Scientology

Standard Academy

Updating Materials

LEVEL 0

by

L. Ron Hubbard

HCO BULLETIN OF 24 DECEMBER 1979

Remimeo
TR Course
TR Super-
 visors
Cramming
 Officers
Auditors
C/Ses

TRs BASICS RESURRECTED

REFS: HCOB   16 Aug 71 II   TRAINING DRILLS REMODERNIZED
       Rev. 5.7.78
       HCOB   23 Sep 79   CANCELLATION OF DESTRUCTIVE
                             BTBs AND BPLs ON TRs
       HCOB   5 Apr 73   AXIOM 28 AMENDED

       BOOK: DIANETICS '55!
              Chapter VII: COMMUNICATION
       BOOK: PROBLEMS OF WORK
              Chapter 6:   AFFINITY, REALITY AND COMMUNI-
                             CATION
       BOOK: FUNDAMENTALS OF THOUGHT
              Chapter 5:   THE A-R-C TRIANGLE

       HCO PL 7 Aug 79   Product Debug Series 8
                             Esto Series 36
                             FALSE DATA STRIPPING
       HCO PL · 9 Feb 79 II HOW TO DEFEAT VERBAL TECH

      TRs have been under study and pilot for the past year as, just
about this time last year it became all too obvious, through review
of the video-taped TRs of special corps of auditors as well as those
from piloted TRs courses, that students seemed to have become inca-
pable of mastering the TRs.

      This presented a mystery, as I have always been able to teach
TRs effectively in about a week's time, give or take a few days.
Once the student has his basics in it's done by simply getting the
student to DO it, as TRs are not a "think" action nor a subjective
action. They're practical drills on the comm cycle. There's nothing
subjective about them. TRs are a doingness.

      But we suddenly had entire corps of student auditors unable to
master these drills.

      What had happened to the teaching of TRs?

      A good many months were spent in isolating exactly what had gone
wrong, and it has now all been boiled down to a very few factors:

    1. Hard TRs had been dropped out.

    2. Doing the Communication Formula in clay had been
        omitted.

subject. It was simply that there was no standard checksheet which took the student through the true data, and only the true data, on the simple basics (the ARC Triangle and the communication formula) underlying the TRs and then the TRs drills themselves. With that situation you can get all kinds of false data coming into an area. And that is exactly what was found. Almost one for one the students coming onto the special piloted courses conducted this past year were ridden with false data, various types of "think" and figure-figure and alter-is of the tech of the TRs.

A number of BTBs and BPLs on the subject contributed to this scene and actually perpetrated out-tech in the area, and these have now been cancelled, by specific title, by HCOB 23 Sep 79, CANCELLATION OF DESTRUCTIVE BTBs AND BPLs ON TRs, which lists and corrects the outnesses these issues introduced.

A further handling is to give the student the true data on communication and TRs, as covered in the chapters on ARC in "Problems of of Work" and "Fundamentals of Thought", the chapters on communication in "Dianetics '55!", and HCOB 16 Aug 71R, TRs REMODERNIZED. As he studies this, one then digs up and strips off the false data accumulated on the subject or drill, using HCO PL 7 Aug 79, FALSE DATA STRIPPING.

Where false data on a subject exists it hits immediately and directly up against the true data, and until this conflict is blown by false data stripping the person can be untrainable on the subject.

Thus this brand new tech tool, False Data Stripping, is and has been tremendously useful in correcting TR outnesses and ensuring correct training on the TRs.

It might be noted in passing that the most false subject on the planet at this time is psychology because the mission of a psychologist is a government one - to make the population into controllable zombies - the subject is being taught earlier and earlier in schools and a lot of your students and even supervisors have been subjected to this propaganda and false data about man and the mind. I recall that the people it took longest to get through TRs courses were professional psychologists. The basis of this is false data - they are loaded with it. It is not that psychology teaches anything about communication (they never heard of the subject until we came along) but that they simply have so many false data about life that they actually can't study or drill in a life subject such as Scientology. And you may find it necessary to clean this up. This prevents horrible slows on TRs Courses. It's not an action that would be done in the course, of course, but would be done in Review.

THE COMMUNICATION FORMULA IN CLAY

The TRs are drills on the various parts of the communication formula.

This basic datum seems to have become obscured in recent years. It appeared that, to many, TRs were considered to be drills that were done for the sake of doing drills, with only some vague accompanying idea of their actual use or application or how they related to auditing and an auditing session.

A handling is to make sure the student gets a very sound understanding of the ARC Triangle and its use before he tackles the TRs.

This can be accomplished by having him represent it in clay, using the chapters on ARC in "Fundamentals of Thought" and "Problems of Work" and Chapter VII of "Dianetics '55!".

When he knows how A and R and C interrelate and how they're used to bring about Understanding, he's then prepared to really grasp the communication formula. And when he has a good familiarity with the communication formula he can drill the TRs and polish up his own communication cycle and improve with comparative ease.

TRs THE HARD WAY

When TRs the hard way slipped out of use and permissive TRs entered the picture, the results were less competent auditors and less case gain for pcs.

Auditor TRs must be taught rough, tough and hard. This does not mean invalidative drilling or coaching or supervision. It does mean you get the student to DO the TRs. He's got to drill the TRs, not figure-figure on them or dive into his case to avoid them.

TRs the hard way means stringent, spot-on coaching and supervision on the proper gradient. Each button found on the student is flattened before it is left. Flunks are given when the student flunks. And when he flunks he goes right back in again and he drills it until he's got it.

The TRs are taught and drilled per the 16 Aug 71R Bulletin, TRAINING DRILLS REMODERNIZED, and per the advices in HCOB 23 Sep 79, CANCELLATION OF DESTRUCTIVE BTBs AND BPLs ON TRs. The student is coached to wins, not losses. You make sure he understands the drill and after that it's a matter of his DOING it. It's a matter of keeping him at it, getting him through it, regardless of what buttons crop up to be flattened, until he's mastered each TR and can handle any comm cycle with ease.

Permissive, namby-pamby, pat-a-cake TRs have no place in the training of an auditor or on a bona fide TRs Course. A student who hasn't mastered his TRs won't master any of the training that follows them. The way to master TRs is to drill them the hard way. It is hard TRs that make an auditor. (A more gradient approach to TRs would be taken on the HAS Course where the new Scientologist is getting his first taste of how to handle communication in his everyday life and livingness.)

Given sound training on the basics, ARCU and the formula of communication, with any false data stripped off, and the student then drilled on TRs the hard way, to perfection, you'll find he comes through with flying colors to a smooth, flubless comm cycle. And it doesn't take a year or even months to accomplish it.

PREREQUISITE

There is one factor that would effectively block a smooth run through this training, basics or no basics. You're not going to get a person who has been loaded up with drugs to grasp this data and come out the other end as any kind of product until he's had his drugs handled.

You now have the Purification Rundown to handle that, along with Objectives and the Drug Rundown. With this fantastic new Rundown, which is an undercut to all training and processing, we have the means to make even the seemingly untrainable trainable.

SUMMARY

I wanted to let you know what has been happening in regard to TRs study and training over the past year, and what bugs have now been uncovered. Each of the points taken up in this Bulletin have now been solved. You will have a very complete professional TRs Course released in book form in the near future.

Meantime, the materials exist and are available on which to train students in TRs and do so very effectively.

Therefore, this issue is your license to include on any current checksheet which calls for auditor TRs the materials and actions covered herein.

The data is being given you for your immediate use.

So I'll expect to see you turning out crops of auditors with flawless TRs!

It can be accomplished by getting in the five points covered in this Bulletin alone.

L. RON HUBBARD
FOUNDER

Remimeo
HAS Course

(Revised to include the full list of the
component parts of Communication.)

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 the full Communication
cycle are:*

Observation, Confront, Consideration, Intention,
Attention, Cause, Source-point, *Particle or Impulse
or Message,* Distance, *Estimation of Distance, Control
(Start-Change-Continue-Stop), Direction, Time and
Timing,* the Velocity of the impulse or particle *or
message, Volume, Clarity, Interest, Impingement,
Effect, Receipt-point, Duplication, Answer, Acknow-
ledgement, Understanding,* Nothingness or Something-
ness.

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 becom-
ing a receipt-point.

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LRH:dr
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Remimeo
Courses
Checksheets
Professional
 TRs Course

(This Bulletin has been revised to fully define TRs and to
include data on the cycle of communication upon which the TRs
are based.)

TRAINING DRILLS REMODERNIZED

This HCOB cancels the following:

Original HCOB 17 Apr 61   TRAINING DRILLS MODERNIZED
Revised HCOB 5 Jan 71   TRAINING DRILLS MODERNIZED
Revised HCOB 21 Jun 71 III TRAINING DRILLS MODERNIZED
         HCOB 25 May 71   THE TR COURSE

(REFERENCES:

HCOB 5 Apr 73R   AXIOM 28 AMENDED
Rev. 4.9.80
HCOB 23 Sep 79   CANCELLATION OF DESTRUCTIVE BTBS
                    AND BPLS ON TRS
HCOB 24 Dec 79   TRS BASICS RESURRECTED
HCOB 18 Apr 80   TR CRITICISM
HCOB 5 Apr 80   Q & A, THE REAL DEFINITION)

This HCOB is to replace all other issues of TRs 0-4
in all packs and checksheets, excepting those TRs
Booklets specifically designed for Div 6 Courses.

TRS DEFINITION

The term "TRs" is an abbreviation for Training Regimen or
Routine. TRs are also often referred to as Training Drills.

While each individual TR drill has its own specific purpose,
the overall purpose and definition of TRs is given here fully
and finally:

TRS ARE METHODS OF DRILLING THE COMMUNICATION FORMULA
AND BECOMING EXPERT IN ITS HANDLING AND USE.

That definition applies to any TR. At times over the years
when it has been dropped out or obscured or misunderstood, auditor
training quality and results have suffered.

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

THE A-R-C TRIANGLE

As TRs are methods of drilling the communication cycle, one cannot expect to master TRs without familiarity with that cycle. And basic to the drilling or any real use of the comm cycle is an understanding of Affinity, Reality and Communication, which make up the ARC Triangle.

There is no attempt here to repeat all of the existing data on the ARC Triangle and its use. Any student put on TRs must first have done a sound study of this theory. The data exists in the books:

THE PROBLEMS OF WORK, Chapter 6: Affinity, Reality
                                            and Communication
THE FUNDAMENTALS OF THOUGHT, Chapter 5: The ARC Triangle

DIANETICS 55!

and in various HCOB Bulletins in the Technical Volumes.

A student ready for TR drills would know and would have demonstrated how Affinity, Reality and Communication interrelate. He would be familiar with how one improves the level of ARC by first raising one side of this important triangle in order to raise the next side and the next, and how ARC brings about Understanding.

When he has that data he's better prepared to handle the comm cycle.

THE FULL CYCLE OF COMMUNICATION

Communication Defined

If one were to put it very simply, it could be said, correctly, that communication is the interchange of ideas across space.

A finer statement of this is given in the following definition from 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 simplest statement of the formula of communication is CAUSE-DISTANCE-EFFECT.

When we do a close inspection of this formula and the cycle involved, its many elements come to view.

If he then hangs up on the lower TRs, you would put him all the way back to restudy ARC and the cycle of communication, as there will be something there he hasn't grasped.

TRs are coached and supervised with attention and with the intention of getting the student to win. By win we mean honestly mastering each TR as he goes.

There's got to be a supervisor THERE to ensure this occurs.

Lax, permissive coaching or lax, permissive supervision have no place on a Professional TRs Course. They are simply an extension of the permissiveness of modern education where nobody winds up educated. This is not how we train. Permissiveness is nothing more than a symptom of the inability to confront.

A Professional TRs Course is TAUGHT and taught HARD, not permissively.

The above points are those which make up the expertise of how it is done. There are not many of these points but they have to be emphasized.

TRAINING DRILLS 0-4

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

NUMBER: OT TR 0 1971 REVISED 1980

NAME: Operating Thetan Being There

THEORY: OT TR 0 is the drill which provides an undercut to the actual use of the communication formula. For any communication to take place, it requires somebody there. On OT TR 0 the student is drilling simply being there as potential Cause or Source-point or potential Effect or Receipt-point.

COMMANDS: None.

POSITION: Two students sit facing each other with eyes closed, a comfortable distance apart - about three feet.

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

TRAINING STRESS: Students 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 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. This does not mean the student is supposed to be completely unfeeling or unaware. And he does not get into a figure-figure or go into weird additives or considerations. There is NO complexity to this drill. It means exactly what it says -- simply BE THERE, COMFORTABLY.

TR 0 requires some coaching. It can be done uncoached for an initial period to accustom students to confronting and to permit some time for student to get through the initial manifestations he may encounter when first doing the drill. Thereafter, the drill is coached on a student by his twin, and vice versa, on a turnabout basis.

It will be found the student tends to confront WITH a body part, rather than just confront, or tends to use a system of confronting rather than just BE there. This can show up in any number of ways including fidgeting, giggling, twitching, or any distractive motion or manifestation. Flunks are given for these as they are indications of non-confront, and they would be taken up and coached on the drill.

Automatic body functions which are not distractive, such as normal breathing, swallowing, blinking, are not taken up by the coach or the supervisor.

To clarify what has been known in the past as "Blinkless TR 0", the statement should be made that this does NOT mean the person never blinks. It is defined here finally and in full to mean that when a person's TR 0 is in he doesn't exhibit manifestations of inability to confront, including blinking nervously or flinching or doing anything else that would be distractive to a pc and shows a non-confront.

PATTER: When TR 0 is coached, coach uses "Start" to begin the coaching period. He uses "Flunk" when the student shows any manifestation of non-confront, indicates what the non-confront is, and uses "Start" to begin the drill again. "That's it" is used to terminate the drill.

NOTE: The drill is mis-named if Confronting means to DO something to the person. The whole action is to accustom an auditor to BEING THERE three feet in front of another person 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 BE there and CONFRONT.

On a Professional TRs Course the student passes when he can just be there and do a straight, uninterrupted 2 hours of good, acceptable confront.

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. Further revised in 1980 by L. Ron Hubbard to clarify "Blinkless TR 0" and coaching, and to include theory on the communication cycle.

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. Further revised
by L. Ron Hubbard in 1980 to emphasize the purpose of TR 0 Bull-
baited and to include data on "buttons" and the comm cycle.

NUMBER: TR 1   REVISED 1961   RE-REVISED 1980

NAME: Dear Alice.

THEORY: On TR 1, the student is using Observation, Consideration
and Confront as previously drilled. He is also drilling being
Cause or Source-point, awareness of Effect or Receipt-point, and
as Cause getting a Message (or Impulse or Particle) across a
Distance to Receipt-point with Attention, Interest, Control,
correct Direction, correct estimation of Distance, Time and
correct Timing, correct Velocity, correct Volume, Clarity and
Impingement, and with the Intention that it is received and·
duplicated at Receipt-point.

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, and to deliver a command with the
intention that it is received.

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

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". The
operative word here is received. The communication must be
received at Receipt-point as when that has occurred duplication
can take place.

        Any datum that every command must sound exactly like the
last command is false. Each question or command is delivered
in a new unit of time. When that does not occur the same
tonality will be noted, command after command, and the student
appears robotic. A command delivered naturally is one that is
delivered newly in a new unit of time.

        Don't buy an unchanging student or a wrongly done TR.

        If a student is unchanging (delivers 3 or 4 robotic TR-1s

there as the preclear that he has heard it. The coach repeats
any line he feels was not truly acknowledged.

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

TRAINING STRESS: Teach student to acknowledge exactly what was
said so preclear knows it was heard. Ask student from time to
time what was said. Curb over and 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 and that an acknowledgement must be
appropriate for the pc's comm. The student must be broken of
the habit of robotically using "Good", "Thank you" as the only
acks.

        To teach further that one can fail to get an 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 acknowledge-
ment. 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 communica-
tion cycle and a period of time, that a new command begins a new
period of time. Revised 1961 and again in 1978 by L. Ron Hubbard.
Further revised by L. Ron Hubbard in 1980 to include theory on
the comm cycle.

NUMBER: TR 2½ 1978 REVISED 1980

NAME: Half Acks.

THEORY: The same parts of the comm cycle are drilled on TR 2½
as on TR 2, with one exception; the emphasis here is on drilling
Acknowledgement and Control in such a way as to bring about the
"Continue" (or "change") part of the Control cycle.

PURPOSE: To teach the student that a half acknowledgement is a
method of encouraging a pc to communicate.

COMMANDS: The coach reads lines from "Alice in Wonderland"
omitting the "He saids" and the student half acks the coach. The
coach repeats any line he feels was not half acked.

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

TRAINING STRESS: Teach student that a half acknowledgement is
an encouragement to the pc to continue talking. Curb over-
acknowledgement that stops a pc from talking. Teach him further

The student is also flunked for robotic delivery of the
question or command.

PATTER: The coach uses "Start" and "Flunk". "That's it" is used
to terminate the session. "Start" must be used to begin a coach-
ing session again after a "That's it".

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 (or with 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 ques-
tion, "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 intro-
verted 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

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 state-
ment or remark aimed only at student or room. Originations are
handled, Comments are disregarded by the student.

The coach uses the Comments & Originations Sheet, attached
to this issue, choosing items at random to drill the student in
handling.

