion or problem.

---

If the pc is unwilling to talk to the auditor, that's What to Itsa—"decisions you've made about auditors" for one example. If the pc can't seem to be audited in that environment, get old environments Itsa'ed. If the pc has lots of PTPs at session start, get the pc's solutions to similar problems in the past.

Or just Prepcheck, slow, the zone of upset or interest of the pc.

And you'll get TA. *Lots* of it.

Unless you stop it.

---

There's no reason at all why a truly expert auditor can't get plenty of TA Divisions Down per 2½ hour session running any old thing that crops up on a pc.

But a truly expert auditor isn't trying to Itsa the pc. He's trying to get the pc to Itsa. And that's the difference.

Honest, it's simpler than you think.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 OCTOBER AD13

Central Orgs  
Franchise

*SCIENTOLOGY I TO III*

**HOW TO GET TA  
ANALYSING AUDITING**

There are several distinct forms or styles of auditing. There was first the old finger snapping handling of engrams. Then there is Formal Auditing for which we still have TRs 0 to 4. Then there is Tone 40 Auditing, still used today in the CCHs. These are distinctively different styles and a good auditor can do one or another of them without mixing them up. Just as Tone 40 Auditing is still used, so is Formal Auditing—in fact Scientology 4 on the GPMs *must* be run **ONLY** with *Formal Auditing* and the old TRs and other training are still used to develop it in the student.

Now there has emerged a *new* Auditing style. It is Listen Style Auditing. And the first thing to learn about it is that it is a *new* style of Auditing and that it is distinctly different from Formal Auditing and Tone 40 Auditing. Naturally an auditor who can do this new style can also do other styles better, but the other styles are themselves and this new style is itself. Listen Style Auditing is peculiarly fitted to undercut formerly difficult cases at the lower levels of Scientology and to get the necessary TA action.

Listen Style Auditing has or is developing its own TRs. It has its own technology and this leaves the technology of other Auditing Styles still valid and untouched.

Some of the data of Listen Style Auditing is:

1. The definition of Auditor is one who listens.
2. The pc is always right.
3. The task of the Auditor is to get the pc to comm/and to Itsa.
4. The success of the session is measured solely by Tone Arm Action.
5. The style applies to Scientology Levels I to III.
6. As the level in which it is used is increased, the amount of Auditor direction of the pc's attention is increased. The gap becomes very wide in control between Level III and IV, so much so that only Formal Auditing is used for GPMs as this material is all sub-Itsas for the pc.

The basic crimes of Listen Style Auditing are:

1. Not getting Tone Arm Action on the pc;
2. Cutting the pc's comm;
3. Cutting, evaluating or invalidating the pc's Itsa;
4. Failing to invite Itsa by the pc;
5. Itsa-ing for the pc;
6. Not getting Tone Arm Action on the pc.

These are some of the major musts and crimes of Listen Style Auditing. While some of these also apply to Formal Auditing, to show you how different the new style is, if you tried to use only Listen Style Auditing on Scientology IV and failed to use Formal Auditing at that high level, the pc would soon be in a great big mess! So the style has its uses and exactions and it has its limitations.

---

Now, realizing it is a new style, not a whole change of Scientology, the older Auditor should study it as such and the new student—as mainly Listen Style will be taught in Academies—should spend some earnest time in learning to do it as itself. I have had to learn every new Auditing Style and sometimes have taken weeks to do it. I can still do them all, each as itself. It took me two weeks of hard daily grind to learn Tone 40 Auditing until I could do it with no misses. It's like learning different dances.

And when you can polka and also waltz, if you're good you don't break from a waltz into a polka without noticing the difference—or looking silly.

So the second thing to learn well about Listen Style Auditing is that it has to be learned and practised as itself.

---

Listen Style Auditing is peculiarly fitted by its simplicity to analysis by an instructor or student or old timer.

The steps are:

1. Learn HCO Bulletin of October 1, 1963.
2. Muck along with what you learned a bit.
3. Tape a 1 hour session you give on a tape recorder.
4. Analyse the tape.

You'll be amazed at the amount of miss until you actually hear it back.

These are the points to look for:

1. Did the Auditor get a dirty needle (continual agitation, not a smooth flow up or down)? If so the Auditor cut the pc's comm. This is entirely different from cutting Itsa. Just how was the pc's comm cut? Listen to the tape. Whether the auditor got a DN or not, do this step. How many ways was the pc prevented from talking to the Auditor? Particularly how did the Auditor's actions cut the comm with Auditing or unnecessary action? How was the pc discouraged from talking? What was said that stopped the pc from talking?
2. Establish whether or not the auditor got good TA action by adding up the session's total down TA. See HCO Bulletin of September 25, 1963. If the Auditor did not get good TA action he or she either
  - (a) Cut pc's Itsa or
  - (b) Restimulated nothing for the pc to Itsa.

Which was it? The odds are heavily on (a). Listen to the tape and find out how the auditor reduced the pc's Itsa. Note that Itsa is entirely different than comm. Was the pc given anything to Itsa? Was the pc permitted to Itsa it? How much did the Auditor Itsa for the pc? Did the Auditor attempt to change the Itsas?

3. By various ways (by direct invitation, sounding doubtful, unconfident, challenging) an auditor can make a pc Whatsit. The amount a pc is made or allowed to Whatsit reduces TA action. How many ways did the Auditor make the pc Whatsit (give problems, confusions as answers or just plain put the pc into a questioning attitude)? How doubtful or worried did the Auditor sound? How much did the Auditor make the pc worry over TA action or other things (all of which add up to making the pc Whatsit, thus reducing Tone Arm Action)?
4. How much did the Auditor invite unwanted communication about confusions, problems by silence? How much did the Auditor prevent wanted communication by various actions?
5. What errors in the session are obvious to the Auditor? What errors are not real to the Auditor?
6. Does the Auditor have another rationale or explanation for not getting TA action or for what causes TA action? Does the Auditor consider there is another explanation for getting dirty needles?
7. Does the Auditor consider TA action unnecessary for session gains?
8. Does the pc in the taped session agree with the faults discovered? (May be omitted.)

Such a tape should be made periodically on an Auditor until that Auditor can get 35 Divisions of TA at any level from I to III on any pc.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 NOVEMBER 1963

Central Orgs  
Franchise

**ALL LEVELS  
STAR RATING**

**A NEW TRIANGLE  
BASIC AUDITING, TECHNIQUE,  
CASE ANALYSIS**

All processing can be broken down into three separate parts for any level of auditing.

These three parts are: (1) BASIC AUDITING (2) TECHNIQUE and (3) CASE ANALYSIS.

**BASIC AUDITING**

The handling of the pc as a being, the auditing cycle, the meter comprise the segment of processing known as Basic Auditing.

If an auditor cannot handle this segment or any part of it well, trouble will develop in the other two segments (technique and case analysis). When technique and case analysis seem to fail "even when done by the book" the fault commonly lies in Basic Auditing. One or more of the five faults elsewhere listed will be present and these faults effectively prevent *any* technique or case analysis from working.

Where Scientology "isn't working", the wrong first places to look are technique and case analysis. The right place to look is Basic Auditing.

Until an auditor can handle a pc in session easily, handle a meter smoothly and accurately and is flawless in his auditing cycle, he or she should have no hope of making *any* technique work or of analyzing any case for anything.

In smooth Basic Auditing lies the open sesame to all cases, for only then do technique and case analysis function. The gun barrel is Basic Auditing. Technique and Case Analysis form the Ammunition and sight. A poor basic auditor using a fine technique is firing ammunition with no gun. It doesn't go anywhere.

There is a level of Basic Auditing for every level of Scientology. At the lowest level it is only the ability to sit and listen. It grows in complexity from there up to the fabulous co-ordination of pc, auditing cycle and meter so flawless that neither auditor nor pc are aware of the presence of Basic Auditing at all, but only the actions of the technique and the guidance of case analysis. And between those two practices of Basic Auditing lie many gradients.

Basic Auditing is the rock on which all gains are built.

**TECHNIQUE**

The techniques of Scientology are many, spread out over 13 years of development.

A technique is a process or some action that is done by auditor and pc under the auditor's direction.

The lowest technique is the single co-audit question given by the supervisor to let the pc Itsa. The highest is the complex listing of goals and GPMs.

A technique is a patterned action, invariable and unchanging, composed of certain steps or actions calculated to bring about tone arm action and thus better or free a thetan.

There have been thousands of techniques. Less than a hundred, at a guess, are in common recommended use for the various levels of auditing.

Techniques have their place in various levels of auditing today rather than various differences of case.

As cases may be audited only at the level in which they are trained by modern ruling, and as several techniques exist at each level for choice out of case analysis, it will be found quite simple to select a technique and get results with it. Safe auditing and good sense dictates such selection and classing of techniques, and trouble only results when some one sells himself out of his level to a high fast flounder.

Techniques exist in tables and texts for the various levels and it will be found that these give the best case results applied in that way.

### CASE ANALYSIS

Case Analysis establishes two things (a) What is going on with the case and (b) What should be done with it.

Case Analysis is a new subject to auditors at this time. It is commonly confused with techniques and the gravest fault is treating case analysis as only another assessment technique.

There is a level of Case Analysis for every level or class, to compare with the Basic Auditing and Technique of that class.

My first development in this new segment of processing was Programming. This is the consecutive techniques or actions a case should have to get adequate Tone Arm action and achieve a new plateau of ability.

But Case Analysis itself has steps like (a) and (b) above.

There is also an invariable sequence of application in a more advanced Case Analysis. These steps should be very, very well known by a trained auditor since all case analysis fits into them:

1. Discover what the pc is "sitting in".
2. Have the pc detail what assumptions and considerations he or she has had about it; and
3. Identify it fully and correctly.

The "it" above can be as slight as a worry, as bothersome as a Present Time Problem or as overwhelming as a Goals Problem Mass. Whatever "it" is the Case Analysis steps would be the same.

In the first step the survey may be very brief. It should certainly have certainty in it for the pc. It can be very general. It can be a part of a case or a geographical location. The pc could be clear or insane. The sequence or the 3 steps would be the same.



The next step (2) gets the lies off, giving TA action and thus clearing away charge for a more accurate assault in (3). This second step can be very lengthy as in Level Two or very brief as in OT auditing techniques. But it must exist when short or long. Otherwise the analysis is heavily hindered by the lies and these will read on the meter and upset the analysis or they will cloud the pc's perception on which all Itsa depends. So the lies must come off in *any* case analysis. Usually this is quite permissive and gently done. But it can amount to also pulling missed withholds. It all depends on the level on which the analysis is being done and what is being analyzed. This step (2) becomes itself a technique at lower levels. It is just a spatter and promise at high level auditing.

The third step can be long or short but must always be there. Here, with the charge gone in (2), the auditor and pc can now identify the thing much better and the pc can have a final certainty on it. Usually at lower levels, the certainty is only that it is *gone*. The familiar "How do you feel about that problem now?" "What problem?" is a lower level result of case analysis. At the highest level, "On checking the meter, I find that is a wrong Item" would be the auditor's final (3) statement.

So Case Analysis at any level has as its action establishing what the pc is in, what it has been supposed to be and what it now is (or isn't).

Anything from a habit to a headache could be analyzed in this way. At the lowest levels it could occupy an intensive, at the highest levels five minutes.

ARC Break handling has been the most familiar tool of Case Analysis.

Case Analysis handles the momentary or prolonged problem, determines the technique to be used, and is always done with Basic Auditing.

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An auditor has three hats. One is his Basic Auditor's hat. This he never takes off. The other two are his technique hat and his case analysis hat and these he switches back and forth at need.

These are the three segments. Put together well, they make successful auditing.

L. RON HUBBARD

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BOARD TECHNICAL BULLETIN

24 APRIL 1969R

Revised & Reissued 8 September 1974 as BTB

(Revision in this type style)

Remimeo  
HGC Admin  
All Auditors  
D of P

CANCELS  
HCO BULLETIN OF 24 APRIL 1969

Issue III  
SAME TITLE

PRECLEAR ASSESSMENT SHEET

*Who Does Assessment*

The auditor assigned to audit the preclear does the assessment.

*When is Assessment Done*

This assessment is done at the beginning of each intensive the preclear has. If he is having 75 hours now, this Assessment Sheet is done at the beginning of the 75 hours. If the preclear comes back for a further 25 hours one week later, another Assessment Sheet is completed by the Auditor processing him whether it is the same auditor or not. The reason for this is the preclear changes, his memory improves, and things can have happened in that one week he was not processed.

*Is this part of the Preclear's auditing time*

Yes, it is. The questions asked are to a degree auditing because the Auditor is asking the preclear to look and to recall.

*Purpose of Preclear Assessment Sheet*

The purpose of this form is to establish auditor control over the preclear, to better acquaint the auditor with his preclear, and to provide essential information required.

*To Whom is the Preclear Assessment Sheet Routed*

This Sheet is routed to the Director of Processing as soon as possible, at the first session break if the auditor can do so. It must be routed at least by the end of the auditing day. After the Director of Processing reviews the Sheet, it is returned to the auditor for keeping in his folder on the preclear.

*Neatness of Preclear Assessment Sheet*

If you cannot write plainly and neatly, print all the data required. Information is wanted, not mysterious cryptographics.

DATE: \_\_\_\_\_

PRECLEAR ASSESSMENT SHEET

Name of Pc \_\_\_\_\_ Age of Pc \_\_\_\_\_

Auditor \_\_\_\_\_ D of P's initials \_\_\_\_\_

TA Position at Start of Assessment \_\_\_\_\_

A. FAMILY:

1. Is mother living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

2. Date of Death \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

3. Pc's statement of relationship with mother \_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

4. Is father living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

5. Date of Death \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

6. Pc's statement of relationship with father \_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

7. List brothers, sisters, and other relatives of the Pc, date of death of any and E-Meter reaction.

<i>Relation</i>	<i>Date of Death</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. *Where and with whom do you live?* \_\_\_\_\_  
\_\_\_\_\_

9. *Are you currently associated with anyone who is antagonistic to mental or spiritual treatment or Scientology? (If yes, who?)* \_\_\_\_\_  
\_\_\_\_\_

**B. MARITAL STATUS:**

1. Married \_\_\_\_\_ Single \_\_\_\_\_ No. of times Divorced \_\_\_\_\_

2. Pc's statement of relationship with spouse \_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

3. List any marital difficulties Pc presently has \_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

4. If divorced, list reasons for divorce and Pc's emotional feeling about divorce  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

5. List children, date of death of any child and E-Meter reaction.

<i>Children</i>	<i>Date of Death</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**C. EDUCATIONAL LEVEL:**

State the level of schooling Pc has had, University education, or professional training \_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

**D. PROFESSIONAL LIFE:**

State main jobs Pc has held.

<i>Job</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

**E. ACCIDENTS:**

List any serious accidents Pc has had, the date of such, any permanent physical damage, and E-Meter reaction.

<i>Accident</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**F. ILLNESSES:**

List any serious illness (excepting usual childhood diseases, colds, etc) giving date of such, any permanent physical damage, and E-Meter reaction.

<i>Illness</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**G. OPERATIONS:**

List any operations, the date of each and E-Meter reaction.

<i>Operation</i>	<i>Date</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**H. PRESENT PHYSICAL CONDITION:**

List any bad physical condition Pc presently has and E-Meter reaction to such.

<i>Physical Condition</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____

**I. MENTAL TREATMENT:**

List any psychiatric, psycho-analytic, hypnotic, mystical or occult exercises, or other mental treatment which Pc has had, the date of the treatment and E-Meter reaction.

<i>Treatment</i>	<i>Date</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**J. DRUGS:**

Are you taking any drugs currently?

<i>What Drug</i>	<i>Date (How Long)</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have you ever taken drugs

<i>What Drug</i>	<i>Dates</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**K. DISABILITY PAYMENT OR PENSION:**

List any disability payment or pension received by the Pc, what it is for, how much and for how long it has been received.

<i>What For</i>	<i>How Much</i>	<i>Duration</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____

**L. ANY FAMILY HISTORY OF INSANITY:**

<i>Who</i>	<i>What</i>	<i>When</i>	<i>E-Meter Reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**M. MEDICINES:**

List any medicine currently or previously taken.

<i>What</i>	<i>When</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**N. EYES:**

	<i>E-Meter Reaction</i>
Any Tint in Eye White	_____
Eye Colour	_____
Colour Blindness	_____
Glasses	_____

**O. BODY WEIGHT:**

	<i>E-Meter Reaction</i>
Overweight?	_____
Underweight?	_____

**P. ANY PERCEPTION DIFFICULTIES:**

*What*

*E-Meter Reaction*

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**Q. ANY PERCEPTION TROUBLE IN FAMILY:**

*E-Meter Reaction*

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**R. SICK OR DISABLED FAMILY:**

*E-Meter Reaction*

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**S. EARLIER ALLIES OR CLOSE FRIENDS:**

*E-Meter Reaction*

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**T. HUSBAND OR WIFE PHYSICAL TROUBLES:**

*What*

*E-Meter Reaction*

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**U. ATTITUDE TOWARDS ILLNESS:**

*E-Meter Reaction*

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**V. ATTITUDE TOWARDS TREATMENT:**

*E-Meter Reaction*

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**W. ANY CURRENT TREATMENT IN PROGRESS:**

*E-Meter Reaction*

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**X. COMPULSIONS, REPRESSIONS AND FEARS:**

List any compulsions (things Pc feels compelled to do), repressions (things Pc must prevent himself from doing) and any fears of Pc.

*Compulsions, Etc.*

*E-Meter Reaction*

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*Are you trying to change something someone else doesn't like?*

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**Y. CRIMINAL RECORD:**

List any crime committed by Pc, prison sentence, if any, and E-Meter reaction.

<i>Crime</i>	<i>Sentence</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Z. INTERESTS AND HOBBIES:**

List any interests and hobbies of Pc.

<i>Interests and Hobbies</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

**ARE YOU HERE ON YOUR OWN SELF DETERMINISM?**

\_\_\_\_\_

**AA. PREVIOUS SCIENTOLOGY PROCESSING:**

1. List auditors, hours, and E-Meter reaction to any processing done other than in the HGC or Academy.

<i>Auditor</i>	<i>Hours</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List briefly processes run \_\_\_\_\_

\_\_\_\_\_

3. List goals attained from such processing \_\_\_\_\_

\_\_\_\_\_

4. List goals not attained from such processing \_\_\_\_\_

\_\_\_\_\_

**BB. PRESENT PROCESSING GOALS:**

List all present goals of Pc and E-Meter reaction to each.

<i>Goal</i>	<i>E-Meter Reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

Tone Arm Position at end of Assessment \_\_\_\_\_



BOARD TECHNICAL BULLETIN

15 NOVEMBER 1976  
ISSUE I

Remimeo  
Level 0  
Cksheet  
Level VI  
Cksheet  
Auditors  
Class 0  
and above

CANCELS BTB 4 JANUARY 1972RB  
"0-IV EXPANDED GRADE  
PROCESSES - TRIPLES  
PART A ARC STRAIGHTWIRE"

*(Revisions in script.)*

0-IV EXPANDED GRADE PROCESSES - QUADS

PART A

ARC STRAIGHTWIRE

This Bulletin gives a checklist of the Expanded Quad Grade Process Commands. It is not all the possible processes for this level. If more are needed to attain full EP for the level, additional processes can be found in LRH Bulletins, Books, Tapes, PABs and other issues.

Each process is run to its full End Phenomena of F/N, Cog, VGIs. Any previously run are rehabbed or completed and any missing flows run.

A copy of this checklist is placed in the folder of a pc being run on Expanded Grades and the processes checked off with the date each is run to EP.