When the student has mastered 1. Understanding; 2. Acknow-
ledging; 3. Returning pc to session, the gradient is upped and
the student is flunked for any part of the comm cycle being out.
This would include non-confront, failure to get a communication
across, using a half acknowledgement improperly (and thus inviting
the pc to continue endlessly when the pc isn't even answering the
question asked) when a full stop acknowledgement is required,
failure to encourage the pc to continue when it is necessary,
failure to get the question answered or to deliver each command
in a new unit of time, as well as any flub in handling preclear
originations.

The drill is passed when the student can handle cycles of
communication smoothly and naturally.

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. Further revised by
L. Ron Hubbard in 1980 to include theory on the comm cycle.

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.

ROBOTIC TRS

Stiff, unnatural TRs are robotic TRs. Students and auditors
who haven't mastered the TRs will handle communication robotically.

Anatomy Of A Robot

It can be said of robots that:

1.   They don't know what a comm cycle is.

2.   They have never really passed OT TR 0.

3.   They have never really passed TR 0.

4.   They have never really passed TR 0 Bullbait.

COMMENTS AND ORIGINATIONS FOR USE ON TR 4

Taken from the Book of E-Meter Drills
Preclear Origination Sheet

COMMENT: A statement or remark aimed at the student or the room.

ORIGINATION: A statement or remark referring to the state of the
coach or his fancied case.

I have a pain in my stomach.

The room seems bigger.

My body feels heavy.

I had a twitch in my leg.

I feel like I'm sinking.

The colors in the room are brighter.

My head feels lopsided.

I feel wonderful.

I have an awful feeling of fear.

You are the first auditor who ever paid attention to my case.

I think I've backed up from my body.

I just realized I've had a headache for years.

This is silly.

I feel all confused.

That was a very good session yesterday.

I've got a sharp pain in my back.

When are we going to do some processing?

I feel lighter somehow.

I can't tell you.

I feel terrible - like I'd lost something, or something.

WOW - I didn't know that before.

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You surely are a good auditor.

That wall seems to move toward me.

If you give me that command again, I'll bust you in the mouth.

I feel like something just hit me in the chest.

You surely have a nice office here.

Do these processes work differently on men than on women?
I feel like there's a spider's web on my face.
My left knee hurts.
I feel so light!
Isn't it getting hotter in here?
I just remembered the first time I went swimming.
My back has been aching like this for years.
How much do you weigh?
Are you clear?
Can you make your body rise up in the air?
I kind of ache all over. That's a somatic, isn't it?
How many engrams have you had run out?
What is this "Assist" I keep hearing about?
What does Scientology say about ghosts?
Have you ever seen an Operating Thetan?
How are you going to prove to me that I have a soul?
I feel like killing myself.
How long will it take me to get clear?
I just realized how terrible my mother actually was.
Are you married?
Hold my hand.
I feel so lonesome.
How many hours have you been processed?
I feel like I can't talk.
My body is starting to shake all over.
My ribs hurt.
I feel just like the time I got run over by that car.
Everything seems to be getting dark.
Could we stop and talk for a little while?
Don't you get tired of listening to someone like me?
Can you make my hair curly?
How long will it take me to lose 20 pounds?
Kiss me.
You are my re-incarnated husband of 20,000 years ago.
Why are you talking so much?
That last process isn't flat. I'm sick.
You're dead.

HCO BULLETIN OF 5 APRIL 1980

TR Courses

Q & A, THE REAL DEFINITION

There are several definitions for the term "Q & A".

In Scientologese it is often used to mean "undecisive", not making up one's mind.

Q stands for "Question". A stands for "Answer". In "perfect duplication" the answer to a Question would be the Question.

The real definition as it applies to TRs is "The Question proceeding from the last Answer."

Example:

Question: How are you?

Answer: I'm fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four?

etc., etc.

The above example is a grievous auditing fault. As each question is based on the last answer, it is called "Q and A". It could also be called "Q based on last A".

It never completes any cycle. It tangles pcs up. It violates TR 3. Don't do it.

I trust the above handles any confusion on this subject.

L. RON HUBBARD
FOUNDER

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1977RB
RE-REVISED 25 MAY 1980

Remimeo
Tech & Qual
All Levels
All Auditors   (Re-revisions in script)
All Tech
 Checksheets

(*This HCOB has been revised to include additional
data on False TA and the full list of references
on False TA. The layout of the list of handlings
has been arranged to follow the line for checking,
and reference to any specific brand of hand cream
has been taken out.*)

FALSE TA CHECKLIST

Ref: HCOB 8 Jun 70   *LOW TA HANDLING*
     HCOB 16 Aug 70R   *C/S Series 15R, GETTING
                             THE F/N TO THE EXAMINER*

     HCOB 24 Oct 71RA   FALSE TA
     HCOB 12 Nov 71RB   FALSE TA ADDITION
     HCOB 15 Feb 72R   FALSE TA ADDITION 2
     HCOB 18 Feb 72RA   FALSE TA ADDITION 3
     HCOB 16 Feb 72   *C/S Series 74, TALKING
                             THE TA DOWN MODIFIED*

     HCOB 23 Nov 73RB   DRY AND WET HANDS MAKE
                            FALSE TA

     HCOB 24 Nov 73RD   *C/S 53RL SHORT FORM*
     HCOB 24 Nov 73RE   *C/S 53RL LONG FORM*
     HCOB 19 Apr 75R   *OUT BASICS AND HOW
                             TO GET THEM IN*

     HCOB 23 Apr 75RA   *VANISHING CREAM AND
                             FALSE TA*

     HCOB 24 Oct 76RA   *C/S Series 96RA, DELIVERY
                             REPAIR LISTS*

     HCOB 10 Dec 76RB   *C/S Series 99RB, SCIENTOLOGY
                             F/N AND TA POSITION*

     HCOB 13 Jan 77RB   HANDLING A FALSE TA
     HCOB 24 Jan 77   *TECH CORRECTION ROUND-UP*
     HCOB 26 Jan 77R   *FOOTPLATES USE FORBIDDEN*
     HCOB 30 Jan 77R   FALSE TA DATA
     HCOB 4 Dec 77   *CHECKLIST FOR SETTING UP
                             SESSIONS AND AN E-METER*

     HCOB 7 Feb 79R   *E-METER DRILL 5RA*
     BTB 24 Jan 73R II   *EXAMINER AND FALSE TA*
     BOOK: E-METER ESSENTIALS
     BOOK: INTRODUCTION TO THE E-METER
     OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO
     SET UP YOUR MARK VI E-METER

"This Bulletin cancels HCOB 29 February 1972RA Revised

false TA and no reads or TA on hot subjects." LRH (HCOB
24 Oct 71RA False TA)

*NOTE: To ensure an accurate check, the meter should be
turned on a minute or two before turning to test.*

2.   IS THE METER TRIMMED CORRECTLY?..................._____

Handling:

"A meter can be improperly trimmed (not set at 2.0 with
the trim knob) and can give a false TA position. When
a meter is not left on a minute or two before trimming,
it can drift in the session and give a slightly false TA.

"The trim can quietly be checked in mid-session by snap-
ping out the jack where the cord goes into the box and
putting the TA on 2, seeing if the needle is now on SET.
If not, the trim knob can be moved to adjust it. The
jack is quietly slipped back in. All without distract-
ing the pc." LRH (HCOB 24 Oct 71RA False TA)

3.   ARE THE LEADS CONNECTED TO THE METER AND CANS?..._____

Handling:

"A properly set up meter with cans (electrodes) fitted
to a pc who is holding them properly IS ALWAYS CORRECT."
LRH (HCOB 24 Oct 1971RA) Reference for setting up a meter
is covered in E-Meter Drills Book, EM 4, *and the Mark VI
owner's manual if one is using a Mark VI.*

4.   ARE THE CANS RUSTY?.............................._____

Handling:

"Corroded cans can falsify TA. Get new ones now and
then." LRH (HCOB 24 Oct 71RA)

5.   ARE PC'S HANDS EXCESSIVELY DRY REQUIRING HAND
      CREAM?..._____

Handling:

"A quick test is have the pc put the cans under his
armpits and you'll see if it's his calloused or chemi-
cally dried out hands. The excessively dry hand is seen
as shiny or polished looking. It feels very dry. The
correct treatment is to use a hand cream, *but* not a
greasy hand cream or vanishing cream. A good hand cream
rubs all the way into the hand and leaves no excess
grease. Hand cream is usually smeared on, rubbed in
and can then be thoroughly wiped off. The hands will
usually produce, then, a normal TA and meter response."
LRH (HCOB 23 Nov 73RB *Re-revised 25 May 1980* Dry and
Wet Hands Make False TA)

Handling:

"For a normal or large handed pc the can size is about
4 7/8ths inches by 2 5/8ths inches or 12½ cm by 7 cm.
This can be altered as big as 4½ inches by 3 inches
diameter or 11 cm by 8 cm. This is standard." LRH
(HCOB 24 Oct 71RA)

10. TA POSITION ON MEDIUM CANS?......................._____

        Size approx 4 7/8 inches by 2 5/8 inches
                            or
                    12½ cm by 7 cm

Handling: Covered above.

11. TA POSITION ON SMALL CANS?......................._____

        Size approx 3 3/4 inches by 2 1/8 inches
                            or
                    9 cm by 5 cm

Handling:

"This can should be 3 3/4 inches by 2 1/8th inches or
9 cm by 5 cm diameter or thereabouts. A small child
would be lost even with that can. So a small 35 mm film
can could be used. This is 2 inches long by 1 3/16ths
diameter or 5 cm by 3 cm. This works but watch it as
these cans are aluminum. They do work but test for true
read with a slightly larger can and then trim to adjust
for the aluminum if any different.

"Cans of course should be steel with a thin tin plating.
Regular soup cans. Can size to match the pc avoids slack
can grip or tiring the hands into going slack, giving
the auditor 3.2 F/Ns and trouble." LRH (HCOB 24 Oct 71RA)

11A. CAN SIZE FOR A CHILD IS INCORRECT?..............._____
Handling:

Size can go down to photographic aluminum 35 mm film
cans for a child. Size approx 2 inches by 1 3/16 inches
or 5 cm by 3 cm. Note down TA position.

11B. IF THE ABOVE MENTIONED CAN SIZES AREN'T CORRECT
        FOR THE PC'S HANDS OTHER SIZES CAN BE TRIED......_____
Handling:

1 1/4" tubing or 1 3/4" tubing as well as other can
size checked to see which fits the pc's hand. Note TA
position.

12. ARE THE CANS TOO LARGE FOR THE PC?..............._____
Handling:

"Can size to match the pc avoids slack can grip or tiring
the hands into going slack." LRH (HCOB 24 Oct 71RA)

HCOB 21.1.77RB
Re-rev. 25.5.80

The point is to feel the hands with the cream on them
to see if it has handled the excessively dry hand that
is seen as shiny or polished looking.

And it now should no longer feel dry. (HCOB 23 Nov 73RB
Re-revised 25 May 80) The correct treatment is to use
a hand cream but not greasy hand cream or vanishing
cream.

A good hand cream rubs all the way into the skin and
leaves no excess grease. This restores normal electri-
cal contact. Such a hand cream would only have to be
applied once per session - at session start - as it lasts
for a long while.

If a cream leaves smears on a can, it is too heavily
applied or too little absorbed. (HCOB 23 Apr 75RA Re-
revised 25 May 80)

17. DOES THE PC HAVE ARTHRITIC HANDS?..............._____

Handling:

"A rare pc is so crippled with arthritis that he doesn't
make contact fully with the cans. This gives high TA.
Use wide wrist straps and you'll get a right read."
LRH (HCOB 24 Oct 71RA Re-revised 25 May 80)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS?........._____

Handling:

Check the grip. Does the angle of the cans go across
the palms of the pc? Is the natural curl of the fingers
sufficient to hold the cans in place, and is the place-
ment of the cans at an angle ensuring that the maximum
skin area is touching the cans? (Ref. BOOK OF E-METER
DRILLS) See if the palm is touching the can and not
elevated off. (Ref. HCOB 13 Jan 77RB)

19. CHECK THE PC'S GRIP, DOES HE HOLD THE CANS
     CORRECTLY?..................................._____

Handling:

Covered in above section. Also check to see if the pc
is holding the cans so tight that it is causing the hands
to sweat and read falsely low. (Ref. HCOB 13 Jan 77RB
and HCOB 7 Feb 79R E-METER DRILL 5RA)

20. IS THE PC HOT?..............................._____

Handling:

Get a fan in the room or handle the room so that it is
cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL?......................._____

Handling:

29.   IS THE PC USING THE WRONG HAND CREAM?..........._____

Handling:

Using the reference materials find the right hand cream
and test it on the pc. Note TA position.

30.   IS THE APPLICATION OF THE HAND CREAM CORRECT AND
      DOES IT COVER THE ENTIRE HAND?..................._____

Handling:

Watch how the pc puts on hand cream and see if it covers
the entire hand, thumb included. If not then have the pc
put on hand cream covering the entire hand and pick up
the cans and note TA position. Some pcs may have to put
cream on and wipe it off and then re-apply it. (Ref.
HCOB 13 Jan 77RB)

31.   IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?..._____

Handling:

Get a new chair that is comfortable for the pc.

32.   IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE
      CONDITION?......................................_____

Handling:

C/S Series 53 *Assessment* or Hi-Lo TA Assessment. Done
To F/Ning assessment.

So standard tech handles the high and low TA. The C/S
Series gives more data on the subject.

33.   HAS THE PC GONE INTO DESPAIR OVER HIS TA?........_____

Handling:

Handle the false TA with using this list as a guide-
line so that the cause of false TA is found and fully
handled with the pc by the various handlings covered
above. When false TA is handled check TA worries, TA
hassles and L1C best read.

——————

       This handling sheet is used in conjunction with the items
that are checked. This gives you the way to handle them.

       Refer to reference material in reference section above
for further data on handling a false TA.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1980

Remimeo

(Cancels BTB 26 April 1969, Reiss. 7.7.74,
Tech   BAD INDICATORS)
Qual
All Auditors
C/Ses

PC INDICATORS

References:

HCOB 3 May 1962R Rev. 5.9.78	ARC BREAKS, MISSED WITHHOLDS
HCOB 28 Dec 1963	ROUTINE VI, INDICATORS, PART ONE: GOOD INDICATORS
HCOB 29 Jul 1964	SCN I to IV, GOOD INDICATORS AT LOWER LEVELS
HCOB 7 May 1969R Iss. V, Rev. 15.7.77	FLOATING NEEDLE
HCOB 14 May 1969	F/N AND ERASURE
HCOB 21 Jul 1978	WHAT IS A FLOATING NEEDLE?
HCOB 16 Jun 1970 C/S Series 6	WHAT THE C/S IS DOING
HCOB 23 May 71R Iss. VIII	RECOGNITION OF RIGHTNESS OF THE BEING
HCOB 22 Sep 1971 C/S Series 61	THE THREE GOLDEN RULES OF THE C/S, HANDLING AUDITORS
HCOB 25 Sep 1971RA Rev. 4.4.74	TONE SCALE IN FULL
HCOB 18 Sep 1967	SCALES
BTB 6 Nov 1972RA Iss. IV	Auditor Admin Series 11RA THE EXAM REPORT
HCO PL 8 Mar 1971	EXAMINER FORM
HCOB 18 Mar 1974R	E-METERS, SENSITIVITY ERRORS
BTB 7 Nov 72R Iss. V	Auditor Admin Series 20R, MISCELLANEOUS REPORTS

In this new issue, Bad Indicators have been reviewed and reorganized, and an entirely new list of Good Indicators has been introduced.

INDICATORS: DEFINITION AND USE

INDICATE: To direct attention to, point to or point out; show.

> - Webster's New World Dictionary of the American Language

INDICATOR: A person or thing that indicates.

> - Webster's New World Dictionary of the American Language

14. WORKSHEETS. OBNOSIS. Pc wandering all over the track, unable to stay with an incident to handle.

15. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc misemotional at session end.

16. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc demanding unusual solutions.

17. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc trying to explain condition to auditor or others, either verbally or by writing notes.

18. WORKSHEETS. EXAM REPORTS. Pc continuing to complain of somatics after they have been run.

19. WORKSHEETS. MISCELLANEOUS REPORTS. EXAM REPORTS. Pc self-auditing after session.

20. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc dependence on medicine not lessening.

21. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc continuing other practices.

22. OBNOSIS. EXAM REPORTS. Skin tone dull.

23. OBNOSIS. EXAM REPORTS. Eyes dull.

24. OBNOSIS. EXAM REPORTS. Pc lethargic.

25. TONE SCALE. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc not becoming more cheerful under auditing.

26. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc wanting special auditing.

27. METER. WORKSHEETS. No Tone Arm action on running incidents or getting audited.

28. WORKSHEETS. Pc not cogniting.

29. OBNOSIS. WORKSHEETS. Pc dispersed.

30. OBNOSIS. METER. WORKSHEETS. Pc overwhelmed.

31. OBNOSIS. WORKSHEETS. Pc bored with auditing.

32. OBNOSIS. MISCELLANEOUS REPORTS. Pc not available for sessions.

33. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc tired.

34. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc has attention on auditor.