On any of these processes where the pc answers only "yes" or that he did it, find out what it was by asking "What was it?" This keeps in the itsa line from pc to auditor. (Reference HCOB 30 June 62.)

This Bulletin does not replace Source data.

1. REMEMBER SOMETHING

Ref: Dianetics (R) 55 (page 129 in 1971 Edition)

"Remember something." Repetitive to EP. \_\_\_\_\_

2. RECALL A TIME

Ref: Staff Auditors Conference of 16 Feb 59 (refers to HCOB of 16 Feb 59 HGC processes for those trained in engram running or trained in these processes).

"Recall a time." Repetitive to EP. \_\_\_\_\_

3. COMM RECALL PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process.

"Recall a communication." Repetitive to EP. \_\_\_\_\_

4. THE ONLY BASIC AFFINITY PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process.

"What would you like to confront?"

Repetitive to EP.

\_\_\_\_\_

"What would another like to confront?"

Repetitive to EP.

\_\_\_\_\_

"What would others like to confront?"

Repetitive to EP.

\_\_\_\_\_

"What would you like to confront in yourself?"

Repetitive to EP.

\_\_\_\_\_

4A. EXHAUSTION

Ref: HCOB 20 Oct 59 An Experimental Process.

"Recall exhaustion." Repetitive to EP.

\_\_\_\_\_

5. PAST AND FUTURE EXPERIENCE

Ref: HCOB 16 Feb 59 HGC Processes for those trained in engram running or trained in these processes.

HCOB 16 Feb 59 Staff Auditors Conference.

"What part of your life would you be willing to re-experience?"

"What part of the future would you be willing to experience?"

Run Alternately to EP.

\_\_\_\_\_

*When engrams persist in the pt's view, carefully spot them in time for him.  
HCOB 16 Feb 59?*

FORGETTING - 6 WAY BRACKET

Ref: HCOB 8 Apr 58 A Pair of Processes.

PAB 143.

"Recall (or think of) something you wouldn't mind"

Run the bracket in sequence to EP.

1. "Forgetting yourself."

\_\_\_\_\_

2. "Another person forgetting."

\_\_\_\_\_

3. "Forgetting about another."

\_\_\_\_\_

4. "Another forgetting about you."

\_\_\_\_\_

5. "Other people forgetting."

\_\_\_\_\_

6. "Another person forgetting about another person."

\_\_\_\_\_

7. CAUSE ELEMENTARY STRAIGHTWIRE

Ref: HCOB 9 Mar 60 Expansion of OT-3A  
Procedure, step two HGC allowed processes.  
HCOB 20 Apr 60 Processes

"What would it be all right for another to  
make forgotten?"

Repetitive to EP. \_\_\_\_\_

"What would it be all right for you to  
make forgotten?"

Repetitive to EP. \_\_\_\_\_

"What would it be all right for others  
to make forgotten?"

Repetitive to EP. \_\_\_\_\_

*"What would it be all right for you to make  
forgotten about yourself?"*

*Repetitive to EP.* \_\_\_\_\_

8. DUPLICATION STRAIGHTWIRE

Ref: HCOB 9 Mar 60 Expansion of OT-3A  
Procedure, step two HGC allowed processes.

"What would another permit to have  
happen again?"

Repetitive to EP. \_\_\_\_\_

"What would you permit to have  
happen again?"

Repetitive to EP. \_\_\_\_\_

"What would others permit to have  
happen again?"

Repetitive to EP. \_\_\_\_\_

*"What would you permit to have happen  
to yourself again?"*

*Repetitive to EP.* \_\_\_\_\_

9. KNOW TO MYSTERY RECALL PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process  
Scn 0-8 Expanded Know to Mystery Scale

"Recall an unconsciousness." to EP \_\_\_\_\_

"Recall waiting." to EP \_\_\_\_\_

"Recall a mystery." to EP \_\_\_\_\_

"Recall sex." to EP \_\_\_\_\_

"Recall eating." to EP \_\_\_\_\_

"Recall a symbol." to EP \_\_\_\_\_

"Recall thinking." to EP \_\_\_\_\_

"Recall an effort." to EP \_\_\_\_\_

- "Recall an emotion." to EP \_\_\_\_\_
- "Recall looking." to EP \_\_\_\_\_
- "Recall knowing about." to EP \_\_\_\_\_
- "Recall not knowing." to EP \_\_\_\_\_
- "Recall knowing." to EP \_\_\_\_\_

10. SELF ANALYSIS LISTS

Ref: PAB 46  
Book Self Analysis (Run per instructions in book).

- List One. to EP \_\_\_\_\_
- List Two. to EP \_\_\_\_\_
- List Three: Time Sense to EP \_\_\_\_\_
- Sight to EP \_\_\_\_\_
- Relative Sizes to EP \_\_\_\_\_
- Sound to EP \_\_\_\_\_
- Olfactory to EP \_\_\_\_\_
- Touch to EP \_\_\_\_\_
- Personal Emotion to EP \_\_\_\_\_
- Organic Sensation to EP \_\_\_\_\_
- Motion Personal to EP \_\_\_\_\_
- Motion External to EP \_\_\_\_\_
- Body Position to EP \_\_\_\_\_
- List Four. to EP \_\_\_\_\_
- List Five. to EP \_\_\_\_\_
- List Six. to EP \_\_\_\_\_
- List Seven. to EP \_\_\_\_\_
- List Eight. to EP \_\_\_\_\_
- List Nine. to EP \_\_\_\_\_
- List Ten. to EP \_\_\_\_\_
- List Eleven. to EP \_\_\_\_\_
- List Twelve. to EP \_\_\_\_\_

11. ARC STRAIGHTWIRE TRIPLES

Ref: HCOB 27 Sept 68 ARC Straight Wire

- SW Fl. "Recall a time that was really real to you."

"Recall a time someone was in  
good communication with you."

"Recall a time someone really  
felt affinity for you."

"Recall a time another knew  
he/she understood you."  
to EP

---

SW F2. "Recall a time that was really  
real to another."

"Recall a time you were in good  
communication with someone."

"Recall a time you really felt  
affinity for someone."

"Recall a time you knew you  
understood someone."  
to EP

---

SW F3. "Recall a time that was really  
real for others."

"Recall a time another was in good  
communication with others."

"Recall a time another really felt  
affinity for others."

"Recall a time another knew  
he/she understood others."  
to EP

---

SW F0. "Recall a time you were really  
real to yourself."

"Recall a time you were in good  
communication with yourself."

"Recall a time you really felt  
affinity for yourself."

"Recall a time you knew you  
understood yourself."  
to EP

---

12. HAVINGNESS

Ref: HCOB 3 Dec 56 B. Scn - HAA Techniques  
PAB 54

SWH F1. "Look around here and find something  
that is really real to you."

to EP

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SWH F2. "Look around here and find something  
that would be really real to  
another."

to EP

---

SWH F3. "Look around here and find something  
that would be really real to others."

to EP

---

SWH F0. "Look around here and find something  
you could make really real to  
yourself."

to EP

---

W/O Mark Ingber  
Revised & Reissued as BTB  
by Flag Mission 1234  
I/C: CPO Andrea Lewis  
2nd: Molly Harlow  
Revised by FMO 1689 I/C  
for  
Training & Services Aide  
Approved by  
Senior C/S Flag  
CS-5  
LRH Pers Comm  
Authorized by AVU  
for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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BOARD TECHNICAL BULLETIN

15 NOVEMBER 1976  
ISSUE II

Remimeo  
Class 0  
& above

CANCELS BTB 5 JANUARY 1972R  
"0-IV EXPANDED GRADE PROCESSES -  
TRIPLES PART B GRADE 0 PROCESSES"

(Revisions in script.)

0 - IV EXPANDED GRADE PROCESSES - QUADS

PART B

GRADE 0 PROCESSES

This bulletin gives a checklist of the Expanded Quad Grade Process commands. It is not all the possible processes for this level. If more are needed to attain full EP for this level additional processes can be found in LRH Bulletins, Books, Tapes, PABs and other issues.

Each process is run to its full EP of F/N, Cog, VGIs. Any previously run are rehabbed or completed and any missing flows run. A copy of this checklist is placed in the folder of a pc being run on Expanded Grades and the processes checked off with the date each is run to EP.

On any of these processes where the pc answers only yes or that he did it find out what it was by asking "What was it?" This keeps in the itsa line from the pc to auditor.

This bulletin does not replace Source data.

R2-31 BEINGNESS PROCESSING

Ref: CREATION OF HUMAN ABILITY, pg 74.

"Look around the room and discover some object which you don't mind being present."

"Locate something else you don't mind being present."

TO NO COMM LAG OR TO EP \_\_\_\_\_

"Now see this (room object) here?"

"All right, what else wouldn't you mind this (room object) being?"

TO NO COMM LAG OR TO EP \_\_\_\_\_

"Now what wouldn't you mind your body being?"

"And now what else wouldn't you mind your body being?"

TO NO COMM LAG OR TO EP \_\_\_\_\_

"Now let's find something you wouldn't mind being."

"What else wouldn't you mind being?"

TO EP \_\_\_\_\_

This process is not *quaded* as it would change the process but it is included in this BTB as it is part of Expanded Grade 0.

★ AXIOM 51 COMM PROCESSING

Ref: PAB 56, 8 July 1955.

Run on list of charged terminals culled from worksheets.

F-1 "What wouldn't \_\_\_\_\_ mind you communicating with?"

TO EP \_\_\_\_\_

F-2 "What wouldn't you mind \_\_\_\_\_ communicating with?"

TO EP \_\_\_\_\_

F-3 "What wouldn't others mind \_\_\_\_\_ communicating with?"

TO EP \_\_\_\_\_

F-0 "If you were a \_\_\_\_\_ what wouldn't you mind yourself communicating with?"

TO EP \_\_\_\_\_

PAB 54 COMM PROCESS

Ref: PAB 54, 10 Jun 55.

"Think a thought."

TO EP \_\_\_\_\_

Part of the "Think a thought" process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have a rug think a thought. This gets the preclear into the practice of placing the thought somewhere. Thus, thoughts are less likely to appear suddenly and magically out of his machinery.

F-1 "Tell me a thought you would be willing to receive from another."

TO EP \_\_\_\_\_

F-2 "Tell me a thought another would be willing to receive from you."

TO EP \_\_\_\_\_

F-3 "Tell me a thought others would be willing to receive from others."

TO EP \_\_\_\_\_

F-0 "Tell me a thought you would be willing to have."

TO EP \_\_\_\_\_

★ AN OBVIOUS PROCESS

Ref: HCO B 17 Mar 60 STANDARDIZED SESSIONS

Think about matter

TO EP \_\_\_\_\_

Think about energy

TO EP \_\_\_\_\_

Think about space

TO EP \_\_\_\_\_

Think about time

TO EP \_\_\_\_\_

Think about a thetan

TO EP \_\_\_\_\_



A BASIC COMM PROCESS

Ref: HCO B 4 May 59 AN AFFINITY PROCESS

F-1 "Recall a time another communicated *to you*."

TO EP \_\_\_\_\_

F-2 "Recall a time you communicated *to others*."

TO EP \_\_\_\_\_

F-3 "Recall a time others communicated *to others*."

TO EP \_\_\_\_\_

F-0 "Recall a time you caused *yourself* to communicate."

TO EP \_\_\_\_\_

IN SEQUENCE

Ref: HCO B 2 Mar 1961 NEW PRE-HAVE COMMAND

F-1 "Recall another's communication with you."  
"Recall another's no-communication with you."

TO EP \_\_\_\_\_

F-2 "Recall your communication with another."  
"Recall your no-communication with another."

TO EP \_\_\_\_\_

F-3 "Recall another's communication with others."  
"Recall another's no-communication with others."

TO EP \_\_\_\_\_

F-0 "Recall a communication of yours."  
"Recall a no-communication of yours."

TO EP \_\_\_\_\_

UNIVERSE PROCESSES

Ref: HCO B 25 Sept 1959 HAS CO-AUDIT

Run: The physical universe, a Body, a Mind, a Thetan.

F-1 "From where could \_\_\_\_\_ communicate to you?"

TO EP \_\_\_\_\_

F-2 "From where could you communicate to \_\_\_\_\_?"

TO EP \_\_\_\_\_

F-3 "From where could \_\_\_\_\_ communicate to others?"

TO EP \_\_\_\_\_

F-0 "If you were a \_\_\_\_\_ from where could you communicate?"

TO EP \_\_\_\_\_

155 11  
LOCATIONAL BODY COMM PROCESS

Ref: HCO B 21 July 59 HGC ALLOWED PROCESSES

Run on charged body parts, culled from worksheets or make a list of body parts, assess, and run on reading items.

F-1 "From where could a \_\_\_\_\_ communicate to you?"

TO EP \_\_\_\_\_

F-2 "From where could you communicate to a \_\_\_\_\_?"

TO EP \_\_\_\_\_

F-3 "From where could \_\_\_\_\_ communicate to others?"

TO EP \_\_\_\_\_

F-0 "If you were a \_\_\_\_\_ from where could you communicate?"

TO EP \_\_\_\_\_

A CLEARING PROCEDURE

Ref: HCO B 21 July 1959 HGC ALLOWED PROCESSES

Assess: Male bodies, Female bodies, Bodies, Matter, Energy, Space, Time.

Run all reading items in order of reads.

F-1 "From where could (item) communicate to you?"

TO EP \_\_\_\_\_

F-2 "From where could you communicate to (item)?"

TO EP \_\_\_\_\_

F-3 "From where could (item) communicate to others?"

TO EP \_\_\_\_\_

F-0 "If you were a (item) from where could you communicate?"

TO EP \_\_\_\_\_

PROCESS S-2

Ref: HCO B 21 July 1959 HGC ALLOWED PROCESSES

F-1 "From where could a victim communicate to you?"

TO EP \_\_\_\_\_

F-2 "From where could you communicate to a victim?"

TO EP \_\_\_\_\_

F-3 "From where could a victim communicate to another or others?"

TO EP \_\_\_\_\_

F-0 "If you were a victim from where could you communicate?"

TO EP \_\_\_\_\_

R2-60 HIDDEN KNOWINGNESS (THE HIDDEN COMMUNICATION)

Ref: CREATION OF HUMAN ABILITY, commands pg. 152 para 2  
and run per instructions pg. 153 para 7; SCIENTOLOGY  
0-8 pg. 110 & 112

- F-1 "Spot some communications another has hidden from you." TO EP \_\_\_\_\_
- F-2 "Spot some communications you have hidden from another." TO EP \_\_\_\_\_
- F-3 "Spot some communications another has hidden from others." TO EP \_\_\_\_\_
- F-0 "Spot some communications you have hidden from yourself." TO EP \_\_\_\_\_
- F-1 "Spot some communications another has protected from you." TO EP \_\_\_\_\_
- F-2 "Spot some communications you have protected from another." TO EP \_\_\_\_\_
- F-3 "Spot some communications another has protected from others." TO EP \_\_\_\_\_
- F-0 "Spot some communications you have protected from yourself." TO EP \_\_\_\_\_
- F-1 "Spot some communications of yours another has owned." TO EP \_\_\_\_\_
- F-2 "Spot some communications of another you have owned." TO EP \_\_\_\_\_
- F-3 "Spot some communications of another others have owned." TO EP \_\_\_\_\_
- F-0 "Spot some communications you have owned." TO EP \_\_\_\_\_
- F-1 "Spot some communications of yours another has inhibited." TO EP \_\_\_\_\_
- F-2 "Spot some communications of another you have inhibited." TO EP \_\_\_\_\_
- F-3 "Spot some communications of another others have inhibited." TO EP \_\_\_\_\_

- F-0 "Spot some communications of yours you have inhibited." TO EP \_\_\_\_\_
- F-1 "Spot some communications another has enforced on you." TO EP \_\_\_\_\_
- F-2 "Spot some communications you have enforced on another." TO EP \_\_\_\_\_
- F-3 "Spot some communications another has enforced on others." TO EP \_\_\_\_\_
- F-0 "Spot some communications you have enforced on yourself." TO EP \_\_\_\_\_
- F-1 "Spot some communications another has desired from you." TO EP \_\_\_\_\_
- F-2 "Spot some communications you have desired from another." TO EP \_\_\_\_\_
- F-3 "Spot some communications others have desired from others." TO EP \_\_\_\_\_
- F-0 "Spot some communications you have desired for yourself." TO EP \_\_\_\_\_

R2-60 CONTINUED

Ref: CREATION OF HUMAN ABILITY pg. 152 (Run per para 3 & 4, each command to EP)

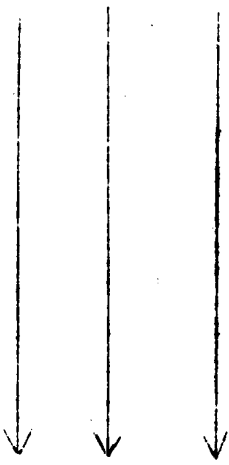
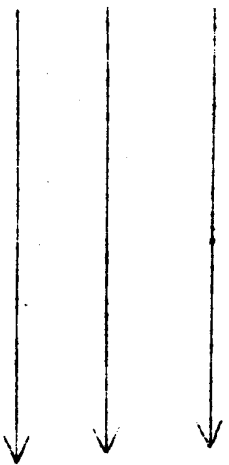
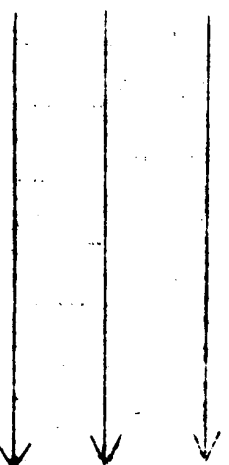
- "Spot some hidden knowingness" TO EP \_\_\_\_\_
- "Spot some protected knowingness" TO EP \_\_\_\_\_
- "Spot some owned knowingness" TO EP \_\_\_\_\_
- "Spot some inhibited knowingness" TO EP \_\_\_\_\_
- "Spot some enforced knowingness" TO EP \_\_\_\_\_
- "Spot some desired knowingness" TO EP \_\_\_\_\_
- "Spot some knowingness people could be curious about" TO EP \_\_\_\_\_

R2-60 HIDDEN KNOWINGNESS (KNOW TO MYSTERY)

Ref: CREATION OF HUMAN ABILITY pg. 153, run per instructions

- "Spot some mysteries" TO EP \_\_\_\_\_
- "Spot some hidden sex" TO EP \_\_\_\_\_

"Spot some hidden eating"	TO EP _____
"Spot some hidden symbols"	TO EP _____
"Spot some hidden thinking"	TO EP _____
"Spot some hidden efforts"	TO EP _____
"Spot some hidden emotions"	TO EP _____
"Spot some hidden looking"	TO EP _____
"Spot some hidden knowing"	TO EP _____
"Spot some protected mysteries"	TO EP _____
↓	sex" TO EP _____
↓	eating" TO EP _____
↓	symbols" TO EP _____
	thinking" TO EP _____
	efforts" TO EP _____
	emotions" TO EP _____
	looking" TO EP _____
	knowing" TO EP _____
"Spot some owned mysteries"	TO EP _____
↓	sex" TO EP _____
↓	eating" TO EP _____
↓	symbols" TO EP _____
	thinking" TO EP _____
	efforts" TO EP _____
	emotions" TO EP _____
	looking" TO EP _____
	knowing" TO EP _____
"Spot some inhibited mysteries"	TO EP _____
↓	sex" TO EP _____
↓	eating" TO EP _____
↓	symbols" TO EP _____
	thinking" TO EP _____
	efforts" TO EP _____

	emotions"	TO EP _____
	looking"	TO EP _____
	knowing"	TO EP _____
	"Spot some enforced mysteries"	TO EP _____
	sex"	TO EP _____
	eating"	TO EP _____
	symbols"	TO EP _____
	thinking"	TO EP _____
	efforts"	TO EP _____
	emotions"	TO EP _____
	looking"	TO EP _____
	knowing"	TO EP _____
	"Spot some desired mysteries"	TO EP _____
	sex"	TO EP _____
	eating"	TO EP _____
	symbols"	TO EP _____
	thinking"	TO EP _____
	efforts"	TO EP _____
	emotions"	TO EP _____
	looking"	TO EP _____
	knowing"	TO EP _____
	"Spot some curious mysteries"	TO EP _____
	sex"	TO EP _____
	eating"	TO EP _____
	symbols"	TO EP _____
	thinking"	TO EP _____
	efforts"	TO EP _____
	emotions"	TO EP _____
	looking"	TO EP _____
	knowing"	TO EP _____

EXPANDED CDEI COMM PROCESS

Ref: HCO B 13 Oct 1959 DEI EXPANDED SCALE  
SCIENTOLOGY 0-8 pg. 109-112

Assess a group of terminals culled from worksheets  
(or a prepared assessment list by the C/S "Bodies, people,  
etc.").

Run each reading item in the following:

- \* F-1 "From where could a hidden \_\_\_\_\_ communicate to you?" TO EP \_\_\_\_\_
- F-2 "From where could you communicate to a hidden \_\_\_\_\_?" TO EP \_\_\_\_\_
- F-3 "From where could a hidden \_\_\_\_\_ communicate to others?" TO EP \_\_\_\_\_
- F-0 "If you were a hidden \_\_\_\_\_ from where could you communicate?" TO EP \_\_\_\_\_

Repeat above four flows using each of the following in place of "hidden":

- A protected \_\_\_\_\_ TO EP \_\_\_\_\_
- An owned \_\_\_\_\_ TO EP \_\_\_\_\_
- A false \_\_\_\_\_ TO EP \_\_\_\_\_
- A no \_\_\_\_\_ TO EP \_\_\_\_\_
- An unwanted \_\_\_\_\_ TO EP \_\_\_\_\_
- A necessary \_\_\_\_\_ TO EP \_\_\_\_\_
- A desirable \_\_\_\_\_ TO EP \_\_\_\_\_
- An interesting \_\_\_\_\_ TO EP \_\_\_\_\_
- An unknown \_\_\_\_\_ TO EP \_\_\_\_\_
- A known \_\_\_\_\_ TO EP \_\_\_\_\_

LOCATIONAL COMM PROCESSES

Ref: HCO B 7 May 1959 NEW PROCESS

- F-1 "From where could another communicate to you?" TO EP \_\_\_\_\_
- F-2 "From where could you communicate to another?" TO EP \_\_\_\_\_
- F-3 "From where could another communicate to others?" TO EP \_\_\_\_\_
- F-0 "From where could you communicate?" TO EP \_\_\_\_\_

OR

- F-1 "Find a place from which another could communicate to you." TO EP \_\_\_\_\_
- F-2 "Find a place from which you could communicate to another." TO EP \_\_\_\_\_
- F-3 "Find a place from which another could communicate to others." TO EP \_\_\_\_\_
- F-0 "Find a place from which you could communicate." TO EP \_\_\_\_\_

OR

- F-1 "Recall a place from which another has communicated to you." TO EP \_\_\_\_\_
- F-2 "Recall a place from which you have communicated to another." TO EP \_\_\_\_\_
- F-3 "Recall a place from which another has communicated to others." TO EP \_\_\_\_\_
- F-0 "Recall a place from which you have communicated." TO EP \_\_\_\_\_

REMEDY OF COMM SCARCITY

Ref: 8-8008, pg. 137, "Six Levels of Processing, Issue 5"

- F-1 "What wouldn't another mind you communicating with?" TO EP \_\_\_\_\_
- F-2 "What wouldn't you mind another communicating with?" TO EP \_\_\_\_\_
- F-3 "What wouldn't another mind others communicating with?" TO EP \_\_\_\_\_
- F-0 "What wouldn't you mind yourself communicating with?" TO EP \_\_\_\_\_

GRADE ZERO QUADS

O-0, O-A-OB

Ref: HCO B 11 Dec 64 SCIENTOLOGY 0 PROCESSES  
26 Dec 64 ROUTINE O-A EXPANDED

STEP ONE: AUD-PC CLEARANCE

- OOF-A1 "What are you willing for me to talk to you about?"  
"What would you like me to tell you about that?" TO EP \_\_\_\_\_
- OOF-A2 "What are you willing to talk to me about?"  
"What would you like to tell me about that?" TO EP \_\_\_\_\_



00F-A3 "What are you willing for me to talk  
to others about?"  
"What would you like me to tell others  
about that?" TO EP \_\_\_\_\_

00F-A0 "What are you willing to tell about  
yourself?"  
"What would you like to say about that?" TO EP \_\_\_\_\_

STEP TWO: 0-0

00F-1 "What are you willing for another to  
talk to you about?"  
"What would you like him/her to tell  
you about that?" TO EP \_\_\_\_\_

00F-2 "What are you willing to talk to  
another about?"  
"What would you like to tell another  
about that?" TO EP \_\_\_\_\_

00F-3 "What are you willing for another to  
talk to others about?"  
"What would you like him/her/them to  
tell others about that?" TO EP \_\_\_\_\_

00F-0 "What are you willing to let yourself  
talk about?"  
"What would you like to say about that?" TO EP \_\_\_\_\_

STEP THREE - OA

Auditor chooses person by making a canned list of people it would be difficult to talk to or listen to and taking each item in turn. (Ref: HCO B 26.12.64 0-A EXPANDED.) The item being run must read in the command when the command is cleared for 0-A and 0-B.

\* OA F-1 "If \_\_\_\_\_ could talk to you what would  
he talk about?"  
"Alright, if he/she were talking to you  
about that, what would he/she say exactly?" TO EP \_\_\_\_\_

OA F-2 "If you could talk to \_\_\_\_\_ what would  
you talk about?"  
"Alright, if you were talking to \_\_\_\_\_  
about that, what would you say exactly?"  
(Pc is expected to speak as though  
talking to the subject chosen.) TO EP \_\_\_\_\_

OA F-3 (Auditor chooses 2 people who would have  
difficulty talking to each other.)  
"If \_\_\_\_\_ could talk to \_\_\_\_\_ what would  
he/she/they talk about?"  
"Alright, if \_\_\_\_\_ was talking to \_\_\_\_\_  
about that what would he/she/they say  
exactly?" TO EP \_\_\_\_\_

OA F-0 "If you could talk about yourself what  
would you talk about?"  
"Alright, if you were talking about that  
what would you say exactly?" TO EP \_\_\_\_\_

STEP FOUR - OB

(Per HCO B 11.12.64 ZERO PROCESSES)

(Auditor makes a canned list (not from the pc but himself)  
of everything he can think of that is banned for any reason  
from conversation or is not generally considered acceptable  
for social communication. See HCO B 11.12.64.)

\* OB F-1 "What are you willing to have someone else tell  
you about \_\_\_\_\_?"  
"Who else could he/she say those things to?"  
TO EP \_\_\_\_\_

OB F-2 "What are you willing to tell me about \_\_\_\_\_?"  
"Who else could you say those things to?"  
TO EP \_\_\_\_\_

OB F-3 "What are you willing to have someone tell  
others about \_\_\_\_\_?"  
"Who else could another say those things to?"  
TO EP \_\_\_\_\_

OB F-0 "What are you willing to let yourself say  
about \_\_\_\_\_?"  
"Who else could you say those things to?"  
TO EP \_\_\_\_\_

HAVINGNESS

F-1 "What solid could another have you understand?"  
TO EP \_\_\_\_\_

F-2 "What solid could you have another understand?"  
TO EP \_\_\_\_\_

F-3 "What solid could others have others understand?"  
TO EP \_\_\_\_\_

F-0 "What solid could you have yourself understand?"  
TO EP \_\_\_\_\_

Reissued as BTB  
by Flag Mission 1234  
I/C: CPO Andrea Lewis  
2nd: Molly Harlow  
Revised by FMO 1689 I/C  
for Tr & Serv Aide  
Approved by Snr C/S Flag, CS-5  
Authorized by AVU  
and LRH Pers Comm  
for the  
BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 17 MARCH 1974

Remimeo

**TWC CHECKSHEETS**  
**TWC. USING WRONG QUESTIONS**

Two Way Comm is not an art. It is a science which has exact rules.

Foremost in the rules is:

**DON'T USE A LISTING QUESTION IN TWO WAY COMM.**

By a "listing question" is meant any question which directly or indirectly calls for items in the pc's answer.

Use of "who", "what", "which" instantly turns a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a pc that you would get on a wrongly done list.

The reason for pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions **MUST** be limited to feelings, reactions, significances. They must **NEVER** ask for terminals or locations.

**EXAMPLE:** "Who upset you?" in TWC causes the pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you happiest in?" is also a LISTING question NOT a TWC question. Any of these results in the pc giving items. They are not then nulled or correctly indicated. The pc can get VERY upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

**EXAMPLE:** "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?"

"What happened" is different than "What illness", "What person", "What town" which are listing questions.

**REPAIR**

When other things fail to locate the upset of a pc look into TWC processes in the folder and treat them as L&N processes where the pc has answered with items. The relief is magical.

**L. RON HUBBARD**  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

**STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959**

**REGARDING HCO BULLETIN OF FEBRUARY 16, 1959:**

***HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING  
OR TRAINED IN THESE PROCESSES***

Nearly everyone here has been trained in these exact processes and, if anyone here hasn't been trained in these processes, then everything on this Bulletin applies except Engram Running. The whole bulletin applies except Engram Running.

There will be a staff Theta Clearing Course, and those auditors who are on staff who have not been trained by an ACC in Engram Running will have an opportunity to get that training; and not too many months will go by before they are up to this, too. So this will apply at that time. Maybe it will have shifted slightly by that time, but I don't think very much.

Now what you are looking at here is the aggregate know-how that was gained and assembled on the 21st American ACC.

**UNDERCUTTING CASES:**

Now the undercuts of cases became a vital necessity. This whole ACC was devoted to the R factor plus Engram Running. It was discovered that the thing that keeps individuals from running engrams adequately was their R factor, and when their R factor was very poor they could not run an engram adequately. Now the funny part of it is that an engram can be contacted and run and, if done persistently and well without ARC breaks, can run the following Scale of Confront. Here is the Scale of Confront, just to refresh your minds:

**DUB-IN:** Lowest scale. This scale could possibly invert, and down below that you might have a black dub-in. Once you had run blackness, you would find a dub-in case. But the scale we are mostly interested in, because that is the one we most commonly see, begins at the bottom with dub-in, runs up, turns

**BLACK.** Runs through blackness, turns

**INVISIBLE.** Runs from invisible to

**ELSEWHERE**—a desire to be elsewhere. The way they solve things is elsewhere-ness. Runs up from elsewhere-ness to

**ABILITY TO CONFRONT.** Runs from confront to

**EXPERIENCE or PARTICIPATE.** And only then are you up to

**BEINGNESS.**

Now this is the Confront Scale, and it is the scale of disintegrating Reality. It is how a person handles terminals or a situation. A person handles terminals and situations above all this by not having to participate, by not having to confront, finding no necessity to do anything about it unless he chooses so on his own determination; and if he did so, could do so with no personal liability. He could experience or not as the case may be. Now you'll find a lower harmonic on this in some philosophic level of somebody saying, "Yap, yap, well, I could, or I couldn't, and that's my choice," etc, well, he hasn't got any power of choice. He's just using this as the final escape mechanism—a philosophic escape mechanism.

If I said "bottom"—the bottom mechanism—it would be the one most commonly contacted. But you are apt to get a mechanism which is philosophic, which is simply a figure-figure mechanism about a situation, and the individual feels that if he could just figure it out he would be all right. In other words, this is a thought-thinkingness

figure-figure, and he not-ises by figure-figure. Such a case, not-ising by figure-figure, will turn into a dub-in case as soon as you start curing his figure-figure; would turn into a black case; would turn into an invisible case; would turn into a confront case, would turn into an experience case. Which is quite interesting.

Now it is true that an engram could be found, started, and, if the auditor were good and held the individual right on the time period and had the time period well spotted, and had the overt and motivator, no matter how crazy they seemed or sounded, contacted, he could theoretically, just by running that engram, run a person through the totality of this Reality Scale. See? So there's another approach here. You get a guy who is figure-figure, find the engram necessary to resolve the case. First he figure-figures about it, and he'll run it, and run it just with the auditing commands—the five auditing commands to run an engram—he figure-figures about it, then after a while he dubs-in about it, then after a while it all goes black; and then after a while it eases into an invisibility—it's just not there—somatics are, and discomfort and other things are, but it's not there—and its not-thereness suddenly turns into little flicks—little flicks of confront. And boy, he goes elsewhere. And then pretty soon he can confront the thing; then pretty soon he can participate—he can run it in valence, squarely in valence, right in its moment of time, at which time it becomes pretty damn real. And then he goes to being able to put it there or not put it there, and its importance-unimportance factor flattens out so that it's neither important nor unimportant. And that engram is licked.

Theoretically, this could happen. That is actually the way I run engrams. But you will find in auditing in the HGC that the public expects of you a different thing than is expected of you by students. And that's why I wanted to talk to you for a few minutes. They expect a different thing. They expect you to be interested in their case. And that is quite amusing—because it's your job to get *them* interested in their case. But they want *you* to be interested in their case. All right, any case is interesting, so that's a pretty easy one. But you can get so interested in their case that you do a lot of talking to them and burn up an awful lot of auditing time. So there is some point where your interest becomes an indulgence, and on the happier side of that, where the pc is pleased you're interested in his case, and that's enough. Then you get him interested in his case.

All right. Now, we have for a long time not used PT problems. I'll tell you why very bluntly. It was not unusual for an auditor to burn up twelve and a half hours on a PT problem. It was not unusual. He did this with two motives: one just yak, letting the pc go on and on, poor control, not controlling the pc's comm out-flow, letting the pc get into non-essentials. And the other side of it: he was trying to run the whole case with the PT problem. Well, wonderful—you can run a whole case with a PT problem—but why? Since it's slow freight. That's a very slow way to go about it. So we take a PT problem now and handle the session in this fashion:

We establish the rudiments every time we establish a session. Find the auditor, find the pc, find the auditing room, establish a goal for the session. Do that rapidly. We don't care what goal it is, so long as he has some kind of a goal. And then we ask for a PT problem. And we take an E-Meter (up to that time we didn't care whether the pc was handling the cans or not) but we take an E-Meter, and we have this PT problem appear on the E-Meter, or we don't run it. Got it? And we run the PT problem that appears on the E-Meter. So we get him to state this problem, and we don't care how he states the problem, because all we want to know is "Did it drop?" That tells you at once you won't run a PT problem on a stage-4 needle. Didn't drop—see, that's all within the requirements—it didn't drop, so skip it. It isn't going to be real to the pc anyhow. You'll have to do something else with this case. He's probably got thousands of problems; probably all of life is a problem. Probably every time he walks in a room he installs an engram. You know, the furniture's there—that's an engram. Get the idea? So why worry about a problem?

But if you got a PT problem that drops, you should remove yourself at that moment from all temptation. As soon as the problem drops, and as soon as he states that it is a problem to him and is worrying him *in present time*, you take the cans away from him and put the thing aside. Just lay the E-Meter aside. You're not interested in an E-Meter from there on. The reason why is because you'll increase the drop, you'll

increase more drop and more drop as you ask him about it. You're already running it. And the problem is going to change. You have seen this phenomenon. You're not interested in a problem changing. The fact of your laying aside the E-Meter will rather convince him that you have found it and that's it. And you only want to know this: the personnel associated with that problem. You don't want to know more about the problem. You just want to know the personnel associated with that problem. His wife, his mother, and his wife's boy friend, or something of that sort. And that's the personnel associated with the problem. You just check that off.

Now, I'm going to ask you to take a notebook and a ball-point into the auditing room, because you've got two or three things to do here that require a list. I want you to get accustomed to establishing a list and then flattening it, not trying to run the case all over new again every time the case changes. That's one of the ways to waste time. You run one terminal, and of course the case changes, the problems change, everything changes on the case. If you re-assessed it at this time to find a new terminal, you'd for sure find new terminals. Well, the devil with it. Let's just flatten what we contact, and when we're contacting and scouting and using cans and the E-Meter, just write down what we find. Then put the E-Meter aside and run what we've found until we get rid of all of that. Now you're going to do something new—give him back the E-Meter cans. Got the idea?

Pcs don't much like to hold onto these E-Meter cans forever. Furthermore, they become restive, and they want to scratch their heads, and they want to do this, and they want to rattle around, and most pcs you get are slightly nervous in this direction. Why should you worry about it? Because the E-Meter is only going to give you a certain amount of the information that is quite valid. Now, you're going to write down the personnel connected with this PT problem. You're going to take SELECTED PERSON OVERT-WITHHOLD on each one of these people. And the commands for this are right here:

“Think of something you have done to (     ),” and  
“Think of something you have withheld from (     ).”

And you are going to run one of those commands and the next command, and then the next command—first command again, then the second command, first command, second command. In that way, you'll never lay an egg on an unbalanced flow. No flow will unbalance on you. They'll always stay there more or less stable. The case won't suddenly turn black when it's not supposed to turn black, and so forth. You won't ever over-run a flow and the pc will never get upset.

Now, let's look at this again. You have written down “wife”, “his mother”, and “his wife's boy friend”. Which one do you run first? You have to ask this question to establish that terminal: “Which one of these things do you think is the most real to you?” The individual says, “Oh, Mother, of course.” Who cares? That's what he says. All right, so that's the first one you take. Then you take the two remaining ones: “Which one is most real?” That's the one you knock out. That leaves you one more person. Knock that one out.

Now, there is something that is not stated here. I just typed this up rapidly for you—I didn't have a backing sheet, so there are typographicals because I couldn't even see what I was typing. This has a criterion, and it is an old criterion of all PT problems—it is, they are *PT* problems. By definition, a PT problem must exist *right now* in the physical universe. By definition. So therefore, the personnel involved in a PT problem must exist right now in the physical universe. He will tell you halfway through the run, that “It was actually my mother who influenced me this way”—ah skip it. That's not a PT personnel in that problem. His mother isn't really *part of*, let us say—it was her mother that was part of the PT problem. In other words, the people have to be actually associated with the problem and existing *at that time in this pc's life* influencing that problem, for this to be a PT problem. So therefore, we don't dive in any direction to pick up any new personnel we don't care about.

We get this problem flat. It is only flat if it answers this question: “Now, what do you have to do about that problem now?” And the pc says, “Nothing.” It's flat. For

our purposes, it's flat. The only reason we're running it is we're trying to get rid of the obsession he has to jump out of the auditing room and go *do* something about this problem. If he doesn't have to do anything about it, it's flat. But if he says, "Oh, it's flat, because I could go and talk to my wife's boy friend now, and I could handle him." No. Start right back over from the beginning—the first person you wrote down—and run that person again for a short time—next person for a short time—next person for a short time—on these exact auditing questions. "Now, what do you have to do about the problem?" He'll tell you, "Well, I don't have to do anything about it just now." That's enough. You consider that flat. Got it?

All right. This will keep you out of all kinds of trouble. And it will keep the pc from being all hung up in trying to go elsewhere in an auditing session. So much for that.