35. WORKSHEETS. OBNOSIS. Pc not wanting to run process or incident.

4. WORKSHEETS. Rudiments, session to session, easier to get in and stay in.

5. OBNOSIS. TONE SCALE. WORKSHEETS. EXAM REPORTS. Pc cheerful.

6. METER. WORKSHEETS. Needle F/Ning at session start.

7. METER. Tone Arm moving in the range of 3.0 to 2.0.

8. METER. Needle moving easily as pc does the process.

9. METER. WORKSHEETS. Blowdowns occur on right items and cognitions.

10. METER. Tone Arm counter showing normal or better TA for the session.

11. METER. WORKSHEETS. Change of characteristic in meter behaviour every few sessions.

12. METER. WORKSHEETS. Tone Arm blows down on cognitions.

13. METER. WORKSHEETS. Cognitions and F/Ns go together.

14. WORKSHEETS. EXAM REPORTS. Somatics vanish in processing.

15. WORKSHEETS. EXAM REPORTS. Pc blowing somatics and aberrations more easily.

16. WORKSHEETS. METER. CHART OF HUMAN EVALUATION. Pc responses associated with what is being run.

17. TONE SCALE. CHART OF HUMAN EVALUATION. Pc moves on the Tone Scale.

18. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc understanding self better.

19. OBNOSIS. EXAM REPORTS. Eyes are brighter.

20. OBSOSIS. EXAM REPORTS. Improved skin tone.

21. WORKSHEETS. EXAM REPORTS. Ears pop more open.

22. WORKSHEETS. Pc cogniting.

23. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Life problems lessening.

24. WORKSHEETS. EXAM REPORTS. Pc getting through the program okay with wins.

25. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc's havingness in life and livingness is improving.

HCO BULLETIN OF 15 JULY 1978R
REVISED 25 MARCH 1981

Remimeo
All C/Ses
All Auditors   (Cancels BTB 8 Jan 71R, AUDITING CS-1
Tech   FOR DIANETICS AND SCIENTOLOGY.)
Qual

(Revised to better clarify several of the
handling steps of the CS-1 procedure and
to provide additional data on terms in
the attached Definitions Sheet.)

(Revisions Not in Script)

SCIENTOLOGY

AUDITING CS-1

A CS-1 is a general C/S (Case Supervisor direction) which
covers the actions necessary to orient the pc to the basic
factors of auditing and thus prepares him to receive auditing.
For this purpose, because of the differences in Dianetic and
Scientology auditing terms and procedures, there exists this
Scientology CS-1 as well as a Dianetic CS-1 (HCOB 9 July 76R
Rev. 4.9.78).

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

Note: When the Case Supervisor orders a CS-1 for a pc
who has been trained or audited previously, the pc may protest
that he knows the terms and procedure. Should this occur, the
auditor must acknowledge with excellent TRs. Without invali-
dation or evaluation he can let the pc know that this C/S is
intended to make auditing more effective for him and to ensure
that anything he might have missed is picked up and cleared.
If the auditor's TRs are good, if he gives an honest R-factor
and if he does not clean cleans (attempt to handle something
the pc has already grasped), no ARC break should ever occur.
A CS-1 standardly delivered to the pc who needs it will give
tremendous wins.

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

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

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

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

3. Clear the words: a) auditing   d) Clear

                      b) auditing session e) preclear

                      c) auditor

4. Clear the words: a) thetan

                      b) mind

                      c) body

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

5. Now clear the words: a) picture   c) reactive mind

                          b) mental image   d) bank
                             picture

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

6. Clear with the pc:

    a) the communication cycle.

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

    b) the auditing comm cycle.

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

    If it is necessary to clarify this further, you can demon-
    strate the steps of the auditing comm cycle to the pc
    using simple, non-restimulative questions.

        Example: Ask: "Have you eaten dinner?" (or
        breakfast or lunch). And when he replies and
        has been acknowledged, ask: "What did you do
        when I asked that question?" Then have him ask
        you a similar type of question. Answer him and
        be sure he acknowledges you. Really establish
        your comm cycle with the pc.

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

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

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

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

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

  c) Have the pc give you an example of something "earlier
     similar."

16. Briefly clear with the pc how the rudiments are flown
    and the procedure for each rudiment.

17. Clear with the pc what a Repetitive Process is. Ensure
    he understands why and how it is done. Have the pc demo
    it for you.

18. a) Clear the word: flow.

    b) Demonstrate for the pc each of the Flows 1, 2, 3, 0.

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

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

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

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

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

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

22. a) Clear: Examiner.

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

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

    c) Conditional: To familiarize the pc more fully with
       this step, if it is feasible, take the pc to the
       Examiner's space, introduce him to the Examiner,
       briefly orient him to the space and go over with him
       again the functions the Examiner performs. Then
       return to the auditing room.

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

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

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

SCIENTOLOGY CS-1

DEFINITIONS SHEET

(The following definitions have been taken from the
DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY, the glossary
of the book DIANETICS TODAY, from the book DIANETICS: THE
MODERN SCIENCE OF MENTAL HEALTH, Book One, Chapter II, and
from existing HCO Bulletins where indicated.

Use these in conjunction with the BASIC SCIENTOLOGY
PICTURE BOOK. If further references are needed when clear-
ing these terms and concepts, ensure source materials are
used. For any non-Scientology terms use a good non-dinky
dictionary, per HCOB 13 Feb 81 DICTIONARIES and HCOB 19 Jun
72R Rev. 15.2.81 DINKY DICTIONARIES.)

SCIENTOLOGY:

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

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

The study of the human spirit in its relationship to
the physical universe and its living forms. A
religious practice applying to Man's spirit and his
spiritual freedom.

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

AUDITING:

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

AUDITING SESSION:

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

AUDITOR:

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

universe sometime in the past. We call a mental image
picture a mock-up when it is created by the thetan or
for the thetan and does not consist of a photograph of
the physical universe.

Facsimiles, made up of mental energy, are the pictures
contained in the reactive mind.

REACTIVE MIND:

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

It consists of locks, secondaries, engrams and chains of
them and is the single source of human aberrations and
psychosomatic ills.

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

The reactive mind comprises an unknowing, unwanted series
of aberrated computations which bring about an effect
upon the individual and those around him. It is an ob-
sessive strata of unknown, unseen, uninspected data which
are forcing solutions, unknown and unsuspected, on the
individual—which tells you why it remained hidden from
man for so many thousands of years.

BANK:

A colloquial name for the reactive mind. The mental
image picture collection of the pc. It comes from
computer technology where all data is in a "bank."

COMMUNICATION CYCLE:

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

AUDITING COMM CYCLE:

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

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

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

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

(4)   pc receives answer from bank

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

(6)   auditor acknowledges pc

REHABILITATE (Rehab):

   To restore to a former capacity or condition. In audit-
   ing, this means to do the series of actions in session which
   result in regaining a state of release for the pc.
   Abbreviated "Rehab."
   (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

POSTULATE:

   A conclusion, decision or resolution made by the indi-
   vidual himself; to conclude, decide or resolve a prob-
   lem or to set a pattern for the future or to nullify a
   pattern of the past.

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

   . . . Postulate means to cause a thinkingness or con-
   sideration.

COGNITION:

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

FLOATING NEEDLE:

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

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

RUDIMENTS:

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

   A rudiment is that which is used to get the pc in shape
   to be audited in that session.

AFFINITY:

   Degree of liking or affection or lack of it.

   The feeling of love or liking for something or someone.

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

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

WITHHOLD:

An undisclosed harmful (contra-survival) act.

A withhold is something the pc did that he isn't talking about. Any withhold comes after an overt.

MISSED WITHHOLD:

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

REPETITIVE PROCESS:

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

FLOW:

A progress of energy between two points.

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

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

The four flows used in processing are:

F-1, flow one, something happening to self.

F-2, flow two, doing something to another.

F-3, flow three, others doing things to others.

F-0, flow zero, self doing something to self.

ASSESS:

To choose, from a list or statements - which item or thing has the longest read or blowdown. (In Dianetics it is choosing which item or statement has the longest read, blowdown or pc's interest. The longest read usually will also have the pc's interest.)

ASSESSMENT:

An action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter. The auditor looks at the meter while doing an assessment.

HCO BULLETIN OF 23 JUNE 1980

Remimeo
All Auditors   (Cancels BTB 22 Oct 1970
C/Ses   Iss I, reissued 1 Aug 74
Academy Levels   as BTB, READING QUESTIONS.)
Tech
Qual

CHECKING QUESTIONS ON GRADES PROCESSES

Ref: HCOB 12 Jun 70   C/S Series 2
                            PROGRAMMING OF CASES
      HCO PL 17 Jun 70R   URGENT AND IMPORTANT
                            TECHNICAL DEGRADES
      HCOB 19 Apr 72   C/S Series 77
                            "QUICKIE" DEFINED
      HCOB 27 May 70R   UNREADING QUESTIONS
      Rev. 3.12.78   AND ITEMS
      HCOB 3 Dec 78   UNREADING FLOWS
      HCOB 30 Apr 79   C/S Series 106
                            AUDITING THE DIANETIC
                            CLEAR

When you are picking something to run on an individual that is handling his individual manifestations it must read well before you run it. Items, flows, listing questions (L&N) or other auditing questions directed toward the person's individual case manifestations are always checked for read before running them. And if they don't read they are not run. (Ref: HCOB 27 May 70R, Rev. 3.12.78 UNREADING QUESTIONS AND ITEMS and HCOB 3 Dec 78 UNREADING FLOWS.)

To dispel any uncertainty or confusion on the part of any auditor or C/S in regard to how the above data relates to the handling of the routine questions or commands of the grades processes, the following is to be made broadly known and adhered to:

RULE

THE ROUTINE QUESTIONS OR COMMANDS OF THE GRADES PROCESSES, INCLUDING THE EXPANDED GRADES PROCESSES, ARE NOT CHECKED FOR READ BEFORE RUNNING THEM. (This includes, of course, Objectives and Self Analysis list commands and questions.)

The reason for this is that the grades processes are designed to handle those elements and areas of charge which are common to all thetans.

THE ONLY EXCEPTIONS TO THE ABOVE RULE WOULD BE:

A.   WHERE THE CHECKING OF THE QUESTION FOR A READ IS EXPRESSLY DESIGNATED AS A PART OF THAT INDIVIDUAL TECHNIQUE, OR

B.   ON LISTING (L&N) QUESTIONS SUCH AS ON THE MAIN GRADE III AND IV LISTING PROCESSES.

The Grade Chart was released as a result of thorough and painstaking research carried out over a number of years. The program it lays out is the basic program for any and every case.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 SEPTEMBER 1978R
REVISED 6 OCTOBER 1981

Remimeo
Level 0-IV
 Chksheets
 Supervisors
 Auditors
 C/Ses

*(This HCOB has been revised to modify the
original statement that at the completion
of each of the training levels the student
audits the processes on this list for that
Level. The revision has been made to align
this HCOB with HCO PL 13 Sep 81 Issue II
REVISION OF ACADEMY LEVELS 0-IV AUDITING
REQUIREMENTS which states that the student
auditor must audit at least one pc on each
of the processes of a specific level to the
attainment of the ability gained for that
Level OR produce consistent well-done audit-
ing hours in the style of auditing taught on
the Level to a definite good pc result (re-
markable case change). The exception is
Level IV where the student is required to
audit a pc on the major process of the Level,
Service Facsimiles, to remarkable case change,
before certification on that Level.)*

(Revisions in Script)

MINI LIST OF GRADE 0-IV PROCESSES

SPECIAL NOTE: The list below is by no means a com-
plete list of Grade 0-IV Processes. Many, many
processes exist on the Grades 0-IV on which a pre-
clear may need to be audited to achieve the full end
phenomena (ability gained) for a Grade, and which
would also be required for a pc run on Expanded
Grades.

The following is a MINI LIST of Grade 0-IV Processes.

*On each of the training levels, toward the end of each
checksheet, the student auditor studies and drills the proc-
esses on this list for that Level.*

Commands for Flows 1, 2, 3 and 0 (Quads) for those
processes that are run Quad are to be found on BTBs 15 Nov 76,
Issues I through VI, 0-IV EXPANDED GRADE PROCESSES – QUADS,
PARTS A, B, C, D, E and F.

1.   ARC STRAIGHTWIRE PROCESS

     HCOB 27 Sep 68 II   ARC STRAIGHTWIRE
     BTB   15 Nov 76 I   0-IV EXPANDED GRADE PROCESSES – QUADS
                          PART A, ARC STRAIGHTWIRE, Item 11

12. **L1C**

     HCOB 19 Mar 71   L1C

13. **L4BRA**

     HCOB 15 Dec 68RA   L4BRA

14. **R3H**

     HCOB 6 Aug 68   R3H
     HCOB 1 Aug 68   THE LAWS OF LISTING & NULLING
     BTB   15 Nov 76 V   0-IV EXPANDED GRADE PROCESSES - QUADS
                           PART E, GRADE 3 PROCESSES, pp. 7 - 8

15. **GRADE III HAVINGNESS**

     BTB   15 Nov 76 V   0-IV EXPANDED GRADE PROCESSES - QUADS
                           PART E, GRADE 3 PROCESSES, pp. 8 - 9

16. **SERVICE FACSIMILE PROCESS**

     HCOB 6 Sep 78 III   URGENT - IMPORTANT, ROUTINE THREE SC-A,
                           FULL SERVICE FACSIMILE HANDLING UPDATED
                           WITH NEW ERA DIANETICS

17. **GRADE IV HAVINGNESS PROCESS**

     BTB   15 Nov 76 VI   0-IV EXPANDED GRADE PROCESSES - QUADS
                           PART F, GRADE 4 PROCESSES, p. 5

The student auditor must study and drill *and get checked out on* any of the above processes or actions and their commands before he audits them.

He must not and cannot be required to audit any process above the Level to which he has been trained.

                              L. RON HUBBARD
                              FOUNDER

                              Revision assisted by
                              Research and Technical
                               Compilations Unit

                              Accepted by the

BOARD OF DIRECTORS
                              of the
                              CHURCH OF SCIENTOLOGY
                              of CALIFORNIA

Standard
Academy Checksheet
1978

Scientology
LEVEL 0

by L. Ron Hubbard
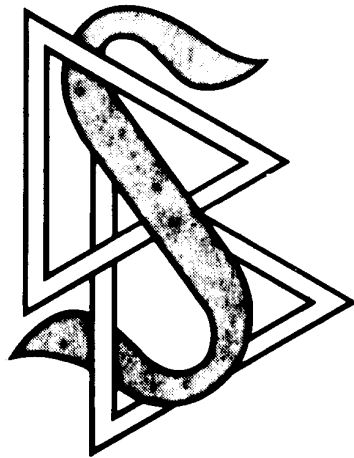
HCO POLICY LETTER OF 22 SEPTEMBER 1978R
ISSUE I
REVISED 5 JANUARY 1982

Remimeo
Scn Orgs
Academies
Level 0
 Students

(The revisions include changes in the
prerequisites and auditing requirements
for Level 0 certification, the addition
of basic data and demos on ARC and com-
munication in the TRs Section, additional
data on metering, and updating the check-
sheet with recently issued HCOBs perti-
nent to Level 0 and the new Grade Chart.)

(Revisions Not in Script)

Cancels: BPL 26 Jan 72RC, Iss IV, Rev.
7.12.76 and 25.3.77, SCIENTOLOGY LEVEL
0 STANDARD ACADEMY CHECKSHEET and PILOT
BPL 26 Jan 72RC, Iss IV, Rev. 23.2.78,
SCIENTOLOGY LEVEL 0 STANDARD ACADEMY
CHECKSHEET.

SCIENTOLOGY LEVEL 0

STANDARD ACADEMY CHECKSHEET

(HRS) Hubbard Recognized Scientologist

THIS COURSE CONTAINS KNOWLEDGE VITAL TO SUCCESSFUL LIVING

NAME:_____ORG:_____

POST:_____

DATE STARTED:_____DATE COMPLETED:_____

This checksheet contains the vital survival knowledge of
Scientology Sub-Zero and Zero Level technology. It covers the
technology dealing with "memory" and "communication."

PREREQUISITES: The Student Hat.

Any TRs Course, such as the Success Through Com-
munication Course, the HAS Course (How To Achieve
Effective Communication), or TRs as taught on the
Survival RD Co-Audit, etc.

METHOD ONE WORD CLEARING REQUIREMENT FOR CERTIFICATION: Method
One Word Clearing is a requirement for certification on Level Zero
and is to be done either prior to starting the checksheet or imme-
diately after finishing the course, prior to certification.
(Ref. HCO PL 13 Sep 81, ACADEMY LEVELS PREREQUISITES, and HCO PL
25 Sep 79R II, Rev. 3.10.80, METHOD ONE WORD CLEARING)

STUDY TECH: Full application of all study tech is to be used
throughout this course. The items are to be studied and drilled
in sequence. This checksheet is done one time through materials
and practical.