This is done at the beginning of every session. That first section there—it says, "STARTING A CASE: AND BEGIN EVERY SESSION". Well, you not only start each intensive with this, but you start every session with this, and you do the same thing.

If it takes you two hours to flatten the PT problem, I will think something is hung up. This is a rapid one. This is not a slow one. If it takes a couple of hours, well, something's really haywire here. He didn't say the problem, or he didn't do something, or he's holding something back. But notice we have said, "Think of something you have done to" and "Think of something you have withheld from". This will also get the pc talking to you, because it gets rid of the withhold. Got that? All right. So much for that.

Now, DYNAMIC STRAIGHT WIRE you were taught in the 21st American, but the commands for the general public were not given to you. And they are given to you here on this sheet, this HCO Bulletin. Now, the only thing you are looking for is a represented substitute. In other words, you're looking for substitutes. You ask him for a substitute for himself, and you ask him for a substitute on the basis of "Tell me something that would represent yourself." And he says, "Represent myself? Oh, that's very, very easy—a tree." Get your ball-point busy at that point and put down "tree". Got it? Now, if he even says "toothbrush", get your ball-point busy. The proper answer, of course, is "Myself". It's just as simple as that. But the more a case is daffy on this line, the more attention you're going to pay to it. So you just run this whole assessment right straight on through: Self, sex, family, children, groups, mankind, the animal kingdom, birds, beasts, fish, vegetables, trees, growing things, matter, energy, space, time, spirits, souls, gods, God. Just one question. Each time you say this you just take one of those: "Tell me something that would represent, for instance, souls." The individual says, "Running water." Get the ball-point busy. Write it down. When you have got this whole list assessed, take the list you have written and run:

"Think of something you have done to (a toothbrush)."

"Think of something you have withheld from (a toothbrush)."

You'll be amazed, but they have actually done something to a toothbrush, and they have actually withheld something from a toothbrush. This is pretty terrific. Quite amazing. But you are only looking for daffiness on this, and a sensible answer you don't pay much attention to. You say, "Tell me something that would represent trees." And the fellow says, "Leaves." Now, there's a matter of judgment involved here. What if he said, "Shadows"? Well, I don't know. That's a matter of judgment. Try to run it or not try to run it, as the case may be. If it looks daffy to you, run it. You're the judge. Got the idea?

Now don't let it look daffy to you when you say, "Tell me something that would represent spirits," and he says, "Souls." When you say "souls", he says "spirits". That's not daffy.

But how about this guy that gives you the perfect representation all the way down the line like a little wound-up doll? You already, in looking him over, find out he has a sticky needle, he's registering at 6 on your E-Meter when you first put the cans in his hands, and he gives you all the answers perfectly. That case is giving you an



intellectual response which has nothing to do with any reality under the sun, moon or stars. Something he read in a book and a machine is rattling it off. So you do the assessment again. The second time you go through you're liable to trip him on something. Got the idea? So, if you get a perfect assessment, run it again. I actually don't care how many times you run it, but you're apt to be wasting time, because by two-way comm and definition alone you may not get anywhere with a very badly machined case. Nevertheless, a couple of times through, he should trip somewhere. Machine case generally does.

The rule governing Dynamic Straight Wire is: That which doesn't fall out by two-way comm just on assessment. He says it, and then it looks funny to him, and he laughs, and he thinks this is for the birds, and he says, "Oh, no, that wouldn't be one—actually, a substitute for a tree would be a leaf, or a small tree," or something like this. That's fine. Nothing wrong with letting him correct himself, because you are actually auditing him just by asking him the question. People, when they straighten out things in their own categories, very often recover very, very easily.

All right. Let's take up this next one here. That's an easy way to run Dynamic Straight Wire, isn't it, huh? I would ask you to do this, however, in view of the fact that you are doing a professional job of auditing for the public mainly, and that is, I'd ask you to memorize that list—rather than hold a bulletin in your hand and read it.

Now, the next thing we're going to run into here is PAST AND FUTURE EXPERIENCE. This is a bid for two things: One, the lowest level case there is—because experience, to him, is a dub-in, usually. Or it's a figure-figure, or it's something, so it compares to the Reality Scale. His definition of experience compares with the Reality Scale.

His definition of experience is a direct index to the Reality Scale, by the way. What does experience mean? He'll say, "Experience—that's very easy. To consider." There you've got your figure-figure level. "What does experience mean?" Well, "To write about it or make something out of it—experience is that thing which you use to manufacture the future." He's dub. "Now, what is an experience?" "Well, experience is that which you try not to have." That's probably black or invisible. Or, "It's the thing you forget," would be blackness. "Experience is something you try to forget"—invisibility level. "Experience is something you have to cope with." Obsessive confront. "Experience is—ah—well, experience—that's pretty hard to define—experience. I guess it's to go through something." You're getting a fairly sane response—to go through something. To have an actual adventure, something of this sort. You're getting a fairly sane reaction to experience.

So don't think that Past and Future Experience is pegging up at the highest level of the Reality Scale. It isn't. This process was found, in the 21st American, to be the undercut process. This was the lowest undercut process. And this is a killer, and it is very trying to an auditor. A very trying process, because it offers so many wonderful temptations. And that's what's wrong with this process.

Now, you run these two questions, one after the other, with no assessment, no E-Meter, nothing. You just put the E-Meter down after you've done the Dynamic Straight Wire thing, because on Dynamic Straight Wire, when you said, "Children," the needle was going on a gradual shift over here, and a little theta bop now and then. You said, "Children," and it fell a dial, or all of a sudden started doing a big theta bop in the middle. When you got off of children, it settled down to the other pattern. That told you that you had something to be run on the subject of children. That he will also, at the same time, give you a daffy reading, he will tell you some daffy terminal to represent—so you needed the E-Meter there. But you don't need the E-Meter on Past and Future Experience, not even vaguely. You can just put the E-Meter aside and turn it off, and just run these two commands. Just clear them with the pc very bluntly. Say, "We're going to run something about experience. Now, we're going to see how you get along with this little process, and here are the commands of it: What part of your life would you be willing to re-experience? And the other command is: What part of the future would you be willing to experience? Now, here's the first command: What part of your life would you be willing to re-experience?"

The answer actually called for is a time, isn't it? And this is a time process. But there are very few preclears that will find this out for a very long period. They won't give you anything but super-significances and ball-up, and the pc who is real bad off will give you a type of experience. You accept all these things. You say, "What part of your life would you be willing to re-experience?" He says, "Well, eating cake." That's an answer? That's an answer. And that's followed with this: "What part of the future would you be willing to experience?" He says, "Well, more cake." That's an answer. So you just accept any answer that he gives you on the line. It gradually will boil down to a time answer. And it will gradually go back-track. The longer you run it, the more track you're going to cover, the more future you're going to cover. And there will be periods when the individual is absolutely sure that he is totally predicting the future. He gets into implants, let us say, that tell him what the future is all about. He's stuck 8000 years ago, but he's telling you about the future. All kinds of odd phenomena show up. But engrams come up and slap you in the teeth, one right after the other.

You run this for a while, and the individual says, "OOOh, well, you know I really wouldn't be willing—well, I would be willing—I don't know—I would—oohh, well—I really don't know—dental operation there, I was a young boy—I don't know if I'd like to re-experience that—I guess I could re-experience sitting in the—no, no, no. I could re-experience—I could re-experience the next day after it." You say, "That's fine," and just mark it down with the ball-point: "Dental experience as a child." That one he can't confront. Now, you're never going to run it as an engram, but you're going to have some tag of it as an engram. See, it may show you something.

As you go along and he runs into hot experiences, real, real hot experiences one right after the other, it is about time you put the E-Meter back in his paws. Get the idea? You don't have to start it with the E-Meter, but if he starts running into hot experiences, or if he gets into an engram and he can't seem to get out of the thing, the thing to do is not run the engram but give him an E-Meter and spot it in time for him. Get it spotted in time. If he's running into them hot and heavy, one right after the other, just leave him with the E-Meter. But if there is only one you have to spot in time, and then in a little while he doesn't seem to be running any more, take the cans away from him again and put the E-Meter aside. But if he starts running into one that obsessively sticks with him, don't let him flounder in the thing for an hour. Don't let him wallow in this one. Because he will just wallow in it, and this is no process—this is *not a good process* to run an engram with. So you let him out, OK? And the way you let him out is to locate it in time with an E-Meter. And you go on running the process. Now, as I say, it offers enormous temptations to the auditor—beautiful temptations to run the things contacted. As you sit this out, you actually are going to change the characteristic of the engram you will ultimately run on the case. But you keep listing engrams that he runs into. Keep listing engrams that he runs into, well knowing that he will favor motivators. For every one of those motivators there is an overt. Now an engram that he consistently and persistently keeps hitting and hitting and hitting, you are going to find in that engram probably the engram you will run, eventually. But not until he is in PT, out of the engram, it seems to have dropped out, and so forth, and he seems to be all smooth on this thing, are you going to reach for that one again. You are going to flatten the process and then go to the engram.

Here we go. ENGRAM RUNNING. Of course, that is run all the way through with an E-Meter. Give him the cans and start out on this engram that you more or less found with Past and Future Experience.

Now, this is going to undercut cases, and I don't care how long you run it. I don't care if you run it for two weeks, because this is a very productive process. But if you are going to run it over that period of time, it isn't noted here, but some THIRD RAIL had better be brought in here some place. And had better be shifted up finally until havingness. And you put in PAST AND FUTURE EXPERIENCE, right after that line, "COMBINE WITH THIRD RAIL IF RUN MORE THAN 8 HOURS". If you run it eight hours, this guy's havingness is going to start dropping on him, and you are going to run into difficulties. You could get into difficulties. All right.

ENGRAM RUNNING. Well, Engram Running, when the case has been prepared this way, becomes very simple. A case will start running like a little typewriter, if you have got this Past and Future Experience pretty flat.

Once you have picked an engram, make sure you get its motivator not only its overt. If you have got an overt, get the motivator. If you have got the motivator, get the overt. And only when you have got that have you got an incident. Now, an engram that is having one side of the overt or motivator run will get sticky. You have got to find the other side, and you have got to get both of these things in date. Normally, this will start showing up on Past and Future Experience. Well, we are going to run this engram with an E-Meter, we are going to consider that we have an incident when we have got both a motivator and an overt that fit together. And if the thing is just awful sticky, and dubby, and shockingly poor, and a lot of other things, you just started running it too fast, that is all.

We have got several things you can do at this state of the case, and so forth. Probably the best of them is go back to running Past and Future Experience. You didn't flatten it.

Now, here is this Engram Running. If you notice here, it says you run all the commands that run an engram twice. Run them all twice. That's because "Find something unimportant in that incident" is going to stir up stuff that newly has to be confronted.

Once you have chosen an engram and you have begun to run it, you have had it. That's it. That's the engram you are going to run. So it has to be chosen with considerable care. Listen to me now: If you re-assess the case after you have started an engram, you will get almost any other incident that is hot to drop more than the engram you started, because most of the charge is already dissipated. So if you keep re-assessing a case, thinking another engram would be better to run for the case, you are of course always going to find another engram. You will never find the one you started to run again dropping with as much velocity. You see? That's something you have to keep in mind. If you are going to run an engram, that's the engram you are going to run. It's got to have its overt or motivator; suppose you are running the overt side of it, you have got to have the motivator side of it. So you really haven't got an incident until you have got both of these things located. And once you have started to run that, you have had it. Because it will discharge its charge and won't register on a meter any more the way some other incident will.

You can get a case just stirred all up and run all backwards and upside down, and that's the biggest mistake an auditor can make. I have given you the reason for the mistake—because now almost anything will drop better than the one you partially flattened.

If in doubt, run the engram you were running. If you are not getting rapid recovery, go back to the first engram you ran and considered flat and run it again. Sometimes, it will only take you fifteen minutes to run all five commands. You do it very fast. But very often something happened that it re-charged in some fashion. Very peculiar.

If you leave about a third of an engram missing and unflat, the whole engram has a tendency to charge up again. It is kind of funny. But you have got to flatten the engram you contacted.

Now the rule of the Last Largest Object is the only one I want you to pay any attention to in questioning the pc. Pc apparently is getting out of it. Change your auditing command. You are running, "What part of that incident can you confront?" He says, "Well, I don't know, it's pretty unreal to me, I don't know whether this happened or not." What was the last largest object? If he said anything that was offbeat and showed an unwillingness to run any more of the engram, you want to find out at once what was the last largest object that you contacted in there. And he says, "A house." You are going to shift your auditing command now to: "What part of that house can you confront?" And you are going to run that simply until he is back in the

incident, and then you are going to go off on to "What part of that incident can you confront?" Doesn't require any vast bridge. You just tell him you are going to shift.

In that way, using that rule, you can actually pick up an engram where he was running as Abraham Lincoln, and in the engram he was shot in Ford's Theatre—you know—and the date is obviously correct. Dropped and everything. And then he runs John Wilkes Booth—no, he wasn't Lincoln, he was John Wilkes Booth. And so help me God, you may find that he was the Secret Service Agent who had a couple of drinks that night and wasn't watching. You don't care whether he runs it dub or not. Don't give up because he's running it wrong, because it'll come out right.

There was a joke on us in the 21st American. We had our paws on Bowie. He was Jim Bowie. And of course everybody doubted this, because it is a famous historical figure. And they tried to do everything under the sun to shake him out of this engram, and they finally went back to running it, and it was the one that flattend out. The trouble was, he had dub on it, which made Bowie die the wrong kind of a death under wrong circumstances. But as he ran it, the more he ran it, the more he ran it, the more right the circumstances got. And it finally all came out in the wash. He did run the death of Jim Bowie.

Historical figures, however, are usually the yo-yo point used. The guy went out of his own body at the death; there was some current historical figure; he said, "That is the identity necessary to resolve this incident. That identity could handle it. So I will just be Catherine the Great." And he goes and runs Catherine the Great. The only mistake is to let him escape out of the time period. Maybe he did yo-yo right into the palace, maybe he did go right through her skull. But the right engram will shake out, because the Reality Scale is run by running an engram.

Theoretically, you could clear a person just by running one engram well enough. So never get off onto quantitative engrams. An engram is merely something for him to get used to confronting, and creating, and mocking up, and so forth. It's just a playing field you are using. The significance, the amount of change he gets in his life, none of these things have anything to do with it at all. It is just how well he can handle a mental image picture, and you have chosen a honey for him to handle. That is about all it amounts to. And when he finds out he can handle this thing from A to Izzard and beginning to end, and he can do it well, then the next engram to resolve the case will run quite rapidly. And you will run on down and finally run his basic, earliest shift of identity, which is the rock. And formerly he said, "There is a beautiful, clear sphere—that's the rock. And that's all the rock." Oh, heck. When you get several engrams run and get the rock as one of the engrams, you find out this beautiful, clear sphere was something he customarily clamped around thetans as a trap, and they sometimes clamped it around him, and there were raiding parties, and there was all kinds of personnel and there is drama and there is strain, and there is scenery and everything else. When you contacted the rock first and ran the rock first, he was insufficiently able to contact things. The date when he was mocking up this thing, he was so capable of mocking up that later on this poor, little, weak ole thetan, years and years and centuries and so forth afterwards going back to mock up this rock—uh-uh—it's too beefy. That's too much engram for him to confront first off.

So you choose the engrams—it doesn't much matter what you choose. You will find that every sexual incident you contact is a bounce from a death. A little rule for you. So don't let me catch anybody in the HGC running prenatals, birth, conception, because that is a bounce. Those are all tied in with the death, and the death is the engram which is necessary to resolve the case. So you keep running Past and Future Experience until you get them down to that—OK? Leave the second dynamic incidents severely alone.

Now it can be that he died, and he died is followed by a conception sequence, and he goes back to the old body to see if it is still decently buried—you know—and then he can't find the person that he thought he was going to be, get the next body from, and he gets all confused. And mess-ups of this character can occur. But keep him on the incident. Is this part of the text? When you finish a death and go through the exteriorization sequence, right at the end of it there is a conception or a

prenatal or a birth. They quite ordinarily bounce into it, and you don't want it. You want nothing to do with it. So you stop him when you have got all of the exteriorization run.

There is a lot to know about engrams. You have been taught all this, but I am just showing you what you can do to win in the HGC with Engram Running. This would be a good, clean job then.

Every time you run an engram, now is the time to use some Not-Is Straight Wire, with its ordinary commands which you know. They are:

“Recall something that you implied was unimportant.”

“Recall something somebody else thought was important.”

Don't ever let a pc run it in reverse, because it discharges havingness in about five commands. That is real rough the other way, too.

All right. Now there we have a rundown that will get engrams run, that will get ordinary, run-of-the-mill cases squared around, and that will get a lot done. But what about people who were not through the American 21st? And during that period of time up until they start in with a Theta Clearing Course, to run actual engrams on pcs, how about these people? Well, you have Selected Person Overts, with the “withhold” command added, and you will have a new bulletin out on these things, and so forth. We want that auditing to be relatively muzzled. It will win and everything will go along just dandy. But if you have got some case (and this is more for D.O.P.s than anything else)—if you have got some case that was awfully hard to start, very low random profile, you'd better turn it over to a graduate of the 21st American. And if you have got some case that, after he ran along for a while and was getting up to a point where he'd just run engrams beautifully, and the whole track's opening up, everything is going along just dandy, and it is certain that the engram necessary to resolve the case is just waiting, give him an auditor that can run it.

In other words, you can run an HGC this way: You can get some auditors that set pcs up to run engrams. You got the idea? And then you can have some auditors that run engrams. This is not any real violation of the Auditor's Code, because that will still give him the best processes and the best treatment for the pc that can be given.

Now there is no reason why, particularly after a staff Theta Clearing Course, that everybody can't run a regimen of this sort. But running it in the HGC, with all the profiles being submitted to me and all the Case Analysis Reports—the Case Analysis Reports now are more vital than profiles, because R changed on a case does not necessarily change the profile at all. You should know about that. You can change the R of the case without changing the profile. The person answered the same questions, only he answered them with Reality. This is quite remarkable. We need a brand new test. That test is in development right at this moment. It is a confront test, and that test will be coming up, but there is no reason to rush it, particularly. Let's just do it by Case Analysis.

I will get out a Bulletin that will take care of auditors who were not trained to run engrams, what they will run. But you already have data and material on this, and it is just as before, what you have been running.

Now, to start a case out with NOT-IS STRAIGHT WIRE is adventurous. That's an adventurous thing to do. That's a rough thing to do. We learned a great many things in the 21st American ACC. Learned a great many things, and that was one of them. Selected Persons Overt-Withhold is very, very superior in undercutting cases to Selected Persons Overts. The only main change we have got is that we run Selected Person Overt-Withhold commands, just as it is given here in PT problem. That is a wonderful thing to do with a case, as long as the terminal is real to the pc. And there is no real reason that running a Scientologist, who knows what the command is, why ARC Break Straight Wire cannot be run on a person by an auditor who has not been through an Engram Running Course. That's a beautiful process.

I want to tell you something else. Can I tell you something here? A lot of research was done in the 21st American ACC, and students didn't see me as much as they thought they should, I suppose, but I was around. And I never saw so many flips and changes and vagaries in my life as I saw in that particular unit. The reports which I got were very—very helpful to me—very, very helpful to Scientology at large. There was a great deal done in that course. I spent about three weeks of the course—did very rapid research—just in catching up with some of these undercuts. Because, let me assure you, the R factor in most of the cases you approach is so low that it poses a problem of running greater than we had ever imagined. Therefore, these are the processes that we are handing out.

Now, these are a Not-Is type of process. Dynamic Straight Wire runs a straight identification, but the rest of these things are Not-Is types of processes. To cure somebody from not-ising. When a person can confront something, he no longer has to not-is it.

But there was a funny command came up along the line, that I don't fully understand yet, but it takes care of a theta body. Now this is part of the research that was never given to the 21st American. And this is a peculiar darned thing. You can write it down on the back of this Bulletin, if you want to.

It is:

“Recall a time when you thought something bad was unimportant.”

And that is just about the wildest thing you ever saw. Now that runs all by itself but can be combined with:

“Recall a time somebody else thought something bad was important.”

And you will run all the newspapers off the case. The second command there is really not essential, but you just run this first command repetitively, and if it seems to run down or something bad happens, flip over to the other command. But you will as-is a theta body.

This is the doggondest thing you ever saw. It is a perfectly wild pitch. I was just adding up all possible combinations and working in all possible directions, and this one fell out of the hamper, and it doesn't integrate too well with the rest of our data. But this is the goofy one.

Now, something else came up in the 21st American that I should tell you in the HGC, and that is: After nine years, we have found out WHY. We had nine years of HOW, and now in the ninth year we find out why. Why people are aberrated. Why they are sick. Why they act the way they do. Why individuation takes place. And that is all wrapped up with WITHHOLD. I had withhold earlier, but didn't shake it all out of the hamper, because I didn't have the overts to go with it. We find out that an individual gets sick by having the overt impulse to make somebody else sick and then withholds it, because it is less social to give people illnesses. So he gets them himself. This is Freudian transference, it is a whole number of things. So when you run these overts, run the withhold with it and the case will start finding out why.

The theta body thing, and the masses and ridges, why, they run out when you ask a person to recall a time when he thought something bad was unimportant, or recall—well, that is the best command—recall a time when he thought something bad was unimportant. When you run this, you evidently run the center pin of the withhold. But you will get his tolerance. And this is the first straight ethical process, evidently, we have. It raises a person's ethics. It as-ises a theta body. It takes demon bodies and things like that off cases. I tested it two or three times here, just monkeying around with this thing, and it is one of the wilder ones. This is a wild pitch, that particular process.

So you could say that when a field doesn't immediately disintegrate, when you can't get an individual easily in the engram, when the field stays persistently black or something like that, you have got another string to your bow, and I don't care if you

use it. But if you do use it, know this: It runs as an automaticity on such a demon case. He runs br-r-r-r- the last two thousand years he has been not-ising and saying it was unimportant that something was bad. And he will start coming up with, "Well, I should do something—no, I shouldn't do something—well, what is this? I should do something about it. I shouldn't do something about it. I have been very neglectful, but that really isn't bad. Not really. Somebody dying from the bullet wound I gave 'em—that really isn't bad. But—" And he is stuck right with the consideration on all of his overts—consequences of overts. They all must be unimportant. And it reduces his ethical level. But I have now seen two demon bodies disintegrate just with that one command—just disintegrate—and this is the first time we ever had something that would disintegrate the astral body. So we find out at once that the astral body was an aberration. It isn't a necessary thing to make a thetan stick in the head at all.

All right. Now I wanted to give you this rundown, because today you were having a little bit of a rough time doing a transition from student to pro auditor, and I wanted to talk to you, even though it burned up some of your valuable time and mine. And ask you to sic semper transit, huh?

Now are there any questions? Yes, Jean.

Q. I have two questions. In running of the engram, do you ignore what they were running in the ACC. or do you just go back and run them? My preclear has had several engrams started.

A. Now, if we look over this carefully, we see in running an incident: "Find the engram necessary to resolve the case. Once you have chosen it and have begun to run it, be sure you have the motivator and the overt and then do not, do not, do not, do not, depart from that incident to run another that 'drops better' or comes up." Now look here. The engrams that were run on them in the course are no longer going to fall. And an engram is not going to show on an E-Meter. And if there were several engrams run on somebody in the course, and the first one wasn't flattened, then whoever audited them ought to be hit in the head with a sledge-hammer. There's only one or two cases that got by with this, that I have checked up on so far, and it is about the most serious blunder that could be made. Now, what you do in a case that's had an engram already started is get a lie reaction check—that's all you want—of some sort or another, concerning this particular thing. You can put him on the E-Meter and ask him if it was run, and so forth, and ask him which one was the first one run. You could possibly get an occlusion, but usually the pc will tell you. There's no particular reason to doubt the pc. Get the first one, and get that one flat, and then you have no choice but to pick up the next one and flatten that one.

This applies without regard to how many auditors were on the case. This also, you will find out, will sometimes apply to somebody who had an engram audited in 1950. The only trouble with a 1950 engram is that it is probably an operation in the current lifetime, or a prenatal in the current lifetime, and it was the wrong engram necessary to resolve the case, and you won't get very far running the thing. And we have no data at this time, whether it's best to pick that one up and run it or not. But I would say for sure that an engram that should have been run to resolve the case, such as a past death, if that was ever entered in all of those years, including 1950—it may no longer drop on the E-Meter, because some of its charge is gone. That is the engram necessary to resolve the case.

Yes, got another one?

Q. Yes. The Dynamic Straight Wire—do you keep running this until you have picked up all the daffy terminals, then go through it several times and get the daffy ones each time?

A. If you get a daffy one, if you get several daffy ones, you take those you got on the first run and run them. Don't bother to go through again, because it will have straightened out. Enough will have straightened out to admit progress of the case. But if you don't get any daffy ones through once, then run it again. Any other questions? Dale.

Dale: I just had a comment on that. One 1950 engram, in which the auditor blew session because it was whole track, was the engram necessary to resolve the case and finally showed up. The guy had been black since 1950.

A. Good. Picked it up and flattened it. Well, that's a good job. That tells you that a black case, then, doesn't necessarily require five or six weeks of preparation before you run an engram. You pick up an engram as early as you can on a case and charge through. But it doesn't get you around starting a case. You have always got to start a case or start a session. Yes?

Q. On this re-experience process, do I run it until I get 3-D pictures, and track?

A. Yes. Oh, 3-D pictures and back in PT. Back in PT. I'll give you an example of one of these. Here's the pc. He is sitting in a terror charge, in a total black freeze, at 1500 AD. One second later, everything went to hell. One second before, everything had gone to hell. And he's sitting in this split second, at a rest point. Got it? Well, now, what do you think happens when you start asking him about future and past, alternately? He'll move right off that rest point, won't he? So this is an explosive, doggoned process. Now, I say you run it until he gets to PT. Some time or other you might find it impossible to get him to PT on the process. You just might. But the experience that has been had with it so far is that it does eventually move him to PT. Now is the time to take him back, at the auditor's discretion, and have him run that incident in which he was stuck.

By the way, "What part of PT are you willing to experience?" has on several cases exposed the engram necessary to resolve the case. It is the engram he's sitting in, and it is the one necessary to resolve the case. Yes?

Q. If you leave a process very unflat one afternoon, and come back in the morning and start questioning the guy, and you pick up first of all present time problems. Now supposing that process is the basic of his present time problem of the morning. Are he and you the terminals, the preclear and auditor the two terminals?

A. Yes.

Q. Do you run it that way?

A. Oh, well, if he got a lot of ARC breaks, it would be a good thing to run it this way. That would clean up all the ARC breaks, wouldn't it?

Now I am going to give you that again on ARC breaks. This is the hottest one to run ARC breaks on. Just pick up the auditor and pick up the pc, and the two people involved in the present time problem. I am glad you brought that up, Joe.

This idea of throwing him back into session after you have ended a session the day before is another point of judgment. Just how do you smoothly get him into it? Usually he has piled up something on top of the engram. There is a process here, which is not really a very good process, but which kicks them out, and it was not given in this ACC. That is Problems of Comparable Magnitude to that Engram, or that Incident. It will actually de-intensify an engram. You should have that as a little panacea.

That is an interesting one to wind up an intensive on. About noon of the last day you all of a sudden realize, "Boy, this man isn't going to make it." And you could run a problem of comparable magnitude on that engram and get it keyed out. However, you are better than that, and you will have had it flat by the last day of the last intensive he has, that's for sure. Any other questions? Don?

Q. Is "recall something" preferred over "recall a time"? I have heard "Recall a time you did something to somebody," and also "Recall something you did to somebody," which is slightly different.

A. "Recall a time" is always a superior process, unless the individual is consistently not recalling a time, at which time he is not obeying the auditing command. So you should say, "Recall something you have done to" to somebody who can't spot something on a time track.



Q. What's the difference there?

A. You are running really two processes with "Recall a time you did something," and you are running only one process, "Recall something you have done."

Q. Can he continue to do that without recalling a time?

A. Yeah. Definitely. Anything else?

"Recall a time," all by itself—you just sit down and say to a pc, "Recall a time. Thank you. Recall a time. Thank you." Some interesting things would happen to a case. Time, you see, is the single aberration. Joe?

Q. In running an engram, when you are tagging the engram for the first time, is it possible to peg, say, a 20-ton motivator and a one-pound overt, and that's the incident?

A. Yes. Because until they get some of the overt flat, the motivator will come off. The right one to run there, by the way, is the overt. You get that overt damn real, and all of a sudden you'll find the 20-tons have departed down to about 10-tons on the motivator. Now they'll run on comparable lines. Yes.

Q. Couldn't you have, say, a 20-ton motivator, as he was saying, and twenty one-ton overts tied to the same motivator, rather than one large overt?

A. You could. You could. Nevertheless, you'll find somebody getting all loused up on this, and best remedy is just to play what overt you find against what motivator you find as the incident. And just keep playing them one against the other, back and forth, back and forth, and eventually the thing will come out right.

There are many remedies, and one is Selected Persons Overt-Withhold Straight Wire on the personnel of the incident. You could take any incident as a PT and run any PT process on the incident. That's a little rule. I don't advise you doing it, however, but you can do it. It's very interesting. "Find something unimportant about that executioner," is just about the same as, "Find something unimportant about this room." If you want to get a reality soaring on a pc, just run "Find something unimportant about this room." And he'll start this not-is machinery going, you know, and he'll run it out to some degree, and all of a sudden the room will brighten up. Very interesting.

"Think of something you did to an executioner" would be it, rather than, "Think of something you did to that executioner." And he will come up with the overt, and he will find out he was the executioner in the same castle for about three lifetimes before he suddenly came back there and got executed. That usually is the way these things compare.

Any other questions? There is a burning question that you should ask, is: "Are we supposed to run these things muzzled?" Now, let me just say this, to do this for me: Let's cut down the unnecessary yak. And if the pc seems to be ARC breaking at all, you voluntarily muzzle your auditing. You got it? Because what he's got is an engram of being talked to or being interrogated in some fashion, and everything that he doesn't consider exactly necessary to the auditing session he resents. So if you find a pc is ARC breaking, you muzzle your session. Any other questions before we break this up?

Thank you very much for your time, I appreciate very much your coming in. I know you had a hard day getting on to a new routine, and you have got auxiliary duties. Several people in the HGC have been split off of administration, and there are other things going on. Latch on to 'em, get wheeling, but let's start making theta clears in this HGC and just make nothing else but theta clears. I have given you a pattern here that was thoroughly tested out in the 21st American ACC, and you can make theta clears—there's no great difficulty to it. Thank you very much.

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L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 OCTOBER AD9

HCO Secs  
Franchise Holders  
D of P Central Orgs

**AN EXPERIMENTAL PROCESS**

Recall Processes have always worked well. But it has been hard to get the most fundamental processes that would reach the lowest cases.

Here are some Recall Processes that work way down South of the Awks:

**COMM RECALL PROCESS:**

“Recall a Communication”

**KNOW MYSTERY RECALL PROCESSES:**

“Recall an Unconsciousness”

“Recall Waiting”

“Recall a Mystery”

“Recall Sex”

“Recall Eating” (or a variation

“Recall Food”)

“Recall a Symbol”

“Recall Thinking”

“Recall an Effort”

“Recall an Emotion”

“Recall Looking”

“Recall Knowing”

“Recall Not-Knowing”

These are very good, especially on bad off cases. They all work.

When the lowest seem flat one can go to one above. Probably there is an E-Meter tellingness that denotes flatness. I'm working on this and will have the gen soon.

The earliest experiments of this were on “Recall a Mystery” as a method of raising IQ and the pc was spouting poetry he'd “forgotten”.

There are many possible versions of these simplicities as one can run them on terminals and significances. Also, remember that these things (Recall Processes) take the pc out of PT and put him back in. You stop one with the PC back in PT. The Comm bridge to be used on this process is: “When you next get an answer close to present time we will end this process if it is all right with you.” Then don't go on for an hour or two, catch it with 8 or 10 commands by seeing the pc is doing a short cycle at the time and has started back up.

“Recall Exhaustion” is a simple, very effective version of a work process.

“Recall Creating” is a good way, apparently, to mop up Step 6 flubs.

Therefore you can use these processes in the HGC or you can, when it is okayed, use them in training. These are individual processes and not co-audit. As a note on co-audit, the process, the only basic affinity process, “What would you like to confront,” could cut your co-audit attendance losses. It is now allowed, having been carefully tested. Man, do they get interested in cases and hence into session. This is a fine individual process for pcs that “have no reality on pictures”.

L. RON HUBBARD



HCO BULLETIN OF 16 FEBRUARY 1959

**HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING  
OR TRAINED IN THESE PROCESSES**

**STARTING A CASE: AND BEGIN EVERY SESSION AS FOLLOWS WITH  
THESE RUDIMENTS.  
USE RUDIMENTS. FIND THE AUDITOR, FIND THE PC,  
FIND THE AUDITING ROOM.  
ESTABLISH A GOAL FOR THE SESSION.  
ASK FOR PRESENT TIME PROBLEM.**

**PRESENT TIME PROBLEM:**

If PTP exists then run it as follows and in no other way. Do not yak around about it. Just ask if there is one, see if one registers on the meter. On the PT PROBLEM THAT REGISTERS ON THE METER (not some other one) do the following.

Ask for and write down all the persons connected with this problem. That problem includes the preclear. On each of these persons, one after the other, beginning with the one most real to the pc, run this:

“Think of something you have done to (selected person).”

“Think of something you have withheld from (selected person).”

These commands are run one after the other until the selected person chosen is somewhat flat. (Pc begins to repeat things he has recalled before.)

Do this to each person involved in the problem.

PT PROBLEMS WERE CUT OUT OF HGC BECAUSE AUDITORS BURNED UP HALF AN INTENSIVE ON THEM. A PT PROBLEM NEVER REQUIRES MORE THAN A COUPLE OF HOURS TO FLATTEN. NO “WHEN” IS USED WITH PT PROBLEM BY SELECTED PERSONS.

USE RUDIMENTS AND CHECK PT PROBLEM EACH SESSION AND HANDLE AS ABOVE.

**DYNAMIC STRAIGHT WIRE:**

Do a survey, one time on the pc, not every session, to discover any errors in their dynamics. This is done with an E-Meter. On pcs not familiar with Sci. terms use the following words: Self, sex, family, children, groups, mankind, the animal kingdom, birds, beasts, fish, vegetable, trees, growing things, matter, energy, space, time, spirits, souls, gods, God. Assess with this question only, “Tell me something that would represent (each of the above, one after the other). When one changes the pattern of the needle action or when it is definitely balmy, write it down. When list is completed, take those items written down and run:

“Think of something you have done to (selected terminal you wrote down).”

“Think of something you have withheld from (selected terminal, same one).”

Run these questions on each, one after the other, until pc seems flat.

IF NO DAFFY TERMINALS ARE FOUND ON SURVEY, SURVEY IT ALL AGAIN. IF NONE ARE FOUND THIS SECOND TIME, SKIP THIS PROCESS.

DO THIS ONLY ONCE PER AUDITOR PER PC.

#### PAST AND FUTURE EXPERIENCE:

This process goes rapidly into engrams but can be continued even if engrams are contacted.

Run these two questions one after the other, one time per each.

“What part of your life would you be willing to re-experience?”

“What part of the future would you be willing to experience?”

KEEP AN ACCURATE RECORD OF ANY ENGRAMS CONTACTED. WHEN ENGRAMS PERSIST IN THE PC'S VIEW, CAREFULLY SPOT THEM IN TIME FOR HIM.

#### ENGRAM RUNNING:

Find the engram necessary to resolve the case. ONCE YOU HAVE CHOSEN IT AND HAVE BEGUN TO RUN IT, BE SURE YOU HAVE THE MOTIVATOR AND THE OVERT AND THEN DO NOT DO NOT DO NOT DO NOT DEPART FROM THAT INCIDENT TO RUN ANOTHER THAT “DROPS BETTER” OR COMES UP. IN OTHER WORDS ONCE YOU HAVE FOUND AN INCIDENT STAY ON IT UNTIL IT IS FLAT.

#### NOT-IS STRAIGHT WIRE:

When you have flattened an engram thoroughly with all five commands gone over twice, run Not-Is Straight Wire between incidents. In other words, flatten an engram, then run Not-Is Straight Wire, get that a bit flat and locate and run the next incident.

Selected Person Overt Withhold, and General Overt and Withhold can be run on a pc only if they are biting. This is also true of Not-Is Straight Wire.

L. RON HUBBARD

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HCO BULLETIN OF 8 APRIL AD8  
Issue II

All staff  
Field Offices

**A PAIR OF PROCESSES**

Now and then I overhaul some old process once in use and see what can be done to make it work.

Op Pro by Dup and Forgetting are a pair that recently showed up as having a possible specific value—i.e. to create a specific effect upon a specific difficulty.

Evidently Admiration and Critical are a dichotomy. Maxine Kozak suggests that Duplication is Admiration. From this I looked over Critical on the APA (OCA) profile and saw that the low critical might be influenced by Op Pro by Dup. A test should be made of this.

The other process is less nebulous in action. The specific for a bad memory is Forgetting run in Brackets. You will ordinarily find an automaticity of forgetting when you ask "Recall something you wouldn't mind other people forgetting." This is a "bad memory". Nothing like a good conscience to retain a good memory.

The commands of Forgetting would be a 6-way bracket.

Recall (or think of) something you wouldn't mind

1. Forgetting yourself ✓
2. Another person forgetting ✓
3. Forgetting about another ✓
4. Another forgetting about you ✓
5. Other people forgetting ✓
6. Another person forgetting about another person.✓

Each command is cleared. The commands are run in sequence rather than repetition.

This is a low scale process. Goes lower than "Not know" but graduates into it.

This is a basic on unknowns and fields of whatever kind.

L. RON HUBBARD





1st September, 1958

### A PAIR OF PROCESSES

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### CLEARING REALITY

A new rule.

In the absence or unreality of a terminal the significance in a process will not function.

In other words, the significance of help will not function on a tooth unless the pc is given a reality on the terminal of a tooth.

On a nervous-dispersed case, there is no real gain in running significance until hellos and okays are run on something.

Command "You say hello to that body."

"Have the body say okay to that hello."

"Have the body say hello to you."

"You say okay to that hello."

When pc has misemotion off the interchange, then run help in brackets on the same terminal.

Establish the reality of a terminal before you try to clear it with significance.

A pc in extreme pain can be audited if one clears reality on the hurting terminal and then runs brackets in help on that terminal. Note: Extreme control must be used in attempting this.

The above applies to objective terminals. Subjective might or might not work.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 9 MARCH 1960

Fran Hldrs  
Central Orgs

**EXPANSION OF OT-3A PROCEDURE, STEP TWO  
HGC ALLOWED PROCESSES**

Step Two of OT-3A Procedure is as follows:

Run Cause ARC Straight Wire to give pc a win on getting audited. Once each and over. And process only with pc in present time on cycle.