2.	HCO PL 23 Oct 80 II	CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES - GRADE 0 SECTION			
3.	1980	CLASSIFICATION, GRADATION AND AWARENESS CHART OF LEVELS AND CERTIFICATES - CLASS 0 AUDITOR SECTION	___	___	___
4.	DEMO: The abilities gained for Grade 0.		___	___	___
5.	HCOB 25 Sep 71RB	TONE SCALE IN FULL	___	___	___
6.	HCOB 26 Oct 70 Reiss. 19.9.74	OBNOSIS AND THE TONE SCALE	___	___	___
7.	DRILL: The obnosis exercise in paragraph 5 of the above issue.		___	___	___
8.	DRILL: The obnosis and tone scale exercise per paragraph 8 of the above HCOB.				
9.			___	___	___
10.			___	___	___

D. CODES:

1.	HCO PL 14 Oct 68RA Rev. 19.6.80	THE AUDITOR'S CODE			
2.	DEMO: Each point of the Auditor's Code.		___	___	___
3.			___	___	___
4.			___	___	___

E. THEORY OF COMMUNICATION AND TRs DRILLS:

1.	HCOB 24 Dec 79	TRS BASICS RESURRECTED	___	___	___
2.	CLAY DEMO: The reason for drilling TRs.		___	___	___
3.	BOOK: PROBLEMS OF WORK, Chapter 6: Affinity, Reality and Communication.				
4.	CLAY DEMO: The A-R-C Triangle, showing how A, R and C interrelate and lead to Understanding.				
5.	BOOK: DIANETICS 55!, Chapter VII: Communication.				
6.	CLAY DEMO: Demonstrate the following in clay:				
	a) Outflowing communication.		___	___	___
	b) Inflowing communication.		___	___	___
	c) The definition of aberration.		___	___	___
	d) What can result from an incomplete cycle of communication.				
	e) How duplication relates to a complete cycle of communication.		___	___	___
7.	HCOB 5 Apr 73R Rev. 24.9.80	AXIOM 28 AMENDED	___	___	___
8.	CLAY DEMO: The full cycle of communication and the result when it is fully applied.		___	___	___
9.	HCOB 23 May 71R Rev. 4.12.74	THE MAGIC OF THE COMMUNICATION CYCLE	___	___	___
10.	HCOB 16 Aug 71RA II Re-rev. 4.9.80	TRAINING DRILLS REMODERNIZED	___	___	___
11.	HCOB 30 Mar 73 Reiss. 21.9.74	STEP FOUR - HANDLING ORIGINATIONS	___	___	___

2.   HCOB   5 Apr 80   Q & A, THE REAL
                            DEFINITION   ___ ___ ___
3.   DEMO: Three examples of Q & A.
4.   HCOB   3 Aug 65   AUDITING GOOFS –
                            BLOWDOWN INTERRUPTION   ___ ___ ___
5.   DEMO: The effect on a pc of interrupting a
     blowdown.   ___ ___ ___
6.   HCOB   5 Feb 66 II   "LETTING THE PC ITSA"
                            – THE PROPERLY TRAINED
                            AUDITOR   ___ ___ ___

7.   ___ ___ ___
8.   ___ ___ ___
9.   ___ ___ ___

H.   E-METER DRILLS AND DATA:

1.   BOOK: THE BOOK INTRODUCING THE E-METER
     pages 1-32, 34, 40-47. Have an E-Meter to
     hand while you study this book. Do the
     actions described in the book on your meter.
     (If you are using a Mark VI, refer to the
     Mark VI Owner's Manual.)   ___ ___ ___
2.   BOOK: E-METER ESSENTIALS, Read Chapter A.   ___ ___ ___
3.   BOOK: THE BOOK OF E-METER DRILLS, Foreword.   ___ ___ ___
4.   E-METER DRILL 1.   ___ ___ ___
5.   E-METER DRILL 2.   ___ ___ ___
6.   E-METER DRILL 3A. (If you have a Mark VI
     refer also to the Mark VI Owner's Manual
     section on calibration.)   ___ ___ ___
7.   E-METER DRILL 4. (Mark VI owners should do
     EM 4-1 per the Mark VI Owner's Manual.)   ___ ___ ___
8.   HCOB   11 May 69R   METER TRIM CHECK
     Rev. 8.7.78   ___ ___ ___
9.   DRILL: Doing an E-Meter Trim Check.   ___ ___ ___
10. BOOK: E-METER ESSENTIALS (Revised Edition,
     Sept 79) Chapters B, C & E.   ___ ___ ___
11. E-METER DRILL 5RA
     (Per HCOB 7 Feb 79R
     E-METER DRILL 5RA CAN SQUEEZE)   ___ ___ ___
12. HCOB   14 Oct 68   METER POSITION   ___ ___ ___
13. HCOB   23 May 71 IX Basic Auditing Series 11,
                            METERING   ___ ___ ___
14. E-METER DRILL 6.   ___ ___ ___
15. E-METER DRILL 7.   ___ ___ ___
16. HCOB   21 Jan 77RA   FALSE TA CHECKLIST
     Rev. 25.5.80   ___ ___ ___
17. DRILL: Checking for False TA, including cor-
     rection actions you would take as a Level 0
     Auditor.   ___ ___ ___
18. E-METER DRILL 8.   ___ ___ ___
19. E-METER DRILL 9.   ___ ___ ___
20. E-METER DRILL 10.   ___ ___ ___
21. BOOK: E-METER ESSENTIALS (Revised Edition,
     Sept 79) Chapters F & J.   ___ ___ ___
22. E-METER DRILL 12.   ___ ___ ___
23. E-METER DRILL 13.   ___ ___ ___
24. E-METER DRILL 18.   ___ ___ ___
25. HCOB   5 Aug 78   INSTANT READS   ___ ___ ___
26. E-METER DRILL 19.   ___ ___ ___
27. E-METER DRILL 20.   ___ ___ ___

8.   <u>DRILL</u>: Finding and running a Havingness
process.

9.

10.

L.   <u>MODEL SESSION AND RUDIMENTS</u>:

1.   HCOB   11 Aug 78 I   RUDIMENTS, DEFINITIONS
                            & PATTER

2.   <u>DEMO</u>: a) ARC Break.
             b) Present Time Problem.
             c) Missed Withhold.

3.   <u>DEMO</u>: A pc who is "in session."

4.   <u>DRILL</u>: Handling each of the rudiments, going
earlier similar with each, using different
situations until student can easily handle all
that comes up.

5.   HCOB   11 Aug 78 II MODEL SESSION

6.   <u>DRILL</u>: Running a Model Session from start to
finish, using the process "Do birds fly?"
a) Unbullbaited.
b) Bullbaited.

7.

8.

M.   <u>AUDITOR ADMIN</u>:

1.   HCOB   7 May 69 VI   SUMMARY OF HOW TO WRITE AN
                             AN AUDITOR'S REPORT, WORK-
                             SHEETS AND SUMMARY REPORT,
                             WITH SOME ADDITIONAL
                             INFORMATION

2.   B.T.B. 6 Nov 72R   THE AUDITOR'S C/S
       Issue III   AUDITOR ADMIN SERIES 10R

3.   <u>DRILL</u>: Mock up a completed: (a) set of work-
sheets, (b) Auditor's Report, (c) Summary Report
and (d) the Auditor's C/S. Turn them in to
the Supervisor.

4.

5.

N.   <u>STYLES OF AUDITING</u>:

1.   HCOB   10 Dec 64   SCIENTOLOGY 0 LISTEN
                             STYLE AUDITING

2.   <u>DEMO</u>: When a prompter is used and why it
works.

3.   <u>DRILL</u>: Use of each of the prompters.

4.   <u>HCOB</u>   11 Dec 64   SCIENTOLOGY 0 PROCESSES

5.   <u>CLAY DEMO</u>: The purpose of Level 0 and Listen
Style Auditing.

6.   HCOB 23 Jun 80   CHECKING QUESTIONS ON
                             GRADES PROCESSES

7.   <u>DEMO</u>: a) The rule regarding checking routine
                  questions or commands on Grades
                  Processes.

i)   I understand and can apply the data on clearing
     commands.   _____

j)   I am able to find and run a Havingness
     process.   _____

k)   I know Model Session and can use it, with
     simple rudiments handling.   _____

l)   I fully understand the theory and rules regard-
     ing checking questions or commands on Grades
     Processes and can apply them.   _____

m)   I understand Listen Style auditing and can run
     it.   _____

n)   I understand use of the Prompters and am able
     to use them correctly.   _____

B.   __CONDITIONAL__: If the student has not completed M1 Word
     Clearing an examination is fully passed in Qual on the
     materials of this checksheet.

DIR VALIDITY:_____DATE:_____

C.   __AUDITING SECTION: PRACTICAL__

     The student is now eligible to begin student auditing
     on Grade 0 (and ARC Straightwire) Processes.

     The student must not and cannot be required by anyone
     to audit processes above his training level. Where
     upper level processes are necessary for a case, upper
     level students should be called upon to audit the
     actions.

     Refs. HCOB 8 Sep 78 MINI LIST OF GRADE 0-IV PROCESSES
            BTB 15 Nov 76 0-IV EXPANDED GRADE PROCESSES
            BTB 15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES

1.   Audit at least one pc on each of the processes of
     Level 0 to the EP of each process and the attainment
     of the Ability Gained for the level, OR produce con-
     sistent well-done auditing hours in the style of
     auditing taught on Level 0 to a definite good pc
     result (remarkable case change).   _____

2.   Get any errors or mis-understandings on success-
     fully applying Grade 0 Processes reviewed and
     corrected.   _____

__ATTEST__:

     I attest that I have successfully fulfilled the auditing
requirements for certification on Level 0, as given above.

STUDENT ATTEST:_____DATE:_____

     I attest this student has successfully fulfilled the Level 0
auditing requirements for certification, as given above, and has
demonstrated his competence in auditing the style of this level.

D.   CERTS AND AWARDS:

     Certificate of HUBBARD RECOGNIZED SCIENTOLOGIST (CLASS 0)
(PROVISIONAL) issued.

C & A:_____DATE:_____

(Route this form to Course Admin for filing in Student's folder.)

———

**L. RON HUBBARD
FOUNDER**

**Revision assisted by
Research & Technical
Compilations Unit**

LRH:RTC:mf:jk:bk

HCO POLICY LETTER OF 7 FEBRUARY 1965
REISSUED 15 JUNE 1970

Remimeo
Sthil Students   *(Reissued 28.1.73 to correct word on p. 39,*
Assn/Org Sec Hat   *para 2. [Change in this type style.])*
HCO Sec Hat
Case Sup Hat
Ds of P Hat
Ds of T Hat
Staff Member Hat
Franchise
(issued May 1965)

Note: Neglect of this Pol Ltr has caused great hardship on staff, 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 facs 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 worth while 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 had (a) 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 enrols, 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 a 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

Remimeo
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 laborsaving 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

Remimeo   HCO POLICY LETTER OF 22 SEPTEMBER 1979
Scn Orgs   ISSUE I
Academies
Level 0
 Students

Cancels: BPL 26 Jan 72RC, Iss IV,
Rev. 7.12.76 and 25.3.77, Scien-
tology Level 0 Standard Academy
Checksheet and PILOT BPL 26 Jan
72RC, Iss IV, Rev. 23.2.78, Sci-
entology Level 0 Standard Academy
Checksheet.

SCIENTOLOGY LEVEL 0

STANDARD ACADEMY CHECKSHEET

(HRS) Hubbard Recognized Scientologist

THIS COURSE CONTAINS KNOWLEDGE VITAL TO SUCCESSFUL LIVING

NAME:_____ ORG:_____

POST:_____

DATE STARTED:_____ DATE COMPLETED:_____

This checksheet contains the vital survival knowledge of
Scientology Sub-Zero and Zero Level technology. It covers the
technology dealing with "memory" and "communication".

PREREQUISITE: The Student Hat.

STUDY TECH: Full application of all study tech is to be used
throughout this course. The items are to be studied and drilled
in sequence. This checksheet is done one time through materials
and practical.

The student must own a full set of the Technical Volumes as
reference materials for his Academy Levels.

PRODUCT: A Hubbard Recognized Scientologist who is able to stan-
dardly audit others to Grade 0 Communications Release.

CERTIFICATE: Completion of this course entitles you to a Provi-
sional Hubbard Recognized Scientologist Certificate. The certi-
ficate is only valid for one year at which time it must be vali-
dated by Internship.

When you have completed through to Class IV training, you
should interne immediately in this organization or a higher org
under the professional guidance of our technical experts. An
internship is absolutely necessary to full auditor training.
When you can then apply the processes of the Grade flublessly
you will be awarded your full Permanent Hubbard Recognized
Scientologist Certificate.

LENGTH OF COURSE: 2 weeks full time.

NOTE: STARRATES AND TWIN CHECKOUTS ARE NOT GIVEN ON THIS COURSE.
        The student attests, by signing his name on the checksheet
        item blanks, that he fully understands and can apply the
        data. DRILLS ARE TO BE DONE FULLY TO THEIR RESULT.

        IT IS EXPECTED THAT THE STUDENT WILL THEN POLISH AND REFINE
        HIS AUDITING SKILLS ON THE CLASS IV INTERNSHIP, UPON COM-
        PLETION OF THE ACADEMY LEVELS THROUGH CLASS IV.

A.   ORIENTATION SECTION:

1.   HCO PL 7 Feb 65   KEEPING SCIENTOLOGY
     Reiss. 15 Jun 70   WORKING
2.   HCO PL 17 Jun 70R   TECHNICAL DEGRADES   ____ ____ ____
3.   HCO PL 22 Nov 67   ALL STUDENTS-ALL COURSES-   ____ ____ ____
                             OUT TECH
4.   ____ ____ ____

B.   BOOKS: (To be read by end of Course)

1.   DIANETICS '55
2.   SELF ANALYSIS   ____ ____ ____
3.   DN AND SCN TECHNICAL DICTIONARY   ____ ____ ____
4.   AXIOMS AND LOGICS - Pages 1-8.   ____ ____ ____
                                                           ____ ____ ____

C.   CHARTS AND SCALES:

1.   B.P.L. 25 Jun 70RB   EXPANDED LOWER GRADES
                             CHART OF ABILITIES GAINED
                             GRADE 0 SECTION
2.   Jan 75   CLASSIFICATION, GRADATION   ____ ____ ____
                             AND AWARENESS CHART OF
                             LEVELS AND CERTIFICATES -
                             CLASS 0 AUDITOR SECTION
3.   DEMO: The abilities gained for Grade 0.   ____ ____ ____
4.   HCO B 25 Sep 71RB   TONE SCALE IN FULL   ____ ____ ____
5.   HCO B 26 Oct 70   OBNOSIS AND THE TONE   ____ ____ ____
     Reiss 19 Sep 74   SCALE
6.   DRILL: The obnosis exercise in paragraph 5   ____ ____ ____
     of the above issue.
7.   DRILL: The obnosis and tone scale exercise   ____ ____ ____
     per paragraph 8 of the above HCO B.
8.   ____ ____ ____
9.   ____ ____ ____
                                                           ____ ____ ____

D.   CODES:

1.   HCO PL 14 Oct 68R   THE AUDITOR'S CODE   ____ ____ ____
2.   DEMO: Each point of the Auditor's Code.   ____ ____ ____
3.   ____ ____ ____
4.   ____ ____ ____

E.   TRs:

1.   HCO B 16 Aug 71R II   TRAINING DRILLS
                           REMODERNIZED
2.   HCO B   7 Apr 73R   GRADIENTS IN TRs   ___ ___ ___
3.   HCO B 30 Mar 73   STEP FOUR - HANDLING   ___ ___ ___
     Reiss. 21 Sep 74   ORIGINATIONS
4.   DRILL: Drill the following TRs per the HCOB   ___ ___ ___
     "Gradients in TRs":

     a. OT TR 0   e. TR 2½   ___ ___ ___
     b. TR 0   ___ ___ ___   f. TR 2   ___ ___ ___
     c. TR 0 BB   ___ ___ ___   g. TR 3   ___ ___ ___
     d. TR 1   ___ ___ ___   h. TR 4   ___ ___ ___

5.
6.   ___ ___ ___
F.   E-METER DRILLS AND DATA: ___ ___ ___

1.   DRILL: Using THE BOOK OF E-METER DRILLS:
     (Also ref: BTB 18 Jan 77R   BOOK OF E-METER
     DRILLS DELETION)

     a. EM 1   i. EM 9
     b. EM 2   ___ ___ ___   j. EM 10   ___ ___ ___
     c. EM 3   ___ ___ ___   k. EM 12   ___ ___ ___
     d. EM 4   ___ ___ ___   l. EM 13   ___ ___ ___
     e. EM 5   ___ ___ ___   m. EM 18   ___ ___ ___
     f. EM 6   ___ ___ ___   n. EM 19   ___ ___ ___
     g. EM 7   ___ ___ ___   o. EM 20   ___ ___ ___
     h. EM 8   ___ ___ ___

2.   HCO B 14 Oct 68   "You must never never
                           never..."
3.   HCO B 11 May 69R   METER TRIM CHECK   ___ ___ ___
4.   Book: E-METER ESSENTIALS, Pg. 13, The   ___ ___ ___
     Sensitivity Knob
5.   DRILL: Setting the sensitivity for a pc.   ___ ___ ___
6.   DRILL: Doing an E-Meter Trim Check.   ___ ___ ___
7.   HCO B   5 Aug 78   INSTANT READS   ___ ___ ___
8.   HCO B 23 May 71 IX   METERING   ___ ___ ___
9.   HCO B 21 Jan 77R   FALSE TA CHECKLIST   ___ ___ ___
10. DRILL: Checking for False TA, including
     correction actions you would take as a Level
     0 Auditor.
11. HCO B   4 Dec 77   CHECKLIST FOR SETTING UP   ___ ___ ___
                           SESSIONS AND AN E-METER
12. DRILL: The full actions of setting up for a   ___ ___ ___
     session per HCO B 4 Dec 77 until you can do
     them smoothly and with confidence.
13.   ___ ___ ___
14.   ___ ___ ___
G.   F/N DATA:

1.   HCO B 21 Jul 78   WHAT IS A FLOATING NEEDLE? ___ ___ ___
2.   HCO B 20 Feb 70   FLOATING NEEDLES AND END
                           PHENOMENA
3.   HCO B   8 Oct 70   PERSISTENT F/N   ___ ___ ___
4.   HCO B 10 Dec 76RA   SCIENTOLOGY F/N AND TA
                           POSITION
5.   HCO B   7 Mar 75   EXT AND ENDING SESSION   ___ ___ ___
6.   ___ ___ ___
7.   ___ ___ ___
8.   ___ ___ ___

H.   THEORY OF THE COMM CYCLE:

1.   HCO B   5 Apr 73   AXIOM 28 AMENDED   ___ ___ ___
2.   CLAY DEMO: Axiom 28.   ___ ___ ___
3.   HCO B   23 May 71R   THE MAGIC OF THE COMMU-
                            NICATION CYCLE   ___ ___ ___
4.   HCO B   23 May 71R II THE TWO PARTS OF AUDITING   ___ ___ ___
5.   HCO B   30 Apr 71   AUDITING COMM CYCLE   ___ ___ ___
6.   TAPE: 25 Jul 63   COMM CYCLES IN AUDITING   ___ ___ ___
6a. HCO B   14 Aug 63   LECTURE GRAPHS (Use with
                            the above tape)   ___ ___ ___
7.   TAPE: 6 Aug 63   AUDITING COMM CYCLE   ___ ___ ___
8.   HCO B   23 May 71R IV COMMUNICATION CYCLES WITH-
                            IN THE AUDITING CYCLE   ___ ___ ___
9.   HCO B   23 May 71R V   THE COMMUNICATION CYCLE
                            IN AUDITING   ___ ___ ___
10. DEMO: Each part of the Auditing Comm Cycle.   ___ ___ ___
11. HCO B   6 Nov 64   STYLES OF AUDITING
                            (Level 0)   ___ ___ ___
12. TAPE: 20 Aug 63   ITSA LINE   ___ ___ ___
13. TAPE: 21 Aug 63   ITSA LINE   ___ ___ ___
14. HCO B   23 May 71R   THE THREE IMPORTANT COMM
     Issue III   LINES   ___ ___ ___
15. DRILL: Doing Listen Style Auditing, using
     "Do birds fly?"   ___ ___ ___
16. TAPE: 6 Feb 64   COMM CYCLE IN AUDITING   ___ ___ ___
17. HCO B   17 Oct 62   AUDITOR FAILURE TO
                            UNDERSTAND   ___ ___ ___
18. TAPE: 7 Jul 64   AUDITOR FAILURE TO
                            UNDERSTAND   ___ ___ ___
19. HCO B   7 Apr 65   PREMATURE ACKNOWLEDGEMENTS   ___ ___ ___
20. HCO PL   1 Jul 65   COMM CYCLE ADDITIVES   ___ ___ ___
21. DEMO: Three examples of Comm Cycle Additives.   ___ ___ ___
22. CLAY DEMO: The Auditing Comm Cycle and what
     happens in the bank when it is applied.   ___ ___ ___
23. TAPE: 26 Jul 66   THE CLASSIFICATION CHART
                            AND AUDITING   ___ ___ ___
24. HCO B   1 Oct 63   HOW TO GET TONE ARM ACTION   ___ ___ ___
25. DEMO: What causes TA motion and how.   ___ ___ ___
26. Clear the word terminal in the Tech Dictionary.   ___ ___ ___
27. DEMO: Where you would look for terminals to
     use in process commands.   ___ ___ ___
28. HCO B   23 Aug 71   C/S SERIES I
                            AUDITORS' RIGHTS   ___ ___ ___

I.   AUDITOR MUST NOTS:

1.   HCO B   7 Apr 64   ALL LEVELS Q & A   ___ ___ ___
2.   DEMO: Three examples of Q & A.   ___ ___ ___
3.   HCO B   3 Aug 65   AUDITING GOOFS - BLOWDOWN
                            INTERRUPTION   ___ ___ ___
4.   DEMO: The effect on a pc of interrupting a
     a blowdown.   ___ ___ ___
5.   HCO B   5 Feb 66 II   "LETTING THE PC ITSA" -
                            THE PROPERLY TRAINED
                            AUDITOR   ___ ___ ___
6.   ___ ___ ___
7.   ___ ___ ___
8.   ___ ___ ___

J.   INDICATORS:

1.   HCO B   29 Jul 64   GOOD INDICATORS AT LOWER
                             LEVELS   ___ ___ ___
2.   B.T.B. 26 Apr 69   BAD INDICATORS
3.   DRILL: Student and coach using "Do birds fly?"
     with coach dramatizing various bad indicators
     until student can easily spot the indicator
     being dramatized.   ___ ___ ___
4.   ___ ___ ___
5.   ___ ___ ___

K.   PREPARING THE PC:

1.   HCO B   21 Jun 72   WORD CLEARING SERIES 38
                             METHOD 5 WORD CLEARING   ___ ___ ___
2.   HCO B   9 Aug 78 II   CLEARING COMMANDS   ___ ___ ___
3.   DRILL: Clearing the auditing command, using
     "Do birds fly?" until student is confident
     doing it.
4.   HCO B   15 Jul 78   SCIENTOLOGY AUDITING CS-1   ___ ___ ___
5.   DRILL: Doing a Scn CS-1 on a doll, unbull-
     baited and bullbaited until student can do it
     confidently.   ___ ___ ___
6.   HCO B   7 Aug 78   HAVINGNESS, FINDING &
                             RUNNING THE PC'S
                             HAVINGNESS PROCESS   ___ ___ ___
7.   DEMO: a) The final definition of Havingness.   ___ ___ ___
            b) No-havingness.   ___ ___ ___
8.   DRILL: Finding and running a Havingness
     process.   ___ ___ ___
9.   ___ ___ ___
10.   ___ ___ ___

L.   MODEL SESSION AND RUDIMENTS:

1.   HCO B   11 Aug 78 I   RUDIMENTS, DEFINITIONS
                             & PATTER   ___ ___ ___
2.   DEMO: a) ARC Break.   ___ ___ ___
            b) Present Time Problem.   ___ ___ ___
            c) Missed Withhold.   ___ ___ ___
3.   DEMO: A pc who is "in session."   ___ ___ ___
4.   DRILL: Handling each of the rudiments, going
     earlier similar with each, using different
     situations until student can easily handle all
     that comes up.   ___ ___ ___
5.   HCO B   11 Aug 78 II   MODEL SESSION   ___ ___ ___
6.   DRILL: Running a Model Session from start to
     finish, using the process "Do birds fly?".
     A)   Unbullbaited   ___ ___ ___
     B)   Bullbaited.   ___ ___ ___
7.   ___ ___ ___
8.   ___ ___ ___

M.   AUDITOR ADMIN:

1.   HCO B   7 May 69 VI   SUMMARY OF HOW TO WRITE
                             AN AUDITOR'S REPORT, WORK
                             SHEETS AND SUMMARY REPORT,
                             WITH SOME ADDITIONAL
                             INFORMATION   ___ ___ ___

2. **B.T.B.** 6 Nov 72R   THE AUDITOR'S C/S
        Issue III   AUDITOR ADMIN SER 10R
3. DRILL: Mock up a completed: a) set of work-
        sheets, b) Auditor's Report, c) Summary Report
        and d) the Auditor's C/S. Turn them in to the
        Supervisor.
N. STYLES OF AUDITING:

1. HCO B 10 Dec 64   SCIENTOLOGY 0 LISTEN
                                STYLE AUDITING
2. DEMO: When a prompter is used and why it
        works.
3. DRILL: Use of each of the prompters.
4. HCO B 11 Dec 64   SCIENTOLOGY 0 PROCESSES
5. CLAY DEMO: The purpose of Level 0 and Listen
        Style Auditing.
O. MINI-LIST OF GRADE 0 PROCESSES:

1. HCO B   8 Sep 78   MINI LIST OF GRADE 0-IV
                                PROCESSES
        a) Study and drill: #1 per above HCOB.
        b) Study and drill: #2 per above HCOB.
        c) Study and drill: #3 per above HCOB.
        d) Study and drill: #4 per above HCOB.
P. STUDENT THEORY COMPLETION:

A. STUDENT ATTEST
        The following attest is to be signed off, point by point,
before the student begins auditing Grade 0 Processes.

        If the student has any question or reservation about
attesting to any of the points below, he should retread himself
in that area.

        Only when the student has acquired these skills without
question will he or she achieve good results on Grade 0 Processes.

        I attest that:

a) I know and can fully apply the Study Tech given
        in the Student Hat.

b) I have applied the Study Tech of the Student
        Hat fully while on this course.

c) I have read the books DIANETICS '55, SELF
        ANALYSIS, and AXIOMS AND LOGICS and I under-
        stand them.

d) I understand the E-Meter and how to use it.

e) I have acquired good TRs 0 to 4 by drilling
        each to its EP.

f) I have, without reservation, a good grasp of
        the theory of communication and can apply it.

g) I know and can apply the steps of setting up
        for an auditing session.

h) I understand the Scn Auditing CS-1 and can
        apply it.

i)   I understand and can apply the data on clearing
     commands.   _____

j)   I am able to find and run a Havingness process. _____

k)   I know Model Session and can use it, with
     simple rudiments handling.   _____

l)   I understand Listen Style auditing and can run
     it.   _____

m)   I understand use of the Prompters and am able
     to use them correctly.   _____

B.   CONDITIONAL: If the student has not completed M1 Word Clear-
     ing an examination is fully passed in Qual on the materials
     of this checksheet.

DIR VALIDITY: _____ DATE: _____

C.   AUDITING SECTION: PRACTICAL

     The student is now eligible to begin student auditing
     on Grade 0 (and ARC Straightwire) Processes.

     The student must not and cannot be required by anyone
     to audit processes above his training level. Where
     upper level processes are necessary for a case, upper
     level students should be called upon to audit the
     actions.

1A. HCO B   8 Sep 78   MINI-LIST OF GRADE O-IV
                           PROCESSES (For reference)

1.   PRACTICAL: Audit #1, including Havingness (#2),
     per the above HCOB, on a pc to a completely
     satisfactory result by Exam report and C/S
     attest.   _____

2.   PRACTICAL: Audit #3, including Havingness (#4),
     per the above HCOB, on a pc to completely
     satisfactory result by Exam report and C/S
     attest.   _____

3.   Get any errors or mis-understandings on success-
     fully applying Grade 0 Processes reviewed and
     corrected.   _____
                   STUDENT COURSE COMPLETION

A.   STUDENT COMPLETION:

     I have completed the requirements of this checksheet and I
know and can apply the materials.

STUDENT ATTEST: _____ DATE: _____

     I have trained this student to the best of my ability and
he/she has completed the requirements of this checksheet and knows
and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

B.   STUDENT ATTEST AT C & A:

    I attest: a) I have enrolled properly on the course.
               b) I have paid for the course.
               c) I have studied and understand all the
                   materials of this checksheet.
               d) I have done all the drills on this checksheet.
               e) I can produce the results required in the
                   materials of this course.

STUDENT ATTEST:_____ DATE: _____

C & A:_____ DATE: _____

C.   STUDENT INFORMED BY QUAL SEC OR C & A:

    I hereby attest that I have informed the student that to make
his provisional certificate permanent he will have to be interned
within one year.

QUAL SEC OR C & A:_____ DATE: _____

D.   CERTS AND AWARDS:

    Certificate of HUBBARD RECOGNIZED SCIENTOLOGIST (CLASS 0)
(PROVISIONAL) issued.

C & A:_____ DATE: _____

(Route this form to Course Admin for filing in Student's folder.)

                                        L. RON HUBBARD
                                        FOUNDER

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)

Keeping Scientology Working Series 1

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.

SPECIAL MESSAGE

THE FOLLOWING POLICY LETTER MEANS WHAT IT SAYS.

IT WAS TRUE IN 1965 WHEN I WROTE IT. IT WAS TRUE IN 1970 WHEN I HAD IT REISSUED. I AM REISSUING IT NOW, IN 1980, TO AVOID AGAIN SLIPPING BACK INTO A PERIOD OF OMITTED AND QUICKIED FUNDAMENTAL GRADE CHART ACTIONS ON CASES, THEREBY DENYING GAINS AND THREATENING THE VIABILITY OF SCIENTOLOGY AND OF ORGS. SCIENTOLOGY WILL KEEP WORKING ONLY AS LONG AS YOU DO YOUR PART TO KEEP IT WORKING BY APPLYING THIS POLICY LETTER.

WHAT I SAY IN THESE PAGES HAS ALWAYS BEEN TRUE, IT HOLDS TRUE TODAY, IT WILL STILL HOLD TRUE IN THE YEAR 2000 AND IT WILL CONTINUE TO HOLD TRUE FROM THERE ON OUT.

NO MATTER WHERE YOU ARE IN SCIENTOLOGY, ON STAFF OR NOT, THIS POLICY LETTER HAS SOMETHING TO DO WITH YOU.

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 low-
er the IQ, the more the individual is shut off from the fruits
of observation. (d) The service facs of people make them de-
fend 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 Cen-
tury has thoroughly disabused me of that idea. Willing as I
was to accept suggestions and data, only a handful of sugges-
tions (less than twenty) had long run value and none were ma-
jor 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 twen-
ty to 100,000 that a group of human beings will dream up bad
technology to destroy good technology. As we could have got-
ten along without suggestions, then, we had better steel our-
selves to continue to do so now that we have made it. This
point will, of course, be attacked as "unpopular", "egotisti-

cal" 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 de-
graded 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 appli-
cations.

The contributions that were worth while 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 contribu-
tions and were, and are, appreciated. Many thousands contrib-
uted in this way and made us what we are. Discovery contribu-
tion 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. Support-
ing this is the fact that Man has never before evolved work-
able mental technology and emphasizing it is the vicious tech-
nology 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 what-
ever good luck and good sense, and _refuse_ to sink back into
it again. See that Seven, Eight, Nine and Ten above are ruth-
lessly 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 prin-
ciples. Person to person the bank is identical. So construc-
tive 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 de-
structive.

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 individ-
ual 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 In-
structor A to have Auditor B run Process X on Preclear C. Au-
ditor 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 Audi-
tor 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 cogni-
tion 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 In-
structor 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?" In-
stant 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 cer-
tainty.

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 had (a) increased the TA, (b)
had been abandoned, and (c) had been falsely reported as un-
workable. 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 audi-
tor, 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 grad-
uating 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 dis-
covered that he "overcompensated" nervously, swinging the TA
2 or 3 divisions beyond where it needed to go to place the nee-
dle 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 ac-
tual 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 stu-
dents 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 be-
ing 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 enrols, 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 stu-

dents into good Scientologists and that lets everybody down.
When Mrs. Pattycake comes to us to be taught, turn that wander-
ing 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 au-
ditor 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, Wo-
man 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
our 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 be-
cause it seems unpleasant or unsocial to do Seven, Eight, Nine
and Ten.

Do them and we'll win.

L. RON HUBBARD
FOUNDER

HCO POLICY LETTER OF 17 JUNE 1970RA
REISSUED 30 AUGUST 1980
as part of KSW Series
RE-REVISED 27 APRIL 1981

Remimeo
Applies to
all SHs and
Academies
HGCs
Franchises

(Re-revised to update High Crime #3)

(Revisions in Script)

Keeping Scientology Working Series 5

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 70 any checksheet for any course not *written by myself or authorized by the Authority, Verification and Correction Unit International and accepted by the Board of Directors.*

*Checksheets for Dept 17 Courses have their own
approval lines as issued in HCO PL 2 Jan 80R
Rev. 31 Dec 80 DEPARTMENT 17 COURSE CHECKSHEETS
APPROVAL LINE.*

*(NOTE: This does not apply to hat checksheets.
A hat checksheet may be given Issue Authority
by an org LRH Comm and issued as a local ED
where no senior authorized hat checksheet exists
already. (HCO PL 30 Sept 70 CHECKSHEET FORMAT))*

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 lower grade between
    0 to IV, where the grade EP has not been attained.

7. Failing to use all processes for a level where
    the EP has not been attained.

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 tech-
    nology 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

Revised by CS-4/5

Re-Revised by
Susan Krieger
Flag Compilations Bureau

Approved by

L. RON HUBBARD
FOUNDER

Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

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.

———————

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

LRH:sb.rd.jh
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by L. Ron Hubbard
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L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1981RA
RE-REVISED 18 JANUARY 1982

Remimeo
All C/Ses   CANCEL THE ORIGINAL ISSUE
All Auditors
Tech/Qual
Registrars   (Revisions in Script)
Dissem
Execs
Orgs & Missions   URGENT - IMPORTANT
"The Auditor"
BPI

GRADE CHART STREAMLINED

FOR LOWER GRADES

I recently reworked the Grade Chart in the interest of
greater gain for the pc. I forwarded the notes for issue and
they were added to by others. Some of the additions were done
because of an unnecessary confusion on the State of Clear: They
have no bearing on this new Grade Chart and so have been deleted.
Two additional HCOBs have been written by me, HCOB 12 Dec 81,
THEORY OF THE NEW GRADE CHART and HCOB 14 Dec 81, THE STATE OF
CLEAR. This New Grade Chart as follows is for use at once. A
full new Grade Chart will be issued later.