“Recall communicating to someone”  
“Recall a time you felt affinity for someone”  
“Recall something that is really real to you”.

Now people do have time tracks, the time span of the individual from beingness to present time on which lies the sequence of events of his total existence. And when the preclear *is* in session and is being run on a recall type process, he, with his attention, goes up and down this time track. He may recall things only from this life or he may recall things from his whole past track; but however that may be, his attention cycles from early on the track to present time or from present time to early on the track to present time. This is known as the cycle aspect of recall type processes. In ending such a process, it is of utmost importance that the auditor end it with the preclear in present time on the cycle. The auditor wants to watch ending the process when the preclear has not made a smooth cycle into present time, but has made a big jump from way back in the past to present time. In such a case, the preclear has really bounced out of the past incident into present time, and it is only an apparency that the preclear is in present time.

So when ending such a process, the auditor must exert caution to be certain the preclear is in present time. Being left with one's attention back on the track is not a comfortable sensation and sometimes can be quite painful, despite any justification offered by an auditor who himself has no reality on the time track, and I hope there are no such auditors.

With Cause ARC Straight Wire, the auditor must forget his fastidiousness about ending the process precisely so on the last command, “Recall something that is really real to you.” He ends the process, no matter on what command of Cause ARC Straight Wire, when the preclear's attention has come into or close to present time, close to present time being the last day or two.

In ending such a process the communication bridge used is as follows: “The next time you come close to present time I am going to end this process.” He continues to give the commands using the question, “When was that?”, after each answer the preclear gives and before the acknowledgement. When the preclear gives an answer close to present time, he says, “That was the last command of that process; end of process.” Bang. With processes that cycle, there can be no communication bridges like, “If it's alright with you in a few more commands I am going to end this process.” It could take fifty more commands until the preclear is close to present time; and by that time, the preclear has entirely forgotten that there ever was any intention on the auditor's part to end the process as it seems to him that the auditor must have changed his mind and decided to run the process longer than a *few* commands.

An auditor should not get upset with a preclear when the auditor, in an effort to get the preclear to give an answer right in present time, starts the preclear back down

the time track again. Remember it is the auditor who calls the shot, and if he misses, then he had better learn to gage it a bit better. A good auditor allows himself time in which to properly end a process.

Now two further cyclic processes which can be seen under Step Two of OT-3A are:

1. "What would it be all right for you to make forgotten?"
2. "What would you permit to have happen again?"

These are called Cause Elementary Straight Wire and are two separate processes which are not to be run alternately.

The first process puts the preclear at cause over forgetting, and the second process rehabilitates the preclear's ability to duplicate. These are both terrific processes in turning on recall in the preclear. All processes under Step Two are unlimited, with the "make forgotten" one only slightly less unlimited as it has a bit of a tendency to run down havingness. Havingness, however, should be checked upon in each session and run as needed.

The auditor should not consider Step Two of OT-3A lightly. These processes are, in reality, very potent and will certainly do more for CCH-step cases than anything we have had before. An example of this is how preclears broke through from psychosis to neurosis to sanity with the simplified version of ARC Straight Wire as given in the original *Self Analysis*. So use these processes and win faster.

Note: On second thoughts for purposes of differentiation, the first process, "What would it be all right for you to make forgotten?", should be termed Cause Elementary Straight Wire; and the second process, "What would you permit to have happen again?", shall be called Duplication Straight Wire. These two processes were first used in early Advanced Clinical Courses in Phoenix and were called at that time "Elementary Straightwire". The commands of "Elementary Straightwire" as given in *Dianetics 1955* were: "Give me something you wouldn't mind remembering" and "Give me something you wouldn't mind forgetting". As the ability to recall depends upon the mechanisms of forgetting and remembering (the ability to duplicate) you can easily understand the importance of these in Step Two of OT-3A.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 SEPTEMBER 1968  
Issue II

Remimeo  
All Dianetic  
Courses

**ARC STRAIGHT WIRE**

(Corrects HCO B 30 June 1962 and also  
in the HDA Course book. Corrects p. 102  
[soft-cover edition] of *Self Analysis*.)  
(Paste over HDA Course page 15.)  
(Corrects earlier HCO B of same date & title.)

The *correct* commands for ARC Straight Wire, as researched and as successful in test in cracking even neurotic cases, with one command added to modernize it, were and are:

Recall a time that was really real to you.

Recall a time you were in good communication with someone.

Recall a time you really felt affinity for someone.

Recall a time you knew you understood something.

Run ONLY on a Meter.

Run ONLY to Floating Needle and NOT beyond. (Don't abruptly cut pc's Comm.)

A true fact is that ARC always must precede an ARC *Break*.

Also ARC = Understanding and Time.

A = Space and the willingness to occupy the same space of.

R = Mass or agreement.

C = Energy or Recognition.

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HCO BULLETIN OF 3 DECEMBER 1956

Training, London – Washington

**B.SCN. – H.A.A. TECHNIQUES**

*Procedure emphasis:*

Communication (Mimicry, Learning)  
Control (Absolute versions)

*Commands:*

All commands used in actual session are to be havingness scale commands, used with the above procedures.

The Havingness Scale is as follows:

Create  
Contribute to  
Confront  
Have  
Substitute  
Waste  
Substituted  
Had  
Confronted  
Contributed to  
Created

The rule of the havingness scale is that the auditor clears the preclear at any level by running the level just above it.

The techniques are objective with such form as "Look around - - -".

The techniques consist of any command which gives one objective and one subjective target, or two objective targets.

Pay full attention to game condition.

**L. RON HUBBARD**





HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 5 APRIL 1973  
REISSUED 19 SEPTEMBER 1974  
(Only change is signature)

Remimeo  
HAS Course

**AXIOM 28 AMENDED**

**AXIOM 28.**

**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 AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.**

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way.

When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

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Founder

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# PROFESSIONAL AUDITORS BULLETIN NO. 56

From L. RON HUBBARD

Via Hubbard Communications Office,  
163, Holland Park Avenue, LONDON, W.11.

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8th July 1955

## AXIOM 51 AND COMMUNICATION PROCESSING

Let me give you a small review on communication. Axiom 51 says that MEST cannot change MEST, and we find that postulates and live communication do change MEST. MEST cannot change MEST, therefore a pair of forcepts cannot basically change a tooth condition. This is sweeping and I want you to realize how sweeping it actually is. A medical doctor would not be able to alter completely a broken leg. You may say, "That's silly, of course he could. He could come in and snap the bone back into place and the fellow would feel a lot better". No, I'm sorry, a medical doctor cannot over a period of time change a broken leg. Do you know what will happen? Let's look at it from the standpoint of life now, and we find out that the individual got attention for his broken leg, didn't he? It will emerge as rheumatism some day. In the next life it will emerge as two broken legs! We're going to get a repetition of this because as soon as you attempt to change MEST with MEST in one fashion or another you are going to get persistence, and that is all. Persistence of what?

In view of the fact that all conditions are postulated conditions, and that the consideration behind them that they are bad or good is simply again a consideration, if we say persist it doesn't mean that it is either bad or good, it simply means *that condition*. What condition is it? The condition we are trying to change. And whenever we try to change MEST with MEST we get a persistence of that condition. It will crop us one way or another, and you will see this time after time.

Dealing as we are in a very high echelon of live communication, when we try to alter a condition with MEST we get this persistence. Restimulation is the condition persisting in the auditor, as an auditor who goes around altering energy masses gets restimulated. The auditor comes along and says "Now all I have to do is change this energy mass one way or the other", and he may succeed in doing so as far as he can see for the moment. So he goes off restimulated. That is the condition persisting. It's going to persist, one way or the other. The only motto back of MEST is "PERSIST".

But we have this licked. Hence Axiom 51. Postulates and live communication actually can bring about a permanent change and can actually stop a persistence.

Now, this process, "What wouldn't you mind \_\_\_\_\_ communicating with", "What wouldn't \_\_\_\_\_ mind you communicating with" is actually not a low-echelon process. A low-echelon preclear, one with no mock-ups and very little reality, one who is not well off, will not be touched by this process. He cannot assimilate the process. Why? Because, to run this process, you have to have the co-operation of the preclear's ability to As-is. You have to have the ability of the preclear to have a cognition and the ability of the preclear to As-is a piece of energy, that is, to make a perfect duplicate of it.

Where, then, does that leave this process to be totally functional? It leaves it upstairs, because when you run it downstairs, the individual begins to "chew energy". Just "chewing the energy around" doesn't make it persist, but, with all this chewing, he isn't As-ising anything. All he is doing is moving mass "A" to position "B". Anybody who is doing this gets no cognition out of it at all. He is waiting for that piece of energy to tell him something, and this tells you a great deal about the preclear who couldn't run an engram. He was waiting for the MEST to say something.

The preclear who could run engrams could still play a game well enough to make the MEST say over and over again what the MEST had imprinted on it. That is exactly why an engram could run and why we had success in running engrams, and when an engram disappeared that is exactly what happened. It was up there all right, it was up there in lights, but it wasn't saying anything. It was a bunch of sound waves imprinted on a bunch of molecules of one kind or another, and the preclear had to sort of

pretend it was saying these things over and over. In other words, he made it talk. Now today an individual gets an engram in front of his face and you just tell him to make it talk. Make it say, if you please, exactly what is in the engram, or make it say anything—it doesn't matter which.

As we look over this running of an engram, let us say that we are getting an individual to run birth. What we are doing is to get an energy mass called birth to articulate to an individual, and it would run very handsomely indeed if we had the preclear saying OK. This is actually a terrifically effective way to run an engram. If we wanted to start today running engrams, we could, full out, and achieve tremendously superior successes because we could certainly run any kind of an engram in the bank. We could dream it up, and the preclear could dream it up, could do anything he wanted to, just to make these energy masses talk.

Of course very strange phenomena happen on an occluded case when you have him dream up the fact that he has the concept of an engram in front of him. You just look at him and you say "Now let's make believe that you have birth in restimulation in front of you." (This would be a roughie, and a weird way to go about it.) "And now let's pick up the engram at the point where the doctor is saying 'If you will just take this pint of strychnine, mamma, the child will be born much earlier.'" You have him to make this concept say this, and have him say OK to that.

The strange part of it is that you don't have to pay any attention to whether birth shows up or not. I counted the number of births on an individual one time and it was several thousand, believe me, and they all go back to Fac Ones and things like that. So we just have him get the idea that he has birth in front of him and have it articulate. Quite often this totally occluded case will have a complete birth show up and begin to run off. But, he was totally occluded, wasn't he? He couldn't run an engram.

We could just buckle right down at that point and actually run that engram with OK's from the preclear, just as it showed up, or we could go on running a synthetic engram. In either case facsimiles would go out of restimulation in the individual. As long as we have communication those energy masses will disintegrate and you will stop the persistence of the condition.

So let's look at the optimum way that I know of at this moment—the best way I know of—to separate universes, on which I have had considerable success and to date have had no failures as long as the preclear could at least articulate anything. As long as you can make him do anything at all you can make him do this. You have seen the process already.

"Give me some things you could say to your mother." If you wanted to make this very perfect, if he is unable to play a game you don't have to (very often the preclear is unable to play a game) you would say, "Now get the idea mamma is out there saying OK to all of this." "Now give me something else you could say to your mother." Then you say, "Get the idea mamma is out there and have her say 'OK'." "Now give me some things that mamma could say to you."

Now you will get a positive blow-apart in a fairly rapid order of the interiorization of the universe. We know very well that people interiorize into a body, into other bodies, into MEST objects, into planets. So, if you were to run this one all the way backward you would take somebody who is obviously seen to be interiorized into earth, and what would you have him do?

You would say "All right now, give me something earth could say to you." If he is really interiorized into earth he'll think up something. Then you have him say OK. The next thing you know he will get the ball of earth 'way out there somewhere. Maybe it's the first picture he has ever had! You will say, "That's fine. Now give me some more things that earth could say to you." "Now give me some things you could say to earth," and very ordinarily he will come right on up the tone scale. You will never see such perfect behaviour of a tone scale as when you use a MEST object.

Then we would pick out (if we really were bent on exteriorizing Mr. Doakes and Mr. Doakes was interiorized into the interiorizations) another universe when we knew that we had the first one blown, and we would know that because his physiological condition would very definitely alter. We would go on to the next likely universe.

We find this fellow who has been a linotype operator for eight thousand seven hundred and sixty-two months, or something of the sort. We don't have to be specific. We pick a linotype machine, and we say if he got into earth he certainly got there via some sort of apparatus he was controlling, so we say "All right, what could a linotype

machine say to you?" He would think it over for a moment. A very literal-minded fellow would probably say "It could say 'clank'."

"OK, have it say clank."

"You know, I don't get any sonic on this," he'd say. (I've had this happen.)

"Well, just get the idea of its saying clank."

"Well, it's going clank, all right."

("Oh no you don't," says the auditor, aside and to himself.) "Have it SAY clank."

"Have it SAY clank? A linotype machine can't. . . Well, I guess it could. On thinking it over I guess a linotype machine could. . . All right, I'll have it say clank."

"All right. Now have it say something else." He does, and we blow him out of the universe of the linotype machine.

Now let's pick the wife he hates worst, or something like that. What could she say? etc. Admittedly this is not a short process, but it keeps going faster and faster. Next we would pull him out of papa and mamma, and maybe grandma and grandpa, and so on. We are going one of these school-book, by the table, separations. Then we say, "Now give me something your body could say to you."

"My body say something to me?"

And away we would go, and we would blow him out of his head.

It will work with almost that mechanical ease. The question is, how many hours of auditing would it take to bring somebody who is totally interiorized into a planet out through these various stages and finally out of his head. As far as I'm concerned it is the minimum number of hours he could be audited for maximum result.

We could do a tremendous number of things for him. We could do a momentary patch-up on a lot of things, we could do this and we could do that, but if we were going straight toward the goal of making this individual into the highest level of condition that we could make him into we would follow a process just about like this. It would be slow, and it would be arduous, but we would get better, and better, and better. He would finally get to a point where he could feel these things blow off and blow out on him.

I went so far one time as to try to exteriorize a fellow from his engram bank. I think I exteriorized a lot of thetans from that bank but I never got the fellow out of it entirely because I didn't have the time. His track finally stretched out in all directions and he could view it clearly, and then he was terribly interested and wanted to run and have to do with each individual engram—and there were about seventy-six trillion years worth of them. Then there was the whole GE line. So I abandoned that attempt. He felt wonderful, though, and went around telling everybody he was cleared. Compared to his earlier state he sure was. He was cleared easily from eight or nine heavy engrams in about eight or nine hours auditing.

The articulation of the actual communication would be something you would do on an individual who is having the vaguest difficulty playing a game, who couldn't As-is birth at a glance. And this is the conclusion I have reached rather arduously over these past weeks, on this. I give you data when I have it.

Axiom 51 is right. It says you can't change MEST with MEST, but postulates and live communication can change it. But realization on the part of a preclear with no cognition is not possible. So if he can't realize that means he can't As-is, so if he can't As-is, there he is. But I have seen preclears pass right on up the line from cognition zero to almost instantaneous cognition. In the Air Force they have ceiling zero. We have cognition zero, but it's the same thing—total fog.

It is immensely safe for an auditor to change by communication. There is no restimulation involved.

*Text*

*R2-39 – Conceiving Something Interesting.*

*Interest is the keynote of attachment*

*LRH*



## PROFESSIONAL AUDITORS BULLETIN NO. 54

From L. RON HUBBARD

Via Hubbard Communications Office  
163, Holland Park Avenue, London, W.11.

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10th June, 1955

### REALITY LEVEL OF PRECLEAR

Find the reality of the preclear. This is the watchword of processing. Although communication, as completely outlined in Dianetics, 1955! is a universal solvent, remember that there are also two other corners to the triangle, and that one of these corners is Reality. That R corner of the triangle is very important to you as an auditor because you, having very great certainties on this and on that, are very prone to forget that your Realities are greater than those of your preclear.

The reality level of the preclear is dependent on how much he is "Not-Ising" his environment. If he is not-ising it, he must believe that it is dangerous, and must believe that he himself does not have the power to make anything in it disappear or vanish for himself. Therefore, his reality level is as great as he is strong, and it is as poor as he is weak. Do you know that you are processing preclears who do not believe that thought has anything to do with action? You are processing preclears who believe that thinking a thought will influence nothing. You are processing preclears who believe that thinkingness is one thing and actingness is an entirely different thing, and that no amount of thinkingness is going to influence any amount of actingness. This is apathy, indeed, and along with that goes an unreality which would appal you.

Yes, these preclears can get mockups. They can get concepts. They can be very obedient. They can even be run with SOP8-C and somehow or another muddle through it, but the joker here is that the auditor is actually monitoring the body of the preclear, and of course a body can respond to orders, and will respond probably faster to the auditor's orders than to the thetan the auditor is processing. Thus a preclear can be put through any number of contortions and convolutions in processing without getting anywhere at all. The auditor is simply doing it.

Find the reality level of your preclear. Unless you find the reality level of the preclear you are not going to reach the preclear, because the preclear is as alive as things are real.

Now, if this is so important, then let us see how far south we would have to go to reach some preclears. Mechanical Two-way Communication might very well be much too tough for 75% of the preclears you will process. Just ordinary conversation is actually over their heads. People that we are trying to reach do not know the auditor is acknowledging them when he says "Okay".

Let us look at this acknowledgement of the preclear, and let us discover that the auditor, in order to acknowledge the preclear, must also make the preclear aware that he is being acknowledged. Thus, when an auditor says "Okay", or "All right", or "That's fine", the other part of the statement is to make the preclear aware that an acknowledgment has been delivered. Thus, a "Did you hear me?" is quite often beneficial. When the preclear finally admits that he did hear the "Okay", and when the auditor makes sure that he time after time hears the "Okay", you will notice that the communication, on the acknowledgment level, starts to work with the preclear. But it won't work as long as the preclear is oblivious of the "Okays" the auditor is giving. Of course, you must give the preclear an "Okay" for every action or completed thought he performs. You must acknowledge what he has said or done, but you must also be very sure that he receives that acknowledgment. It is not out of order to face him

squarably and hold up one finger and say "Wait a minute, did you hear me say 'Okay'?"

Now there are two processes which are at once the most basic of processes and which are very low on the Reality Scale as well as high on it. A person processed on these processes should not believe that the auditor believes his reality level is low. Quite the contrary. Such a process as this one happens to be very good anywhere on the tone scale. And this process is, "Think a thought", "Receive a thought".

You are in essence processing thinkingness. I wonder how long and how often you have processed preclears who could not clearly or differentiatively understand that they were thinking a thought? The auditing command is simply, "Think a thought". The preclear is given this command time and time again, and he vocalizes the thought back to the auditor, and the auditor acknowledges the fact that he has received that thought, aloud. And the preclear is run until the preclear knows, absolutely, that he himself, not some machine, not some energy mass, not his toe, or his hat, is thinking the thought. The preclear will start out thinking thoughts which are actually handed to him from some mysterious source. When the communication lag on this is entirely flat, and when the preclear knows that he himself is thinking the thought, the auditor can then run the other side of the process.

"Receive a thought", is run with the following auditing command: "Tell me a thought you would be willing to receive". This is then run until it, as a process, is entirely flat: when it is no longer producing any result or comm-lag.

Part of the "Think a thought" process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have his hat think a thought, have a lamp think the thought, have a rug think the thought. This gets the preclear into the practice of placing the thought somewhere. Thus, thoughts are less likely to appear suddenly and magically out of his machinery.

Very curious phenomena result from "Think a thought" and "Receive a thought". It will be found sometimes that it is easier for the preclear to think a thought for another universe than for himself to think a thought. Let us take for example a preclear who is entirely interiorized into the universe of his mother. It would, therefore, evidently be much easier for him to have his mother think a thought than for the preclear himself to think a thought. As a matter of fact it might be an enormous struggle, resulting in rebellion, for the preclear himself to think a thought, but it would be very easy for the preclear to have his mother think a thought. The way to go about this would be to take an E-Meter, or simply estimate by finding out who the preclear most resembles, the probable universe into which the preclear is interiorized. Having established this (and you would only do this if the preclear were rebellious about thinking a thought himself) you would then have this likely universe think a thought, with the auditing command (having established that he is interiorized into his mother's or his father's universe): "Have your mother (father) think a thought". This would then be carried out until the preclear was absolutely sure that he was making his mother or his father think a thought. This would betoken an initial division of the universe.

Slicing up universes with communication processes is a very easy thing to do. All one has to do is use the process: "What could you say to your father", and have the preclear say it, and get an Okay from his father. And when this was flat, "What could your father say to you", and when the preclear has vocalized this, the auditor would say: "Now give your father an 'Okay' to this". However this workable process which splits universes (in old-time parlance "valences") is yet much too high for a preclear who is very low on reality, and would take a very long time to do. It would be a process into which you would eventually move the preclear who had been thinking a thought for his mother, but remember that thinking a thought for his mother would be only a start into communication processing, and would be an elementary process, run until the preclear is entirely certain that he is thinking a thought that his mother would think or that he can make his mother think a thought—the latter being the most desirable condition.



You should be aware of the fact that you are processing thinkingness. You are not processing spaces, you are not processing masses at this day and state of development of Dianetics and Scientology. You are processing thinkingness. A man is as well as he thinks. The more masses and spaces, phrases and engrams you process the less you are validating the fact that you are actually processing a thinkingness: a thinkingness that we call a thetan. To process this directly is, of course, the most indicated process there could be, and sure enough, we are producing good results with it. But the remarkable thing about the process is that it works on people who heretofore have had very, very poor reality.

Now there is a process which is a little bit lower than this "Think a thought" process, and this is the process of finding something real in the room. Recently I have had some very excellent results with "Find something in this room that is comfortably real". This is a variation on the initial auditing command as given in the early SOP's. It is apparently better. A preclear who is not-ising everything in sight will find things real, he says, but actually he is not comfortable about it, and if you ask him to find something that is comfortably real, it may take him a long time to discover anything that he would tolerate to continue existence, and once you have begun this process of toleration you would be able to do a great deal for his case.

"Find something comfortably real" is not necessarily a low-toned process. It will work in varying degrees on anyone. It is not recommended for any particular case-level. If a preclear utterly bogs on "Think a thought" (which isn't likely), then you should have him "Find something in this room that is comfortably real to you".

I am reminded of an auditor recently processing a very bad arthritic, who processed him as an exteriorized case for some little time without any apparent gain in the case before it occurred to this auditor that something must be wrong. Actually, a great amount of time was invested. The auditor asked Nibs, my boy who was then instructing the ACC course in the United States, and who is at this writing in England, teaching the B.ScN course there, what could possibly be wrong with this hung-fire preclear. Nibs looked him over and discovered that the auditor had never yet gotten the preclear into any kind of a situation which was even vaguely real to the preclear. The auditor in one chair and the preclear in the other chair was not a real situation to this preclear, and yet the auditor was running him as an exteriorized case. Of course he was exteriorized, but with such a low level of reality that very little benefit of course was resulting from the processing.

Processing is as beneficial as it is real and factual to the preclear, and if you cannot raise the preclear's reality level by the use of Affinity and Communication, then you are letting the whole triangle hang fire. This triangle of ARC may have suddenly gotten very important on the C corner, but it is still foremost in the tool-kit of the auditor.

Now you will want to know why you should use "Think a thought" when what is obviously wrong with the preclear you have in mind is a withered leg. Let me assure you that if you process directly this withered leg, you are processing something and somebody who probably has a very low level of reality. He wouldn't have a withered leg if he had a high level of reality. Where you have anybody who is neurologically, physically, or psychosomatically ill, unless it be from an acute infection or an accident, you have somebody who has been trying to not-is his body. When an individual is not-ising his body, making his legs wither, or his stomach get ulcers, or his head get migraine headaches, or his teeth fall out, you have somebody who is trying to not-is the environment. He is already going in the direction of succumb. The one thing that would make him very happy would be the entire disappearance of the physical universe. Well, with modern processing you can make this happen, too, and maybe this is something you should have happen for him in order to demonstrate that it could happen. Of course, if you did this you would have to go through a modern B.ScN course at least, for this is a very tricky procedure. In view of the fact that unreality is the action of realizing things are there and then saying they aren't there (not-ising them, see "Creation of Human Ability" and the Axioms of Scientology) you are dealing with a protest against reality which results in unreality. A person will let things

be as real as he is willing to let them exist. When an individual isn't willing to let a leg or a tree, or this universe exist, then things are not real to him. One of the best ways you could get him to raise his level of reality would be to give him some reality on thinkingness. It isn't actingness, it isn't getting tired, it isn't being unable to work, it isn't the second dynamic, that impedes your preclear—it is his thinkingness. All you have to do is to get him to change his mind. If you could get anyone to change his mind enough he could then command anything that was bothering him. But a preclear who is not-ising things is trying to use force and pressure of one kind or another against physical objects and spaces in order to push them out of existence. This will never win, let me assure you. Energy will never destroy energy, I don't care how many atomic bombs the peanut-whistly brigade builds, they will never destroy any space or energy with them. Your preclear who finds things unreal has stopped trying to do anything with thought and is trying to do something with force. He no longer conceives that thought can generate or handle or give existence or life to space and energy.

Now you take this to heart, and take a good, hard look at some of these preclears you have been processing on very fancy and frilly processes, and you take a think back over all of these preclears who, after you processed them, didn't think anything had happened. When the preclear didn't think anything had happened, nothing happened. What was in error? You were processing him above his level of reality. If you could get him to think a thought and know he thought it, and receive a thought, and know he had received it, even though he put it there to receive it, which is what he does, you would then be directly addressing the very thing that is doing unreality and reality. An individual who has a compulsive outflow is simply unwilling to receive a thought. An individual who is silent simply can't think of anything. Thus, if an individual had control of his thoughts he would have control of the universe. We can prove this now in a process.

And don't think you are going to finish this process, either side of it, in a half-hour or forty-five minutes. Some of these glib preclears you process will "fall in" on this process and begin to comm-lag an hour or two after you start processing them on it. The main errors which have been made with this process so far have been failing to run it long enough to have the preclear really know and really understand that he, himself, has thought the thought and that he, himself, has received the thought, or is willing to receive the thought.

"Find the reality level of the preclear" is one of those by-words that you can't use too often or look at enough.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 MARCH 1960

Fran Hldrs

STANDARDIZED SESSIONS

There are many reasons why sessions should be standardized and held in pattern. First of these is confidence. The auditor, going over practised ground, feels more confident and, startled by some sudden action or new development, does not lose session control by seeming incapable to the pc. The preclear, accustomed to repetitive session pattern, feels a security when all his sessions are predictable as to pattern of address. And if he changes auditors he is still able to feel confident that he is getting real auditing.

A second reason is duplication: Just as old repeater technique *done by* the auditor *to* the pc will run out a phrase or changed word, so do session patterns, well followed, tend to run out earlier sessions. Duplication does not make all things seem alike. Duplication of a session adds communication to the session and speeds up the willingness of the pc to communicate to the auditor.

The basic freeing action of auditing depends upon the separation of thought from form, matter, energy, space and time and other life.

We see in "science" as currently practised a nearly total identification by the "scientist" of mass with thought. "Man from mud" is a natural conclusion by anyone who has all his thought bound up in mass.

The reason a clear's needle is so free (and you've seen, certainly, how an E-Meter needle gets sticky, then freer and freer) is that his thought is separated from a matter, energy, space, time consequence.

The "dead-in-'is-'ead" case is totally associating all thought with mass. Thus he reads peculiarly on the meter. As he is audited he frees his thinkingness so that he can think without mass connotations.

What auditing is doing is making the preclear think key thoughts until they can be thought without creating or disturbing matter, energy, space and time.

As most pcs associate themselves with *thought*, only when they can think a thought without ploughing anew into mass can they exteriorize. Difficult exteriorization or exteriorization with bad consequences is all caused by a person's considerations of thought being matter, self being matter, etc, etc.

The basic overt act is making somebody else want mest. This recoils so that self wants mest. Thus we have the "necessity for havingness". Running havingness restores the pc at cause over matter, permits him to be separate from matter to some degree.

Thinking, then, is separated from mest by repetitive thinking on the exact points that pin a particular person to mest.

If a person is aberrated, say, on the subject of women, the shortest cut to de-aberration (barring havingness difficulties—see below) would be the repeated command "Think of a woman". At last he would no longer have pictures or masses just because he thought *that* thought and you would then find he could *think* about women as opposed to reacting about women.

This naturally leads to an obvious basic process, "Think about matter" "Think about energy" "Think about space" "Think about time" "Think about a thetan". In theory each one could be run flat in turn and then all run again.

In actual practice this is pretty steep for most cases and would not be real to many. A more complex approach containing more significance is more real to the pc.

The pc's mind is trapped into *forms* of mest and life, rather than merely mest and life. Thus, what falls on the E-Meter needle shows what form of mest and life his attention is fixed upon.

Havingness is a complicated subject when viewed in a pc's mind. Familiarity,

which is to say, predictability, is strongly connected with his ability to have or own. When he receives shocks or surprises, his ability to predict is invalidated and he *can't have*.

The reason a thetan "dies" is his loss of the familiar by the introduction of the unpredictable. Rapidity of change of state, unpredicted, would be a definition of surprise, also of death and forgetfulness.

The more change he is subjected to, that he did not predict, the less he can have.

Thus when he is given a "rough session", the pc's havingness goes down. Not predicting the shifts and changes of the auditor, the pc ceases to be able to have the session or its appurtenances—the auditor, the room, etc. The smoother the auditing the better the pc's havingness stays up.

The model session is designed to avoid unpredictable changes. Thus it is designed to retain havingness by retaining pattern, which is to say, retaining predictability by the pc.

Auditing done smoothly, duplicatively session by session as to session pattern runs itself out, even if the pc has a constantly changing bank.

A pc began to use pictures when he changed lives and sometimes, therefore language, but only after he had already adopted language for thought. So an ultimate step in processing could concern itself with separating the pc from the significance of words. Some such process as "Think of a word", followed by "Think of a meaning" would in theory, if it could be run (but has not been tested and would violate havingness), discharge the pc of his dependence on language for thought and would find him less fixated on having pictures (which of course bridge the language barrier).

Appearing in a form composed of matter, running on energy, existing in space and keeping pace with others in time is a favour pcs do one another (or an overt act depending on how cynical you may feel when you consider it).

The games condition of havingness is have for self, can't have for others. Appearing in a form violates this games condition. Also, giving another words violates it. Thus actors and writers tend to go down hill by violating their own games condition *if they are in one*. A games condition evolves from separateness. Running some form of separateness can then result in exteriorization not from willingness to lose the mass of the body but by curing the games condition. Separateness is of course handled on lower cases by running out obsessive connectedness. But separateness itself can be run.

Any auditing is a solution: Solutions are ordinarily an alter-is of problems. Thus getting people to confront problems or even solutions can resolve not only case but auditing where auditing itself has now and then, in absence of smooth analysis and session handling, become a problem to the preclear.

A fine process for this is "Tell me a problem that auditing would be a solution to" and for that matter, this also applies to any psychosomatic illness. A person with a bad leg would experience relief if audited on "Tell me a problem a bad leg would be a solution to", as a repetitive process. Similarly, it might work if one asked "Tell me a solution to a bad leg you could confront?" or "What problem about a leg could you confront?" which last is very good as a process.

The separation of thinkingness from a problem, from particular forms, and from Life and Mest are the primary targets of auditing. And just as the repetitive auditing command runs out not only the connection with a mass but itself, so does a repetitive session design eventually free the pc from not only his aberrations but auditing itself.

A person gets as able as he regains confidence—and he gets as free as his auditing is a constant not itself a wild variable.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 4 MAY 1959

### AN AFFINITY PROCESS

We have a fundamental Reality process in overt-withhold straight wire and, at a higher level, "What can you confront?"

Variations suggest themselves but what with Administration, Congresses, HPA Courses, ACCs and heavy promotion, I have not had time to test them.

The above form, startlingly enough, does work. It *apparently* cracks lower cases than "What can you confront?" There is some evidence it raises havingness.

A basic communication process is "Recall a time you communicated."

There have been few successful Affinity Processes. However, as unlikely as it first appears, the following is nearly a pure affinity process.

"What would you like to confront?"

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MARCH 1961

HCO Secs  
Assn Secs  
Ds of P  
All HGC Personnel  
All Auditors Auditing Staff  
All 22nd American ACC students  
All 3rd S.A. ACC students

**NEW PRE-HAV COMMAND**

Here is a new command for Communication on the Pre-Hav Scale.

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

It replaces the Pre-Hav Command in HCO Bulletin of February 2, 1961 (dated March 9, 1961 from Saint Hill).

The basic command from which the others are derived is:  
"RECALL NOT WANTING TO COMMUNICATE."

The full commands that can be run in sequence are:

"Recall not wanting to communicate."  
"Recall another not wanting to communicate."  
"Recall not wanting another to communicate."  
"Recall another not wanting you to communicate."  
"Recall another not wanting others to communicate."  
"Recall a communication."  
"Recall a no-communication."  
"Recall a communication."  
"Recall a no-communication."  
"Recall a communication."  
"Recall a no-communication."

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

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

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

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1959

**HAS CO-AUDIT**

Here are some hints on how to run Comm Processes on assessment:

The instructor asks the Preclear if he is sick or well. If the PC says he is ill then the instructor says "What part of the body would you say is ill?" Whatever the PC answers, this is then run on "From where could you communicate to a . . . (generalized terminal) body part". If the PC answers that he is well, the instructor says "Have you ever been ill?" The PC will in general say yes. The instructor then says "What part of your body was ill?" and runs the Comm Process on whatever the PC says.

Giving you advance scoop on a new research win it seems that the most effective and rapid clearing could take place with what we will call Universal Processes. This means running a Comm Process on Universe as follows:

"From where could you communicate to the physical Universe."

"From where could you communicate to a body."

"From where could you communicate to a mind."

"From where could you communicate to a Thetan."

This is all experimental at this stage but it would be a separation process from all universes the thetan is anxious about and should be quite successful in general use.

However I give you this not to use but to show you that we would probably win further and better if we began to steam people up on the subject of being clear and then slammed right in on whatever universe they could handle on co-audit. I would then run co-audit as follows:

Do the actions described above on body part and when the PC has come through that go at once onto the physical universe and then graduate him on to any body part that bangs on the meter and finally when various parts are flat get him into running the body as a general terminal.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JULY 1959

CenOCon

**HGC ALLOWED PROCESSES**

The following rundown is to be used in all HGCs.

For use on unconscious and fixedly psychotic persons unwilling to be audited:

“You make that body sit on that chair (or lie on that bed)”, and CCH 1, 2, 3, 4.

For use on persons unwilling to be audited at any time:

Two way help bracket  
“How could you help me?”  
“How could I help you?”

Get each question answered. Use lots of two way comm. Don't Q and A with reasons.

For use on persons unwilling to be audited by reason of session errors:

TR 5N, which is:  
“What have I done wrong?”  
“What have you done wrong?”  
with two way comm.

For persons who are acutely ill:

Ask them what part of their body they think is ill.  
Use that as the terminal. Run:

“From where could you communicate to a . . . . .?”  
(body part named).

For use on persons who complain that auditing has no effect on them or who make very slow gains, or who are going for OT. Run:

Process S2: “From where could you communicate to a victim?”

This is flat when pc can confront calmly a victim.

For use on persons in general. If this has been handled in an HAS Co-audit well, don't handle it again.

Overt-Withhold Straight Wire after careful assessment and used on various buttons, Dynamic Straight Wire, Know to Mystery Straight Wire, are all more or less same processes but are different ways of assessment.  
Always run terminals, never conditions.

For use on persons who have a p. t. problem. Get them to name the terminals associated with the problem. Run:

“From where could you communicate to a . . . . .?”  
(general form of terminal).

For use on persons in general, always to some extent when they enter HGC.

S-C-S.

For use on auditors in for auditing. Run until fully flat:

Process S-2:

“From where could you communicate to a victim?”

For use on people going to theta clear. Use liberally and long:

Assess case with E-Meter. Spot terminals needing clearing. Use:

“From where could you communicate to a . . . . .?”  
on each terminal.

For use on people going to theta clear:

Find engram necessary to resolve the case each time. Check out all terminals present in it. Make a list. Run: “From where could you communicate to a . . . . .?” (each terminal in incident by general name). Don't run off from incident that is being run. PC will go up and down the track but when one terminal is flat, choose the next from the same incident we started with. Remember to resurvey incident for new terminals when several are flat.

For finishing off cases to level of theta clear:

“From where could you communicate to a . . . . .?”  
male, female bodies, bodies, mest.

For easing off any case into comfort or completion of an intensive:

Get person to say what is wrong. Get them to name the terminal they think is the trouble, run:

“From where could you communicate to a . . . . .?”  
(terminal name).

#### HAS CO-AUDIT

Comm processes may be used in HAS Co-audit. Assess by asking person: “Are you sick or well?” If he says ill, ask “What part of your body do you think is ill?” Run:

“From where could you communicate to a . . . . .?”  
(body part person said).

If person says “well”, then say “What person or thing have you been most sorry for” (meaning pity). Whatever person says, run it as a terminal, “From where could you communicate to a . . . . .?” (generalized form of whatever he or she said).

This gets people up to talking and you get the “word of mouth advertising” you should have, plus a lot of better people.

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HCO BULLETIN OF 3 SEPTEMBER 1959  
Re-issued from Saint Hill

### WHY "VICTIM" WORKS AS A PROCESS

We all should have heard of the Overt Act-Motivator Sequence. If we have not we should review "The History of Man".

The highest level of third dynamic activity and the earliest instant of it is and was communication. Before communication (in one form or another) there was only native state. Obviously you are not going to run out native state—leave that to the Psychiatrists and Politicians. Therefore the earliest button susceptible of aberration was apparently communication.

However, communication itself is not aberrative. Only the misuse and withhold of communication is aberrative. One received his first communication foul-up when he postulated "somebody can mess up my postulates", when he granted that, right, then he or she had it thereafter.

The idea that communication could be harmful apparently came in about this point. And the obvious conclusion that one could injure with communication must have followed shortly after. That one could be injured and that one could injure was established by "example". Here began the game of "victim".

Death is just one of the varied forms of the game of victim. That one could be killed by the communication words or missiles of another is just an extreme form of the game.

That this was a game and that it was played out by Thetan "B" pretending that he had been injured so Thetan "A" would further withhold his postulates, has all been lost in the depth of the Reactive Mind. Death isn't a game anymore. Not even injury is a game. We know how seriously these things are now regarded and how utterly caved-in and lost Thetans have been for a very, very, long time.

Only with Scientology have we come back to the straight of it. And the straight of it is that one cannot be injured until he has postulated that Thetans can be injured and, by example of Thetans pretending to be injured, has come to the point of himself not only consenting to be injured but actually getting torn to shreds.