NEW GRADE CHART

0. Introductory and Assist actions as commonly used in orgs
    and by auditors on new pcs.

1. PURIFICATION RD

2. *OBJECTIVES as required*

3. SCIENTOLOGY DRUG RD (OPTIONAL, only for those who need it
                                    per HCOB 4 Apr 81, THE
                                    BIOCHEMICAL PERSONALITY)

4. EXPANDED ARC STRAIGHTWIRE GRADE (Quad)

5. EXPANDED GRADE 0 (Quad)

6. EXPANDED GRADE 1 (Quad)

7. EXPANDED GRADE 2 (Quad)

8. EXPANDED GRADE 3 (Quad)

9. EXPANDED GRADE 4 (Quad)

10. NED DRUG RD

11. NED

12. If goes Clear on NED, DCSI

13. SUNSHINE RUNDOWN if goes Clear on NED

13A. If not Cleared on NED goes to an AO for Clearing Course

14. SOLO AUDITOR COURSE whether Clear or not (or Class 0-4
                        Academy courses, prior to Solo
                        Auditor Course)

INTRODUCTORY AND ASSIST ACTIONS

It is quite common for auditors and orgs to give introductory
or demonstration sessions. There are several of these: They have
been issued under various names including "Life Repair." They
should not be excluded from the chart. Group processing comes
under this category, despite the real gains it can give.

Division 6s often have counseling services which, although
they can be done at any time, should be mentioned at this level.

Assists are, quite often, the first auditing a pc gets and
while most assists can be done at any time (excluding R3R or NED
on Clears or above) they should not be omitted.

OPTIONAL OR CONDITIONAL STEPS

Objectives

During the period of coming off drugs, Objectives are needed.
For pcs who cannot follow commands, Objectives are needed. Puri-
fication in many cases has to be accompanied with auditing on
Objectives to permit withdrawal.

Purification, on a heavy druggie, should be followed by
Objectives.

This is a matter of C/S programming. The C/S should estimate
the case and use or omit Objectives as indicated on an individual
programming basis.

Registrars are forbidden to C/S and when the Purification
is done (or when they sell it) simply state that it should be
accompanied or followed by personal auditing. And reges should
sell intensives.

The reg can show the Grade Chart and say where it goes but
should state - must state - that what is given is up to the C/S.

A low OCA, right or left, indicates a need of Objectives.

This means that C/Ses can either program the case for Objec-
tives (optional) or straight onto Scn Drug RD (optional) or
Expanded Straight Wire (not optional) and lower grades (not
optional) and NED DRD (not optional) and NED.

Scientology DRD or NED DRD

It may be necessary on some cases heavily affected by drugs
to handle the effects of drugs in order for the preclear to make
case gain on the grades. Not all cases have been so affected and
many of those who were, will be found to have been handled on
drugs by the PURIF RD and *Objectives* sufficiently that they
will make adequate case gain on grades. Where further drug han-
dling is deemed necessary by the C/S, a Scientology Drug RD should
be done after *Objectives* and before ARC Straightwire or the
case smoothly shifted over to a Scientology Drug RD from grades
if it is discovered later. There may be some cases who still will
not be able to run grades due to the effects of drugs and thus
would need not only a Scientology Drug RD but also a NED Drug RD;
such would be rarer and the exception rather than the rule.

Green Form 40 Expanded

There are seven factors which can make a case resistive if
not handled as covered in earlier materials on the original Class
VIII. Handle this with a Green Form 40 Expanded by "2WC and
Recalls only," preferably after Expanded ARC Straightwire Grade
or any point thereafter. (Secondary and engram running is not
recommended before NED on the Grade Chart as the handling of locks
and key-ins by 2WC and Recalls is usually adequate and a better
gradient is achieved this way.)

Happiness RD

*The Happiness RD can be fitted - according to the case -
before or after lower grades, before or after NED, before or
after Clear. BUT to get OPTIMUM results from it, as clearly
proved by pilot, is just before lower grades and after Objectives.
So that is where it really belongs on the Grade Chart and will be
positioned there on the final chart. And people who haven't had
Purification or any needed drug handling and Objectives don't do
too well on it.*

*It should not be run, of course, in the non-interference
zone. It even works brilliantly on OTs!*

*The Happiness RD is the most popular RD. But it won't run,
of course, on a person who needs a Purification. And it won't
run on someone who needs Objectives before he can follow auditing
commands at all. A C/S has to know what any RD is supposed to do.*

Method One Word Clearing

Method One is strongly recommended for students, auditors
and anyone who wants to recover his past education and increase
his ability to study. It ideally would be done after *Objectives*
and before the NED Drug RD or NED. It can however be done at
any point except during the Non-Interference Zone. It can be
done by Method One Co-Audit in orgs and missions. Method One is
necessary in order to be a fast flow student.

PTS RDs and PTS Handlings

There are various PTS handlings and rundowns which are used
to handle PTS conditions. These are not assigned to a specific
point on the Grade Chart as they are used when a PTS condition
is encountered and are done to a point where the PTS condition
will no longer block case progress or cause rollercoaster. There
are many published PTS handlings and rundowns. Those which do not
contain engram running can be done early on the Grade Chart (and
only these would be done after Clear). The PTS RD containing
R3RA should be done at the level of NED on the Grade Chart. The
stable datum to use in deciding which PTS handling or rundown to
use is the Chart of Human Evaluation. The New Vitality Rundown
(NVRD) (Flag only) would be done at the level of NED or just
before NED as it contains R3RA.

INT RUNDOWNS

The remedies known as the INTERIORIZATION RD and the END OF
ENDLESS INT RD are used after a preclear has gone Exterior in
auditing. When completed, the pc is continued from the point he
was on on the Grade Chart. The End of Endless Int RD is preferred
at points earlier on the Grade Chart than NED as it does not con-
tain R3RA and is thus easier for the pc to run; some pcs are not
up to running R3RA easily at lower points of the Grade Chart. The
INT RD containing R3RA should be used at the level of NED; the End
of Endless Int RD should be used before NED or after Clear.

PROGRAMMING

Cases divide up into four general groups:

Case 1: ON DRUGS, will go through withdrawal - Needs Objec-
tives and Purification at same time. Then up the Chart.

Case 2: HAS BEEN ON DRUGS. OCA BELOW CENTER LINE ON RIGHT
OR LEFT. Needs Purification, Objectives before can respond well
to think processes or auditing commands. Then up full Chart.
Happiness RD before NED.

Case 3: NO HEAVY DRUGS. OCA MIDDLE RANGE. Purification,
Objectives, Expanded Straight Wire, Lower Grades, Happiness RD,
NED on up.

Case 4: OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG
HISTORY. Purification optional, ARC Straight Wire, Expanded
Lower Grades, Happiness RD, NED, etc.

Reges must not sell the pc a program. A reg sells auditing.
Person wants a certain rundown - reg only has to say, "Good, you'll
get it," and the C/S, informed, can put it on the program in its
proper place.

Refunds came from non-delivery or mis-programming. As all
cases are not in the same state, one cannot run them all on the
same program. A raw pc can have every RD there is but not in a
sequence that will not match his case.

Pcs will turn up who have had a Happiness RD in a mission but who need Objectives. Pcs will turn up who have had intro services or assists. One simply notes it and doesn't repeat or overrun those processes. Pcs will turn up who need repair of earlier auditing. Pcs will appear who have had Book One auditing. Each needs his own program. That is all the business of the C/S, not the reg.

The reg can tell the pc all about this RD or that but must always say "I am here to be sure you obtain enough hours so you can receive what you want. It is up to the Technical staff to give your case individual programming. We know where you want to go, the C/S will be told and we are here to help you get there. Not all cases are the same and the Tech staff will tailor your program to fit you. The rundown you have requested will be on that program. We want you to get the maximum obtainable benefit from it and that is done by preparation. If you cooperate, we will do the best we can."

_____

If you show them the routes you can stress _individual_ programming. Every pc likes _individual_ attention. The honest fact is that a Grade Chart can give only the big pattern one should travel. How to get the pc up it is between the C/S and the pc's individual case.

There is no Royal Road that has an exact starting point for every pc. There is a series of wins that people can attain and these are in a proper sequence of case levels. A Grade Chart is the sequence for all cases but cases start at different points when they begin to ascend it. And so a C/S has to use it that way.

ALTERNATE CLEAR ROUTE

Please note that at 12 on the above list, provision begins to be made for those who do not go Clear on NED. The DCSI is not given to someone who has not gone Clear on NED. 13. The SUNSHINE RUNDOWN is also not given to those who do not go Clear on NED. Instead of these two (12 and 13), the person can go on to an Advanced Org for his Clearing Course.

But, please note, whether a person goes Clear on NED or not, it is planned that he can begin his Solo Auditor's Course (necessary for OT steps) in his home org. Part I of the Solo Auditor's Course can be begun right after the Sunshine Rundown or, not having gone Clear, and Part II, completing it, can be done in an SH or AO.

L. RON HUBBARD
FOUNDER

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C & A

CANCELS BPL 25 June 70RB Rev.
27.4.75 EXPANDED LOWER GRADES,
CHART OF ABILITIES GAINED.

(Also issued as HCO BULLETIN
same title, same date.)

CHART OF ABILITIES GAINED

FOR LOWER LEVELS AND

EXPANDED LOWER GRADES

REF: CLASSIFICATION, GRADATION AND AWARENESS CHART
       HCOB 11 Nov 73   PRECLEAR DECLARE? PROCEDURE

BPL 25 June 1970RB, Rev. 27 April 75, EXPANDED LOWER
GRADES, CHART OF ABILITIES GAINED is hereby CANCELLED as it
failed to state the Ability Gained for all flows of the
Expanded Lower Grades.

EXPANDED GRADES ARE ATTESTED TO BY THE PC DECLARING THE
FULL STATEMENT OF THE ABILITY GAINED FOR ALL FOUR FLOWS.

The chart given below lists the Ability Gained for each
of the Lower Levels plus the four flows of the Expanded Grades.

It is used by the Examiner when a pc is sent to "Declare?".
The Examiner has the pc read the entire statement for the
Ability Gained for that Grade (including all four flows) or
Level and must accept only the pc declaring the full statement
for the Ability Gained.

Declare procedure is done exactly as stated in HCOB 11
November 1973 PRECLEAR DECLARE? PROCEDURE.

LEVEL	ABILITY GAINED
GROUP PROCESSING COMPLETION (Not a mandatory level)	Awareness that change is available.
DIVISON 6 CO-AUDIT PROCESSES (Not a mandatory level)	Personal case improvement in oneself and the ability to help others with co-auditing.
REPAIR OF ONE'S LIFE (Not a mandatory level)	Awareness of truth and the way to personal integrity.

LEVEL   ABILITY GAINED

(NOTE: At C/S discretion,
where a pc needs 2 Way Comm
or rudiments or other repair
put in on his life and liv-
ingness previous to his doing
a major beginning action such
as the Purification Rundown,
such repair can be done ini-
tially. This is not a manda-
tory action and would only be
done as directed by the C/S.)

PURIFICATION RUNDOWN   Freedom from the restimulative
                                  effects of drug residuals and
                                  other toxins.

SURVIVAL RUNDOWN   Feeling in present time and able
                                  to control and put order into
                                  the environment. Greatly increased
                                  survival potential.

NED DRUG RUNDOWN   Freedom from harmful effects of
                                  drugs, alcohol and medicine and
                                  free from the need to take them.

DIANETIC CASE COMPLETION   A well and happy pc.

SCIENTOLOGY DRUG RUNDOWN   Freedom from harmful effects of
                                  drugs, medicine or alcohol and
                                  free from the need to take them.

EXPANDED ARC STRAIGHTWIRE   Knows he/she won't get any worse.

EXPANDED GRADE 0
 COMMUNICATONS RELEASE

          FLOW 1:   Willing for others to communicate
                                  to him on any subject; no longer
                                  resisting communication from others
                                  on unpleasant or unwanted subjects.

          FLOW 2:   Ability to communicate freely with
                                  anyone on any subject; free from,
                                  or no longer bothered by, communi-
                                  cation difficulties; no longer
                                  withdrawn or reticent; likes to
                                  outflow.

          FLOW 3:   Willing for others to communicate
                                  freely to others about anything.

          FLOW 0:   Willingness to permit one's self
                                  to communicate freely about anything.

LEVEL	ABILITY GAINED

**EXPANDED GRADE 1
PROBLEMS RELEASE**

FLOW 1:   Ability to recognize the source of problems and make them vanish; has no problems.

FLOW 2:   No longer worried about problems he has been to others; feels free about any problems others may have with him and can recognize source of them.

FLOW 3:   Free from worry about others' problems with or about others, and can recognize source of them.

FLOW 0:   Free from worry about problems with self and can recognize the source of them.

**EXPANDED GRADE 2
RELIEF RELEASE**

FLOW 1:   Freedom from things others have done to one in the past. Willing for others to be cause over him.

FLOW 2:   Relief from the hostilities and sufferings of life; ability to be at cause without fear of hurting others.

FLOW 3:   Willing to have others be cause over others without feeling the need to intervene for fear of their doing harm.

FLOW 0:   Relief from hostilities and sufferings imposed by self upon self.

**EXPANDED GRADE 3
FREEDOM RELEASE**

FLOW 1:   Freedom from upsets of the past; ability to face future; ability to experience sudden change without becoming upset.

FLOW 2:   Can grant others the beingness to be the way they are and choose their own reality; no longer feels need to change people to make them more acceptable to self; able to cause changes in another's life without ill effects.

FLOW 3:   Freedom from the need to prevent or become involved in the change and interchange occurring amongst others.

FLOW 0:   Freedom from upsets of the past one has imposed upon oneself and ability to cause changes in one's own life without ill effects.

LEVEL   ABILITY GAINED

EXPANDED GRADE 4
  ABILITY RELEASE
        FLOW 1:   Ability to tolerate, and freedom
                             from others' fixed ideas, justifica-
                             tions and make-guilty of self; free
                             of need to respond in like kind.

        FLOW 2:   Moving out of fixed conditions into
                             ability to do new things; ability
                             to face life without need to justify
                             own actions or defend self from others;
                             loss of make-guilty mechanisms and
                             demand for sympathy; can be right or
                             wrong.

        FLOW 3:   Can tolerate fixed conditions of
                             others in regard to others; freedom
                             from involvement in others' efforts
                             to justify, make guilty, dominate,
                             or be defensive about their actions
                             against others.

        FLOW 0:   Ability to face life without need to
                             make self wrong; loss of make-self-
                             guilty mechanisms, and self-invalida-
                             tion.

                             L. RON HUBBARD
                             FOUNDER

                             Approved and accepted by the

                             BOARDS OF DIRECTORS
                             of the
                             CHURCHES OF SCIENTOLOGY

BOARD POLICY LETTER

Remimeo
OES
Qual Sec
Examiner
C&A
C/Ses

25 JUNE 1970RB
Revised 27 April 1975

(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 *integrity*
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

Remimeo
Students
Course Supers
 Hat
Auditors Hat

*(Corrected & Reissued 20
March 1978 to correct typos
in paras 1 & 3 on page 1.
Corrections in Script.)*

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 poured 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 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 instruc-
tor 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 par-
ticular 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 "down-
cast". 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 the 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 plea-
santly. 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.

HCO POLICY LETTER OF 14 OCTOBER 1968RA
REVISED 19 JUNE 1980

Remimeo
Class VIIIs
All Auditors

(Also HCOB 19 Jun 80)

CANCELS
HCO PL OF 14 OCT 1968R

(Revisions in Script)

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of on before the issuance of certificates for the certificates to be valid.

———

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 never falsify worksheets of sessions.*

24.   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.

25.   I promise not to advocate *Dianetics or* Scientology only to cure illness or only to treat the insane, knowing well they were intended for spiritual gain.

26.   I promise to cooperate fully with the authorized organizations of Dianetics and Scientology in safeguarding the ethical use and practice of those subjects.

27.   I promise to refuse to permit any being to be physically injured, violently damaged operated on or killed in the name of "mental treatment".

28.   I promise not to permit sexual liberties or violations of *patients*.

29.   I promise to refuse to admit to the ranks of practitioners any being who is insane.

_____
Auditor

_____
Date

_____   _____
Witness   Place

L. RON HUBBARD
FOUNDER

for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

Remimeo
Courses
Checksheets

(Revisions in this type style)

TRAINING DRILLS REMODERNIZED

(Revises 17 APRIL 1961.
This HCOB cancels the following:

Original HCOB 17 April 1961 TRAINING DRILLS MODERNIZED
Revised HCOB 5 Jan 71 TRAINING DRILLS MODERNIZED
Revised HCOB 21 June 71 TRAINING DRILLS MODERNIZED Issue III
HCOB 25 May 71 THE TR COURSE

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

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

1. The auditing skill of any student remains only as good as he can do his TRs.

2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.

3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.