The basic postulate of injury or death (or harmful communication) is best summed up by "victim".

To restrain others one sets an example as a victim. It might be said that this is a last ditch way of being cause. On that thin idea rests all the disease and death, all the agony and travail of man. It is almost the bottom point of the Reactive Mind.

In any Overt Act-Motivator Sequence there is a villain and a victim. If the auditor were to choose and run the "villain" then he would be violating the basic definition of operating thetan which is "To be willing and knowing cause over life, matter, energy, space and time", and would be processing the pc at effect point. The basic definition of victim must then be, as our HCO Staff Auditor pointed out, unwilling and unknowing effect of life, matter, energy, space and time. Therefore, to keep the pc at cause we have no choice but to process him in such a way as to face him up to "victim".

Naturally this process is not going to run on the following cases until they are up to it:

1. A person who cannot conceive of ever having done anything bad to anybody or anything ("old sweetness and light").
2. A person who has a heavy present time problem (PTP).
3. A person who has had a bad ARC break with the auditor (who conceives the auditor has made him into a victim of bad processing or code breaks).
4. A person who needs to have several buttons cleared away which are pressing and making his present time very bad; and
5. A person who simply fogs out hour after hour on general comm processes and needs to have lighter buttons run until he can handle comm processes.

With these above five things cared for, then a pc should be able to run easily if lengthily on "From where could you communicate to a victim?"

During the run on the process all manner of chains come into view. Monitoring the type of chain or chasing down some sideline should be avoided thoroughly especially while running "victim". The pc is all too willing to duck and dodge and an auditor who Qs and As (changes the process just because the pc changed or wandered) had better go back to the Academy for a spell or get his own case gone over at the HGC.

Pcs have gone into convulsions, screaming fits and many other manifestations while running "victim". Of course they would, since they are dramatizing what they have done to others and are wearing the engram in full. But it is easier to run victim on the pc than to run engrams on him as such for he can pull out of "victim" engrams easily with a comm process.

A large percentage of pcs will not recover and stay recovered until "victim" has been run and flattened. This is due to their using auditing to be "victims" of. This is the heart of the old "service facsimile". This is why they have service facsimiles. So they can be victims.

The pc, while running victim, goes rapidly back and forth from one valence to another. He goes through all the various phenomena of engrams, locks and secondaries and in spite of the violence of the process, very often would rather run victim than anything else.

But, as above, beware of trying to run this on somebody who will not ever admit having done something to anybody. This is the figure-figure case. The difficulty here is that the person cannot face any terminal subjectively for fear of having ruined it or for fear of ruining it. Therefore—and watch this carefully—he does not do the comm process. Such a person needs a comm process run on very particularized terminals done in a general form "From where could you communicate to a dog" or anything else that drops. But if this is very necessary then run the person on the paper trick even with the lighter terminals. Make him draw each answer. Cases that have never, never moved before in hundreds of hours of auditing, get shot down in flames with the paper trick.

While running victim, the auditor should not use "how could you communicate" as an interjected command. It's a different process. If the auditor is having trouble he should have run a lighter terminal. One of the most effective light terminals and one of the best comm processes particularly for the HAS Co-Audit is a body part. One asks the pc if he has ever had trouble with any part of his or her body and when the answer is given, run body part named in a generalized form such as "From where could you communicate to a leg?"

From all the results I've been looking over lately, it would seem that the most broadly workable form of the comm process is a body part as above or "a body". After all, the pc *IS* in a body. Doing the comm process on mest before a body part and the body are run, seems to be a little rough on the pc (this is part of a system called universe processes), as the pc himself as a Thetan is generally mest shy.

Auditing body parts, however, has its lighter moments. At the last congress I gave, the body part given by the pc as a part of the body with which he had had trouble, when run, didn't do a thing for the pc. Surprised auditors and instructors were not long in finding out why—the pc's body part had been run and flattened years ago by older processes and didn't have a twitch left in it. This stuff's been working for a long time you know.

Well, that's the way it is. A person doesn't get sick or injured unless he's cast himself in the role of victim by reason of the game and his Overt Acts. And if you want somebody to cease to be a disease prone (new term there) and get up and do things and be bright and not flub and to win win win, get him up to a point where he can run victim with a comm process and from there on flatten the living daylights out of it.

When is victim flat? When the tone arm of the Hubbard Electrometer reads consistently at the clear reading for the pc no matter how many more auditing questions are asked about victims. *Every* terminal you run should be run until the tone arm reads male clear (5,000 ohms) for a man, and female clear (12,500 ohms) for a woman. And this is particularly true of a victim.

Don't start this going in an HAS Co-Audit until the pc being audited has had flattened on him easier terminals. And these may take an awful lot of hours to flatten. Victim itself is a very long run. The run is shortened by preparing the case well first so preparation time is never lost time on this process.

There is another button, in fact there are many more special buttons. It goes on up toward OT. And it isn't run at first on a comm process, but that's another and later story. I'll still be around when you get ready for it.

Meanwhile, de-victimize and win!

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 OCTOBER 1959

Franchise Holders

**D.E.I. EXPANDED SCALE**

(With a Note on Salesmen)

The original scale

4.0 Desire  
1.5 Enforce  
.5 Inhibit

was expanded in 1952 to

Curiosity  
Desire  
Enforce  
Inhibit.

In 1959 I have found another vital point on this scale which gives us a new case entrance point.

Curiosity  
Desire  
Enforce  
Inhibit  
Unknown.

I suspect also that "Wait" fits between Unknown and Inhibit.

To make these agree in intention, they would become

Interest  
Desire  
Enforce  
Inhibit  
Unknow.

This scale also inverts, I find, similar to the Dynamics and below sanity on any subject

Unknow  
Inhibit  
Enforce  
Desire  
Interest.

These points, particularly on the inverted scale, going down, are lowered by failure. Each lower step is an explanation to justify having failed with the upper level.

One seeks to not know something and fails. One then seeks to inhibit it and fails. Therefore one seeks to enforce it and fails. Thus one explains by desiring it and fails. And not really being able to have it, shows thereafter an obsessive interest in it.

The above inversion is of course all reactive.

Reactive selling (of interest to us in a salesman campaign) would be accomplished thusly (and this is the basic scale of selling):

The salesman refuses to let the customer forget the product;

The salesman then inhibits all efforts by the customer to refuse the product;

The salesman enforces the product on the customer;

The salesman now finds the customer desires the product;

And the customer will remain interested.

There is an interplay here whereby the salesman reverses the scale:

Source of Sales Failure	
<i>Salesman</i>	<i>Customer</i>
Interest	Unknow
Desire	Inhibit
Enforce	Enforce
Inhibit	Desire
Unknow	Interest

Salesmen, bringing about an inverted scale, can go downscale themselves as they do it. They seek to interest and meet *forgetfulness*. They *want* to sell and meet *opposition*. They *high pressure* the customer and get pressured back. And about the time the customer *wants* the product the salesman is reactively inhibiting the sale. And as the customer's interest is at its highest the salesman forgets all about him.

### SALESMAN SUCCESS

All a salesman has to do is continue to try to interest the customer and the reactive inversion will take place.

It is interesting that this scale, more importantly, gives us new case entrances. A series of Comm Processes on any terminal, say "bodies", could be run.

From where could you communicate to an unknown body
” ” ” ” ” ” an unwanted body
” ” ” ” ” ” a necessary body
” ” ” ” ” ” a desirable body
” ” ” ” ” ” an interesting body

This would pick the case off the bottom and run it to the top on any terminal that has gone totally reactive.

By the way, don't take my remarks on salesmen as being "all for the best". The basic overt act is making people want useless objects and spaces, and unfortunately for him that's often part of the business of the salesman. He, unlike us, sometimes isn't fishing people out of the mud. He's often more likely pushing them in. Therefore *he* needs our help to get square with the world. As his income depends on making people want things and buy things (even though sometimes they need them), we haven't much choice but to show him the mechanics of selling, to the end of getting him to help pull others out of the mud. Making somebody want something they really need is no crime, but the salesman is on very shaky ground. What do people really need? We had best not try to get involved in the ethics of all this, or to persuade them to sell only needed items.

The whole economic structure needs the salesman; he is the key of the whole structure. But we can leaven the flow of even useless goods by letting an invitation to freedom trickle in the same channel.

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HCO BULLETIN OF 11 DECEMBER 1964

Remimeo  
Franchise  
Sthil Students  
Sthil Co-audit

**SCIENTOLOGY 0  
PROCESSES**

The *whole* case gain to be expected from a pc at Level 0 is an increase of ability to talk to others.

At Level 0 we do not expect or lead people to expect any sudden miracle of physical or mental recovery. Rather, we emphasize that we are getting their feet on the ladder and as they *progress* up through levels they will achieve all they ever hoped for and more.

*Jumping* to higher levels leaves the lower level disabilities untouched and while trying to audit somebody at, say, Level III, we will find ourselves struggling with things that should have been handled at Level 0.

Further, this target *is* the one that beginning pcs make the most gains on in my experience. I recall one near miracle on a girl who couldn't bring herself to talk to her parents and all I did was get her to tell me what she'd say to them if she could talk to them.

Recalling is *too steep* for a starting pc. They can't recall well really until about Level IV when they can be cleaned up on their ARC Breaks with Life.

Here we have the whole design of Level 0:

"Recover the pc's ability to talk to others freely."

If you realize that a pc can't be in session unless he is willing to talk to his auditor, you will also realize that he can't be in life until he is able to communicate freely with others.

Thus *any* process that does not forward this end, is *not* for Level 0, no matter how frantic the case may be to become clear yesterday.

The more hysterical a pc is about getting advanced processes or a case gain, the less strenuous the process administered must be. The psychiatrist erred on this one point and it wiped him out as a social benefactor. The more desperate the case, the more desperate were his measures. He was just echoing his patients. It is *very* important for an auditor to realize this one datum for it is the second guiding rule of Level 0. It is a very senior datum. One must not become desperate and use desperate measures just because the pc is desperate or the family or society is desperate about the pc. The worse off the pc, the lighter the approach to that pc must be.

Psychotics (real, gibbering ones) are below auditing treatment in sessions. The measure used for them should be just rest and isolation from their former environments. And the first process used should be just getting the person to realize you are safe and safe to talk to.

So, although a few cases are psychotic, this still holds good. The auditor must get

the pc to realize he is safe—won't punish, scold, reprimand or betray confidences—and that the auditor will listen.

It doesn't give the auditor a withhold to not speak of another's withholds. One can only withhold what one oneself has done. What the pc did or said isn't even subject for a session on the auditor for withholding it had *no* aberrative value.

Even when we're Class IV, we still start all our pcs at the pc's level, which is for a beginning pc, Level 0.

So what we are trying to do with our pcs at Level 0 is the following:

1. Recover the pc's ability to talk to others freely;
2. Teach the pc by example the auditor is safe to talk to and won't scold, reprimand, punish or betray, and
3. Refuse to engage in desperate measures just because the pc is desperate; and therefore get a real, lasting gain for the pc.

### ROUTINES

A routine is a standard process, designed for the best steady gain of the pc at that level. The *remedy* is different. It is an auditing process which is designed to handle a non-routine situation. The only real remedy at Level 0 is patching up having failed to hear or understand the pc. The rest is all done by routine. The Case Remedies are at Level II and while we all realize that every Level 0 case *needs* a lot of Level II remedies, we also know that no remedy will work well until the pc is able to talk to others. When you run into trouble at Level 0, there are only 3 reasons possible:

1. The pc was not run in a direction or on a process to improve his or her ability to communicate to others;
2. The auditor failed to understand the pc's statements, either words or meanings; or
3. The auditor engaged in desperate measures, changed processes, or scolded or did something to lower the pc's feeling of security in the session.

That's all. As you go on up through the levels, you will find many other ways a pc can get upset. *But* at Level 0, the pc is not close enough to reality on his own case to even be touched by these at first. The pc is a long way off when he first starts getting audited. He can only approach his own case by degrees. So a pc, no matter how wildly he or she dramatizes at Level 0, is really only capable of a reality of the smallest kind about self. And such a pc must be able to talk before anything else can happen. Pcs can be ruined by someone who doesn't grasp that simple fact. Psychiatrists, failing to grasp it, murdered several million people—so it's no light matter. It's an important one.

A pc at Level 0 usually can't even conceive of an overt (a harmful act) done by himself. When they can, they go religiously guilty and seek to atone or some such thing. Become a monk. Or commit suicide.

The reason 33 1/3 percent of all psycho-analytic patients are said to have committed suicide in their first three months of treatment is not that they "came too late" but that a lot of wild data was thrown at them to get at their "source of guilt" and they went head on into the reactive bank, sought to demonstrate their "guilt" by making others guilty and killing themselves.

You don't want anything out of the pc but an increased ability to talk relaxedly to others without fear, embarrassment, suspicion or guilt. So all processes at Level 0 are arranged accordingly.

## WORDINGS

To give all possible wordings of routines that will accomplish the above is completely beyond need.

Once you have the idea of it straight, you can invent them by the dozens.

One doesn't even have to think of a particular pc. All Level 0 processes are good only when they apply to all pcs.

### ROUTINE 0-0 (ZERO-ZERO)

The starting routine is the most basic of all auditing routines. It is simply "What are you willing to talk to me about?" Pc answers. "What would you like to tell me about that?"

At Level II, the first question alone becomes a remedy. Here the two questions make a routine—and a very effective one it is!

### ROUTINE 0-A

This is how the auditor puts together Routine 0-A:

1. Make a list of people or things one can't generally talk to easily! That includes parents, policemen, governments and God. But it's a far longer list. The auditor must do this. It must never be published as a "canned" list.
2. Using any one of the listed items "If you could talk to . . . . . (listed item) what would you say?"

All right, that's all there is to finding the commands for Routine 0-A.

One doesn't get the pc to do the list. The list isn't done in session. The auditor does it himself on his own time. And each auditor must do his own list for his pcs and add to it from time to time as he thinks of new ones.

The pc isn't necessarily given any choice of items. The auditor picks one he thinks may fit. That's easy to do after one session. The pc keeps complaining about parents. Ok. Run 0-A on parents.

And flatten it!

By flatten is meant to use that one subject until the pc is darned sure he or she could now talk to the item chosen. If the pc still wants to abuse the item, it isn't flat. If the pc still wants to *do* something about the item, it is not flat. When the pc is cheerful about the item or no longer fascinated with it, it's flat.

Remember, there's no need to find out what the pc can't talk to. In fact, most cases you're better off just to take an item of your own for 0-A and use it. May seem strange, but you'll have a smoother time of it with the pc. Further you'll not restimulate (churn up) the pc's bank so hard.

### ROUTINE 0-B

The second routine consists of things to talk *about*.

One puts the routine together this way:

1. The auditor makes a list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered acceptable for social communication. This includes non-social

subjects like sexual experiences, W.C. details, embarrassing experiences, thefts one has done etc. Things nobody would calmly discuss in mixed company.

2. An Item from the list is included in the auditing command, "What would you be willing to tell me about . . . . .?" Add the item you choose.
3. When they have "run down" (as in clocks) ask them "Who else could you say those things to?"
4. Rechoose a subject on the list.
5. Repeat 3.
6. Continue to repeat 4. and 5.

Above all, don't be critical of the pc. And *very* calmly hear and seek to understand what the pc said. (You never, by the way, seek to find out *why* the pc reacted or responded in some way. A real blunder at Level 0 is "Why did you feel that way?" Or "Why do you think you can't say that?" You're *not* after the causes of things at Level 0. You will find out why at Level VI!) At Level 0, just keep them talking while you listen. And you use only the subject chosen to keep them talking.

#### ROUTINE 0-C

Routine 0-C is, of course, old RIC renamed. It is done without a meter and it has any subject under the sun included in its command. It is elsewhere covered.

In all the above routines it is vital not to alter the commands given above.

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There are many more possible routines. But to be a Level Zero Routine it must have as its goal only freeing up the ability of the pc to talk freely to others.

This is not a level to be regarded with a brush off. It takes a lot of skill to restore a pc's ability to communicate freely.

When an auditor has that skill he will succeed at all higher levels.

When a pc has that skill regained, his world will look to him to be a far, far better place.

So it is very important to get over this first hurdle. And very important not to dodge it and try to climb the hill anyway. It will become an awfully steep hill.

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HCO BULLETIN OF 26 DECEMBER 1964

Remimeo  
Franchise  
Schil Students  
Sthil Co-audit

**SCIENTOLOGY ZERO**

(Corrections to HCO Bulletin of  
December 11, 1964, Processes,  
and to HCO Bulletin of December  
10, 1964, Listen Style Co-audit)

**ROUTINE 0-A (EXPANDED)**

An additional command increases the usefulness of this routine. It is therefore rewritten as follows:

The auditor makes a list of things people generally can't talk to easily. That includes parents, policemen, governments and God. But it's a far longer list. The auditor must compile this list himself or herself out of session. It may be added to by the auditor from time to time. It must never be published as a "canned list". Scientology Instructors and Scientology Personnel should not be listed on it as it leads to upset in sessions.

*STEP 1.* The auditor chooses one of the subjects off the list and uses it in Steps 2 and 3 below until the pc is comfortable about it. Subjects from the list can be chosen in sequence or at random. A chosen subject is not left until the pc is comfortable about it. By this is meant, the pc would not feel disturbed talking to the subject chosen.

The auditor does not ask the pc which subject or if it is all right to choose that subject as the pc at the moment of selection is not likely to feel comfortable about any of the listed subjects and so will just reject. No, the auditor just chooses one and starts on it.

*STEP 2.* The auditor asks "If you could talk to . . . . . (chosen subject), what would you talk about?" Pc answers one or more things at greater or shorter length.

*STEP 3.* When the pc seems satisfied the question has been answered, the auditor then says, "All right, if you were talking to . . . . . (chosen subject in 1) about that what would you say, exactly?"

The pc is expected to speak as though talking to the subject chosen in 1.

*STEP 4.* The auditor notes whether pc is comfortable about the subject chosen in Step 1, yet without asking pc. This is done by noting the voice tone or text of what the pc would say. If it is shy, diffident, or if it is belligerent or annoyed the same subject is retained for a new go with Steps 2 and 3. If the pc seems bright and cheerful, a new subject is chosen from the list for a working over with Steps 2 and 3. If the subject in 1 is retained, the auditor again does Steps 2 and 3 above over and over until the pc is cheerful. A subject chosen in 1 is not left until the pc really can respond cheerfully. When this is accomplished, a new subject is chosen as Step 1 and the

process is continued with Steps 2 and 3 using the new subject.

The whole of Routine 0--A is flat when the pc feels far more comfortable about talking to specific items and isn't shying off from items on the list. It is flat, therefore, when an ability is regained on specific items on the list and the list items aren't producing big new changes in the pc's communication ability.

### LISTEN STYLE CO-AUDIT

It is expected that by the time an auditor is permitted to do the Zero Routines, Individual Listen Style will have been entered upon.

Until the class seems able to run individual sessions, old "R-1-C" can be used by the auditing supervisor on a group basis using Listen Style Co-Audit until the group has the idea of sessions.

Routines work best on Individual Listen Style. The pc is always wondering, in Listen Style Co-audit, if the auditing supervisor is listening to him personally. The auditor is not the receipt point of the pc's comm in many instances.

Old R-1-C is the best training mechanism to get auditors to run sessions. In this process the Auditing Supervisor just chooses something for all the pcs to talk to the auditors about, like a dynamic or a common social problem.

L. RON HUBBARD

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 HQS Course Checksheet  
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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 1/2 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 originations 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 auditors, 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.

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