4. Almost all confusions on meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.

5. A student who has not mastered his TRs will not master anything further.

6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

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

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

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

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

THESE TRs ARE DONE EXACTLY PER THIS HCOB WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: OT TR 0 1971

NAME: Operating Thetan Confronting.

COMMANDS: None.

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

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

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

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

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

NUMBER: TR 0 CONFRONTING   REVISED 1961

NAME: Confronting Preclear.

COMMANDS: None.

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

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

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

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

NUMBER: TR 0 BULLBAIT   REVISED 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, "Bullbaiting" can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

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

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a *major stable win.*

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

NUMBER: TR 1 REVISED 1961

NAME: Dear Alice.

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

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

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

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

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

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

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

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

NUMBER: TR 2 REVISED *1978*

NAME: Acknowledgements.

PURPOSE: To teach the student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop. *The student must UNDERSTAND and APPROPRIATELY acknowledge the comm and in such a way that it does not continue the comm.*

COMMANDS: The coach reads lines from *Alice in Wonderland* omitting the "he saids" and the student thoroughly acknowledges them. *The student says "Good," "Fine," "Okay," "I heard that," ANYTHING only so long as it is appropriate to the pc's comm—in such a way as actually to convince the person who is sitting there as the preclear that he has heard it.* The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable dis-tance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so pre-clear 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 be-ginning of a new cycle of communication or an encouragement to the preclear to go on *and that an acknowledgement must be appropriate for the pc's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.*

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

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 *and again in 1978* by L. Ron Hubbard.

NUMBER: TR 2 1/2 1978

NAME: Half Acks.

PURPOSE: To teach the student that a half acknowledgement is a method of encouraging a pc to communicate.

COMMANDS: The coach reads lines from "Alice in Wonderland" omitting "he saids" and the student half acks the coach. The coach repeats any line he feels was not half acked.

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

TRAINING STRESS: Teach student that a half acknowledgement is an encourage-ment to the pc to CONTINUE talking. Curb over-acknowledgement that stops a pc from talking. Teach him further that a half ack is a way of keeping a pc talking by giving the pc the feeling that he is being heard.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper half ack. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for dis-cussion or terminate the session. If the session is terminated for discussion, the coach must say "Start" again before it resumes.

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA.

NUMBER: TR 3 REVISED 1961

NAME: Duplicative Question.

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

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

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student 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 into 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.

<div align="center">TRAINING NOTE</div>

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

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

Remimeo

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.

L. RON HUBBARD
Founder

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

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

(Revisions in this type style)

(Replaces HCOB of 27 July 1966
same name.)

(Tech Div) (Qual Div)

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 *"END OF SESSION."*):

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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HCO BULLETIN OF 5 AUGUST 1978

Remimeo

Ref: HCOB 28 Feb 71 C/S Series 24
                      METERING READING ITEMS
      HCOB 8 Apr 78 AN F/N IS A READ
      E-Meter Essentials, page 17 (ROCK SLAM)
      HCOB 18 Jun 78 New Era Dianetics Series 4
                      ASSESSMENT AND HOW TO GET
   THE ITEM

INSTANT READS

The correct definition of INSTANT READ is THAT REACTION OF THE NEEDLE WHICH OCCURS AT THE PRECISE END OF ANY MAJOR THOUGHT VOICED BY THE AUDITOR.

All definitions which state it is fractions of seconds after the question is asked, are cancelled.

Thus an instant read which occurs when the auditor assesses an item or calls a question is valid and would be taken up and latent reads, which occur fractions of seconds after the major thought, are ignored.

Additionally, when looking for reads while clearing commands or when the preclear is originating items, the auditor must note only those reads which occur at the exact moment the pc ends his statement of the item or command.

                              L. RON HUBBARD
                              FOUNDER
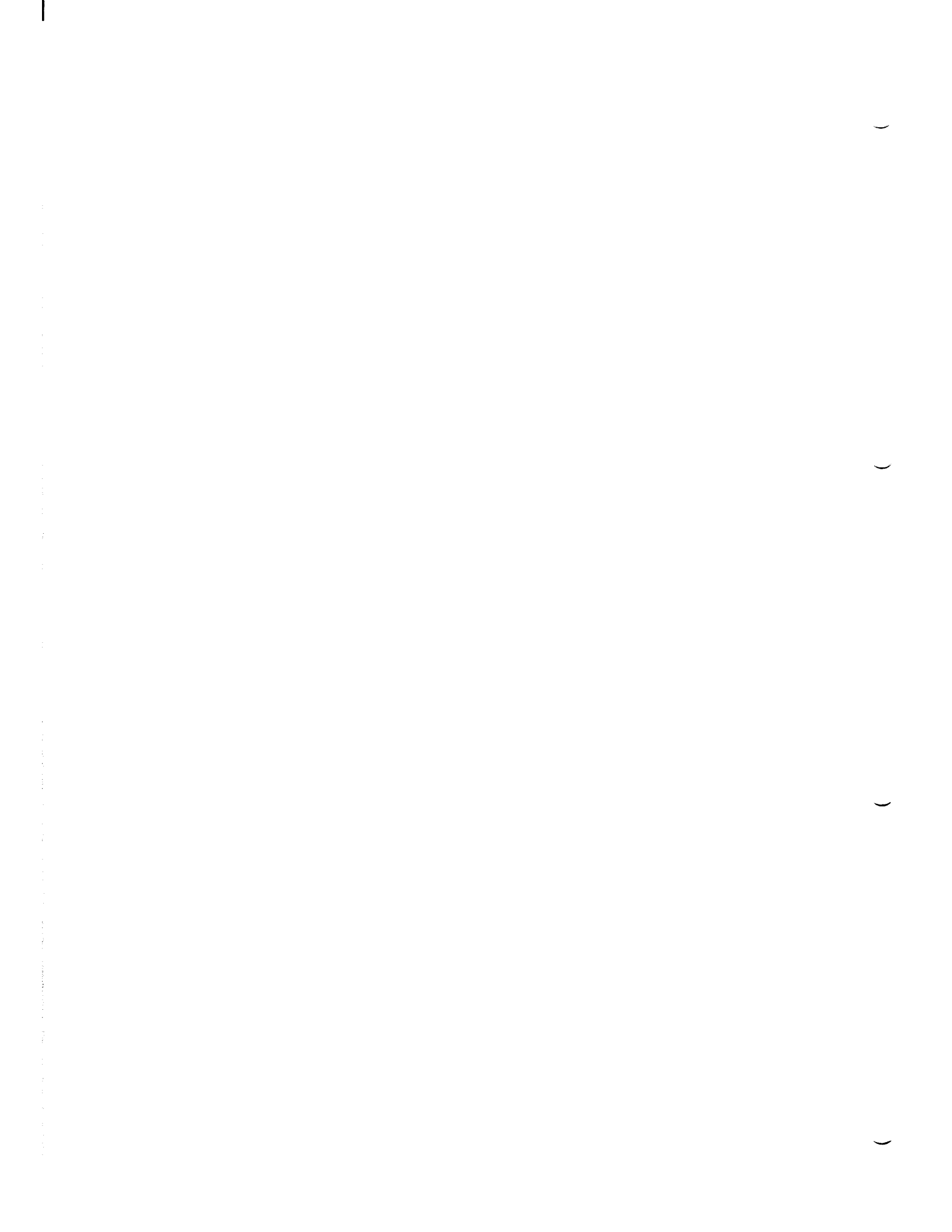
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HCO BULLETIN OF 23 MAY 1971
Issue IX

Basic Auditing Series 11

METERING

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

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

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

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

L. RON HUBBARD
Founder

Remimeo
Tech & Qual
All Levels
All Auditors   *(Revisions in Script)*
All Tech Check-
  sheets

FALSE TA CHECKLIST

Ref: HCOB 24 Oct 71R   FALSE TA
     HCOB 12 Nov 71RA   FALSE TA ADDITION
     HCOB 15 Feb 72R   FALSE TA ADDITION 2
     HCOB 18 Feb 72R   FALSE TA ADDITION 3
     BTB 24 Jan 73R II *EXAMINER & FALSE TA*
     HCOB 24 Nov 73RC   C/S 53RK
     HCOB 23 Nov 73RA   DRY AND WET HANDS
                         MAKE FALSE TA
     HCOB 13 Jan 77RA   HANDLING A FALSE TA

'This Bulletin cancels HCOB 29 February 1972RA Revised 23 April 1975 as it is misleading and has caused some auditors to assess the pc on the meter to find the cause of false TA instead of checking directly with the pc.'

This Bulletin reinstates the False TA Checklist with specific handlings that are directly from the issues that I wrote on false TA.

'The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc. change.'

'The checklist is kept in the pc folder and is entered on the folder summary as an action done.'

'The value of operating with correct can size should not be underestimated, the reference HCOBs state why.'

The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc's hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc's hands with cream on them to see if the cream has dried up, would see if the pc's hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling sheet follows the items mentioned below.

———

'R-Factor to pc: "I am going to check the cans, your hands and various other things to adjust everything for best accuracy."'

(See numbered list at back for handlings. Each number
in the checklist is exactly represented in the handling by
the same number to make it easy to switch to the handling
section when doing this checklist.)

1.   Is the meter charged fully?   _____

2.   Is the meter trimmed correctly?   _____

3.   Are the leads connected to the meter and cans?_____

4.   Are the cans rusty?   _____

5.   Are pc's hands excessively dry requiring
     hand cream?   _____

6.   Are the pc's hands excessively wet requiring
     powder?   _____

7.   The pc is NOT being told continually to wipe
     his hands?   _____

8.   The pc's grip on the cans is NOT being con-
     tinually checked by the auditor in a way that
     interrupts the pc?   _____

9.   TA position on large cans?   _____
     Size approx *4½ inches by 3 inches*

                    or

            11 cm by 8 cm

10. TA position on medium cans?   _____
     Size approx *4 7/8 inches by 2 5/8 inches*

                    or

            12½ cm by 7 cm

11. TA position on small cans?   _____
     Size approx *3 3/4 inches by 2 1/8 inches*

                    or

            9 cm by 5 cm

11A. Can size for a child is incorrect?   _____
     Size can go down to photographic aluminum 35
     mm film cans for a child. *Size approx 2"*
                                by 1 3/16 inches

                    or

            5 cm by 3 cm
     Note down TA position.

11B. If the above-mentioned can sizes aren't
     correct for the pc's hands other sizes can
     be tried.
          1¼" tubing
          1 3/4" tubing
     as well as other can size checked to see which
     fits the pc's hand. Note down TA position.   _____

12.   Are the cans too large for the pc?   _____

13.   Are the cans too small for the pc?   _____

14.   Are the cans just right in size?   _____

15.   Are the cans cold?   _____

16.   Are the pc's hands dry or calloused?   _____

17.   Does the pc have arthritic hands?   _____

18.   Does the pc loosen his grip on the cans?   _____

19.   Check the pc's grip, does he hold the cans
      correctly? (See E-Meter Drill 5.)   _____

20.   Is the pc hot?   _____

21.   Has the pc slept well?   _____

22.   Is the pc cold?   _____

23.   Is the pc hungry?   _____

24.   Is it too late at night?   _____

25.   Is the auditing being done not on the pc's
      normal regular awake hours?   _____

26.   Are there rings on the pc's hands?
      (Remove any rings.)   _____

27.   Is the pc wearing tight shoes?   _____

28.   Is the pc wearing tight clothes?   _____

29.   Is the pc using the wrong hand cream?   _____

30.   Is the application of the hand cream correct
      and does it cover the entire hand?   _____

31.   Is the chair the pc is sitting in comfortable?_____

32.   Is it actually chronic High or Low TA case
      condition?   _____

33.   Has the pc gone into despair over his TA?   _____

      The handling of these points is stated in the reference
HCOBs.

      The handling of high or low TA after checking these
points is by C/S 53RK, Short Hi-Lo TA Assessment C/S.

      The way to be sure of a C/S 53RK or Hi-Lo TA list is
by continued assessment and handling of these lists until
an F/N on assessment is gotten.

      So standard tech handles the high and low TA. The C/S
Series gives more data on the subject.

FALSE TA CHECKLIST HANDLING SHEET

1. **IS THE METER FULLY CHARGED?**

Handling: 'Keep a meter charged at least one hour for every
          10 of auditing for 240 AC Volt charging current,
          or 2 hrs for every 10 of auditing on a 110 AC
          Volt charging current.'

          'Before each session snap the knob over to TEST.
          The needle should hit hard on the right side of
          the face. It can even bounce. If the needle
          doesn't snap to the right hard or if it doesn't
          quite get there on TEST, then that meter will go
          flat in mid-session and give false TA and no
          reads or TA on hot subjects.' LRH (HCOB 24 Oct
          1971R False TA.)

2. **IS THE METER TRIMMED CORRECTLY?**

Handling: 'A meter can be improperly trimmed (not set at
          2.0 with the trim knob) and can give a false TA
          position. When a meter is not left on a minute
          or two before trimming, it can drift in the
          session and give a slightly false TA.'
          'The trim can quietly be checked in mid-session
          by snapping out the jack where the cord goes into
          the box and putting the TA on 2, seeing if the
          needle is now on SET. If not, the trim knob can
          be moved to adjust it. The jack is quietly slipped
          back in. All without distracting the pc.' LRH
          (HCOB 24 Oct 1971R False TA.)

3. **ARE THE LEADS CONNECTED TO THE METER AND CANS?**

Handling: 'A properly set up meter with cans (electrodes)
          fitted to a pc who is holding them properly IS
          ALWAYS CORRECT.' LRH (HCOB 24 Oct 1971R.) Ref-
          erence for setting up a meter is covered in E-
          Meter Drills book EM 4.

4. **ARE THE CANS RUSTY?**

Handling: 'Corroded cans can falsify TA. Get new ones now
          and then.' LRH (HCOB 24 Oct 71R.)

5. **ARE PC's HANDS EXCESSIVELY DRY REQUIRING HAND CREAM?**

Handling: 'A quick test is have the pc put the cans under
          his armpits and you'll see if it's his calloused
          or chemically dried out hands. The excessively
          dry hand is seen as shiny or polished looking.
          It feels very dry. The correct treatment is to
          use a hand cream such as Vaseline Intensive Care
          Lotion (obtainable from any cosmetics store) not
          a greasy hand cream or vanishing cream. A good
          hand cream rubs all the way into the hand and
          leaves no excess grease. Hand cream is usually
          smeared on, rubbed in and can then be thoroughly
          wiped off. The hands will usually produce, then,
          a normal TA and meter response.' LRH (HCOB 23
          Nov 73RA Revised 23 April 75 Revised 26 Jan 77
          Dry and Wet Hands Make False TA.)

6.   ARE THE PC's HANDS EXCESSIVELY WET REQUIRING POWDER?

Handling: 'If the TA is low, check if the pc's hands are
          wet. If so have him wipe them and get a new read.
          It is usually found that the 1.6 was really 2.0...
          Have the pc wipe hands.' LRH (HCOB 24 Oct 71R.)

          'Anti-perspirants can be applied to too wet hands.
          There are many brands of these, often a powder or
          spray. It can be wiped off after application & should
          work for two to three hours.' LRH (HCOB 23 Apr 73RA.)

7.   THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS?

Handling: Above per wet hands.

8.   THE PC's GRIP ON THE CANS IS NOT BEING CONTINUALLY
     CHECKED BY THE AUDITOR IN A WAY THAT INTERRUPTS THE PC?

Handling: 'Keep the pc's hands in sight. Check the pc's
          grip. Get smaller cans.' LRH (HCOB 24 Oct 71R.)

9.   TA POSITION FOR LARGE CANS?

Handling: 'For a normal or large handed pc the can size is
          about 4 7/8ths inches by 2 5/8ths inches or 12 1/2
          cm by 7 cm. This can be altered as big as 4 1/2
          inches by 3 inches diameter or 11 cm by 8 cm.
          This is standard.' LRH (HCOB 24 Oct 71R.)

10. TA POSITION ON MEDIUM CANS?

Handling: Covered above.

11. TA POSITION ON SMALL CANS?

handling: 'This can should be 3 3/4" by 2 1/8th inches or
          9 cm by 5 cm diameter or thereabouts.'
          'A small child would be lost even with that can.
          So a small 35 mm film can could be used. This
          is 2 inches long by 1 3/16ths diameter or 5 cm
          by 3 cm. This works but watch it as these cans
          are aluminum. They do work but test for true read
          with a slightly larger can and then trim to adjust
          for the aluminum if any different.'
          'Cans of course should be steel with a thin tin
          plating. Regular soup cans.'
          'Can size to match the pc avoids slack can grip
          or tiring the hands into going slack, giving the
          auditor 3.2 F/Ns and trouble.' LRH (HCOB 24 Oct
          71R.)

11A. CAN SIZE FOR A CHILD IS INCORRECT?

Handling: Size can go down to photographic aluminum 35 mm
          film cans for a child. Note down TA position.

11B. IF THE ABOVE-MENTIONED CAN SIZES AREN'T CORRECT FOR
     THE PC's HANDS OTHER SIZES CAN BE TRIED.

Handling: 1 1/4" tubing or 1 3/4" tubing as well as other
          can size checked to see which fits the pc's hand.

12. ARE THE CANS TOO LARGE FOR THE PC?

Handling: 'Can size to match the pc avoids slack can grip
          or tiring the hands into going slack.' LRH
          (HCOB 24 Oct 71R.)

          Check the pc's grip and see if the hand is touch-
          ing all of the can and if the size is comfortable.
          (Ref: HCOB 13 Jan 77RA Handling a False TA.)

13. ARE THE CANS TOO SMALL FOR THE PC?

Handling: Per above. Check how the pc is holding the cans
          and if the entire hand is on the cans and if they
          are comfortable and adjust accordingly per above.

14. ARE THE CANS JUST RIGHT FOR THE PC?

Handling: Check the grip and see if the can size is correct
          for the pc. Do the cans comfortably fit the pc's
          hands with the hand touching the cans so it gets
          an accurate reading on the meter? If the can size
          is correct then you must ensure that the grip is
          also correct on the cans.

15. ARE THE CANS COLD?

Handling: 'Regardless of can size, cold E-Meter electrodes
          tend to give a much higher Tone Arm reading par-
          ticularly on some pcs.'
          'Until the cans warm up, the reading is generally
          false and is false in the direction of high. Some
          pcs are "cool blooded" and the shock of ice cold
          cans can drive the TA up and it takes awhile to
          drift down.'
          'A practice which gets around this is for the
          auditor or examiner to hold the cans briefly until
          they are warm and then give them to the pc. A
          variation is for the auditor or examiner to put
          the cans under his armpits while setting up. This
          warms them. There are probably many other ways to
          warm up cans to body temperature.' LRH (HCOB 12
          Nov 71RA Revised 26 Jan 77.)

16. ARE THE PC's HANDS DRY OR CALLOUSED?

Handling: Covered above under pc's hands excessively dry
          requiring hand cream.
          There are ways to apply the hand cream so that it
          is correct for that individual pc and does handle
          the false TA. You can spread it on extensively
          then wipe it off and then rub a bit more in ensur-
          ing the thumbs are included is one way. (Ref:
          HCOB 13 Jan 77RA.)
          The point is to feel the hands with the cream on
          them to see if it has handled the excessively dry
          hand that is seen as shiny or polished looking.
          And it now should no longer feel dry. (HCOB 23
          Nov 73RA Revised 23 Apr 75, Revised 26 Jan 77.)
          The correct treatment is to use a hand cream such
          as Vaseline Intensive Care Lotion (obtainable from
          any cosmetics store) not greasy hand cream or van-
          ishing cream.

A good hand cream rubs all the way into the skin
and leaves no excess grease. This restores normal
electrical contact. Such a hand cream would only
have to be applied once per session - at session
start - as it lasts for a long while.

If a cream leaves smears on a can, it is too
heavily applied or too little absorbed. (HCOB
23 Apr 75R, Revised 26 Jan 77.)

17. DOES THE PC HAVE ARTHRITIC HANDS?

Handling: 'A rare pc is so crippled with arthritis that
he doesn't make contact fully with the cans.
This gives high TA. Use wide wrist straps and
you'll get a right read.' LRH (HCOB 24 Oct 71R.)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS?

Handling: Check the grip. Does the angle of the cans go
across the palms of the pc? Is the natural curl
of the fingers sufficient to hold the cans in
place, and is the placement of the cans at an
angle ensuring that the maximum skin area is
touching the cans? (Ref: Book of E-Meter Drills.)
See if the palm is touching the can and not
elevated off. (Ref: HCOB 13 Jan 77RA.)

19. CHECK THE PC's GRIP, DOES HE HOLD THE CANS CORRECTLY?

Handling: Covered in above section. Also check to see if
the pc is holding the cans so tight that it is
causing the hands to sweat and read falsely low.
(Ref: HCOB 13 Jan 77RA.)

20. IS THE PC HOT?

Handling: Get a fan in the room or handle the room so that
it is cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL?

Handling: Don't audit a pc who has not had sufficient rest
or is physically tired (ref HCO PL 14 Oct 68R The
Auditor's Code).

22. IS THE PC COLD?

Handling: 'A pc who is too cold sometimes has a falsely
high TA. Wrap him in a blanket or get a warmer
auditing room. The auditing environment is the
responsibility of the auditor.' LRH (HCOB 24
Oct 71R.)

23. IS THE PC HUNGRY?

Handling: Get the pc something to eat and don't audit a
pc who has not had enough to eat or is hungry
(ref HCO PL 14 Oct 68R The Auditor's Code).

24. IS IT TOO LATE AT NIGHT?

Handling: 'Between 2 and 3 AM or late at night a pc's TA
may be very high. The time depends on when he
sleeps usually. This TA will be found normal
in regular hours.' LRH (HCOB 24 Oct 71R.)

25. IS THE AUDITING BEING DONE NOT IN THE PC's NORMAL REGULAR AWAKE HOURS?

Handling: Covered above.

26. ARE THERE RINGS ON THE PC's HANDS?

Handling: 'Rings on the pc's hands must always be removed. They don't influence TA but they give a false Rockslam.' LRH (HCOB 24 Oct 71R.) If the ring can't come off use a small strip of paper around them to shield the ring touching the can.

27. IS THE PC WEARING TIGHT SHOES?

Handling: Remove them. (Ref: HCOB 24 Oct 71R, HCOB 13 Jan 77RA.)

28. IS THE PC WEARING TIGHT CLOTHES?

Handling: If it turns out that tight clothing is affecting the TA ensure that the pc doesn't wear tight clothes in future sessions. If possible have the pc remove the tight clothing and see what the effect was that it had on the TA and make sure no more tight clothes are worn in future sessions.

29. IS THE PC USING THE WRONG HAND CREAM?

Handling: Using the reference materials find the right hand cream and test it on the pc. Note TA position.

30. IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE HAND?

Handling: Watch how the pc puts on hand cream and see if it covers the entire hand, thumb included. If not then have the pc put on hand cream covering the entire hand and pick up the cans and note TA position. Some pcs may have to put cream on and wipe it off and then re-apply it. (Ref: HCOB 13 Jan 77RA.)

31. IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?

Handling: Get a new chair that is comfortable for the pc.

32. IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE CONDITION?

Handling: C/S Series 53RK or Hi-Lo TA Assessment. Done to F/Ning assessment.

33. HAS THE PC GONE INTO DESPAIR OVER HIS TA?

Handling: Handle the false TA with using this list as a guideline so that the cause of false TA is found and fully handled with the pc by the various handlings covered above. When false TA is handled check TA worries, TA hassles and L1C best read.

   This handling sheet is used in conjunction with the items that are checked. This gives you the way to handle them.

Refer to reference material in reference section above for further data on handling a false TA.

L. RON HUBBARD
FOUNDER

Assisted by
Paulette Ausley

Revisions assisted by
Paulette Ausley
and
Rick Sheehy

Remimeo
All Levels
All Auditors

CHECKLIST FOR SETTING UP

SESSIONS AND AN E-METER

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc. etc. and in the vital interest of keeping the pc smoothly in session - interested in own case and willing to talk to the auditor, the following checklist has been made.

An auditor should drill this checklist until he has it down thoroughly, without reference to it.

A.   PRE-APPOINTMENT:

   1.   Paid invoice slip of pc.   _____

   2.   Pc folders -

      2A. Current   _____
      2B. Old   _____

   3.   Pc folder study by auditor.   _____

   4.   Folder Error Summary.   _____

   5.   A C/S for the session.   _____

   6.   Any Cramming actions on the C/S.   _____

B.   CALL IN:

   7.   Enough time to do session.   _____

   8.   APPOINTMENT (made by auditor or Technical
        Services).   _____

   9.   Scheduling Board (auditor, pc, room, time).   _____

C.   ROOM READINESS:

   10. Clean up room.   _____

   11. Smells removed.   _____

   12. Room temperature handled.   _____

   13. Area and Hall Silence Signs Made.   _____

   14. Silence signs Placed.   _____

   15. Knowing where the w.c. is.   _____

   16. Right sized table, sturdy, doesn't squeak.   _____

17.   Side table.   _____

18.   Adequate light if room gets dark.   _____

19.   Flashlight in case power fails.   _____

20.   Quiet clock or watch.   _____

21.   Blanket for pc in case gets cold.   _____

22.   Fan or A/C in case pc gets too hot.   _____

D.   <u>AUDITING MATERIEL</u>:

23.   Paper for W/Ss and Lists.   _____

24.   Ballpoints or pencils.   _____

25.   Kleenex.   _____

26.   Anti-perspirant for sweaty palms.   _____

27.   Hand cream for dry palms.   _____

28.   Dictionaries including Tech and Admin Dictionaries and a non-dinky one in language.   _____

29.   Grammar.   _____

30.   Auditing materiel, white forms, prepared lists including those that might be called for on other prepared lists.   _____

31.   E-Meter.   _____

32.   Spare Meter.   _____

33.   Preliminary Meter check for charge and operational condition.   _____

34.   Meter shield (to obscure meter from pc).   _____

35.   In Session sign for door.   _____

36.   Extra meter lead.   _____

37.   Different sized cans.   _____

38.   A plastic bag to cover one can for pcs who knock cans together.   _____

39.   Finalize setting up room for session.   _____

E.   <u>PC ENTRANCE TO AUDITING ROOM</u>:

40.   In Session sign on door.   _____

41.   Phone shut off.   _____

42.   Putting pc in chair.   _____

43.   Comfort of chair check with pc and handle.   _____

44.   Adjusting pc's chair.

45. Check pc clothes, shoes for tightness and
    handle.   _____

46. Check with pc if room is all right and handle._____

F. METER SET UP FOR SESSION:

47. Check test (for charge).   _____

48. See that needle is not dancing by itself or
    auditing itself.   _____

49. Make sure 2.0=2.0 by trim.   _____

50. Snap in leads jack.   _____

51. Verify trim by calibration resistor onto
    alligator clips.   _____

52. Put needle on set.   _____

53. Put pc on.   _____

54. Adjust pc sensitivity for 1/3 dial drop by
    pc can squeeze.   _____

55. Go through False TA Correction as needed
    including change of cans, cream, anti-
    perspirant as needed.   _____

56. Have pc take a deep breath and let it out
    and see if needle gives a latent fall (which
    it should).   _____

57. Check for adequate sleep.   _____

58. Check to be sure pc has eaten and is not
    hungry.   _____

59. Ask for any reason not to begin session.   _____

G. START THE SESSION.

                              L. RON HUBBARD
                              FOUNDER

WHAT IS A FLOATING NEEDLE?

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

That's what an F/N is. No other definition is correct.

L. RON HUBBARD
FOUNDER

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 OCTOBER 1970

Remimeo
C/Ses
All Auditors   *C/S Series 20*
Level 0
HGC Checksheet   **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, ¾ 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 1/3 dial F/N. Then no F/N, TA up. Second action ½ dial F/N. Then no F/N. Third action ¾ 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 TR0 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

Remimeo
All Auditors
All Interne
Supervisors
All C/Ses

(Revisions in this type style)
(Ellipses indicate deletions)

URGENT—IMPORTANT

C/S Series 99RA

SCIENTOLOGY F/N AND TA POSITION

Through verbal tech just located, it has been found that some auditors have been ordered to disregard all F/Ns that were above 3.0 or below 2.0 on the meter.

Auditors have also called F/Ns which were ARC break needles, thus falsely indicating to the pc.

These two actions—disregarding actual F/Ns because the TA was not between 2.0 and 3.0 and calling "F/Ns" that were actually ARC break needles—have upset many preclears.

The outnesses here are: A. not considering pc indicators as senior and B. not noting pc indicators when calling an F/N and C. ignoring and giving junior importance to the technology covered in false TAs. (See list of references at end of this HCOB or the Subject Index of the HCOB Volumes.)

Auditors have even been led to falsify worksheets (giving TA as in range when it actually was not when calling an F/N) because they might "get in trouble" for calling an F/N in the wrong range, such as 1.8 or 3.2.

The CORRECT procedure for out of range F/Ns is:

1. Look at the pc's indicators.

2. Call the F/N regardless of its range.

3. Mark down the ACTUAL TA position.

4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle on which the pc is being audited. (You don't interrupt a Quad R3RA, for instance, to handle false TA; you complete it and then, when directed by the C/S, you handle the false TA.)

5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of this error.

E-Meter cans can monitor or change TA position when the palms are too dry or too wet or when the cans are too big or too small or when the wrong hand cream is used. The E-Meter does not read on hand moisture alone as was long believed by people in electronics. But TA depends upon resistance to electrical current in the palms, leads, and meter as well as its main resistance which happens to be mental masses or lack of them.

To simply tell some interne "Always disregard an F/N not in correct range" is to set him up for loses and set the pc up for crashes. The correct information is that an F/N which isn't in range is accompanied by pc indicators that indicate whether it is an F/N or not. AND indicates you better get the false TA handled fast as soon as it won't interrupt the current cycle. AND you always note where it F/Ned so the C/S can C/S for false TA handling.

Where an ARC break needle (which looks like an F/N) is observed, whether it is in range or out of range (2.0 to 3.0 or below 2.0 or above 3.0) you LOOK at the pc and establish the pc's indicators before falsely calling an F/N. A pc who is about to cry is NOT an F/Ning pc and if you indicate an F/N to that pc you will further the ARC break and suppress the emotional charge that is about to come off.

REPAIR

Where the above matters have not been fully understood and errors have occurred on pcs, it must be assumed that:

1. Auditors have falsified their worksheets as to TA position and thus built up withholds and made themselves blowy.

2. That every pc who has ever had high or low TA trouble has had F/Ns disregarded and ARC break F/Ns falsely indicated.

3. That a briefing and drilling of all internes and auditors must occur on this HCOB.

4. That a brief program of clean-up of disregarded F/Ns and falsely called ARC break F/Ns be done on every pc.

5. That every such pc be considered as having false TA troubles and these must be C/Sed for and corrected.

6. That all auditors and internes be drilled on all HCOBs relating to pc indicators.

SAMPLE CLEAN-UP C/S

Disregard TA position, use only F/Ns and pc indicators in doing this C/S.

1. It has been found that some of your F/Ns (release points) may have been disregarded by past or present auditors.

2. Have you ever felt an F/N (release point or end of an action) had been bypassed on your case? . . .

3. Find and rehab the . . . overrun of *the* release point *to F/N. Check for any other bypassed F/Ns and rehab them.*

4. Have you ever felt an F/N should not have been indicated by the auditor when it was? . . .

5. Find the . . . point and get in Suppress on it and complete the action. *Check "Are there any other F/Ns which should not have been indicated by the auditor when they were?" and handle as above.*

6. Find and run the ARC breaks bypassed, with ARC break handling.

7. Find and handle the false TA in totality.

DIANETIC F/Ns

An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.

An auditor running R3RA is NOT looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in its place. Release the postulate and the chain blows. That's it.

The auditor must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing that chain.

An F/N seen as the incident is erasing is not called.

The pc does not have to state that the incident has erased. Once he has given up the postulate, the erasure has occurred. The auditor will see an F/N and VGIs. NOW the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.

It's the postulate—not the F/N that we are going for in New Era Dianetics.

POWER F/Ns

F/Ns are disregarded in Power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

REFERENCE HCOBs FOR FALSE TA

1.	HCOB 24 Oct 71R	FALSE TA
2.	HCOB 15 Feb 72R	FALSE TA ADDITION 2
3.	HCOB 12 Nov 71RA	FALSE TA ADDITION
4.	HCOB 18 Feb 72R I	FALSE TA ADDITION 3
5.	HCOB 21 Jan 77RA	FALSE TA CHECKLIST
6.	HCOB 23 Nov 73RA	DRY AND WET HANDS MAKE FALSE TA
7.	HCOB 23 Apr 75R	VANISHING CREAM AND FALSE TA

PC INDICATORS HCOBs

1.	HCOB 29 Jul 64	GOOD INDICATORS AT LOWER LEVELS
2.	HCOB 28 Dec 63	INDICATORS PART ONE, GOOD INDICATORS
3.	HCOB 23 May 71R Issue VIII Rev. 4.12.74	RECOGNITION OF RIGHTNESS OF THE BEING
4.	HCOB 22 Sep 71	THE THREE GOLDEN RULES OF THE C/S HANDLING AUDITORS
5.	HCOB 21 Oct 68R	FLOATING NEEDLE

L. RON HUBBARD
Founder

HCO BULLETIN OF 7 MARCH 1975

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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.

L. RON HUBBARD
Founder

LRH:nt.rd

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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.

L. RON HUBBARD
Founder

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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

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 COMMUNI-CATION CYCLES AND NOT CUTTING HIS COMMUNICATION—*THE VERY THINGS YOU ARE TAUGHT IN THE TRs,* and you find you are in communication *with* the person. *Now you've got to do something for the person.*

Unless, having gotten into communication, you *do* something for the person, you lose your communication line because the R-Factor of why you're in communication with the pc breaks down. He doesn't think you're so good, and you go out of communication with him. That having happened, the person will be in a sort of status defensive and wonder why he is being processed.

On the other hand, if you *have* done something for the pc and he has *had* his cognition, and you try and go on and get more TA action out of the fact that "all horses sleep in beds"—you don't get there as you've *already* flattened the process.

You can over-audit and you can under-audit.

If you don't notice that *one* answer come your way, that indicates you *have done* something for the pc and if you keep him working on that same thing, your *TA action will disappear, your* pc will get resentful and you'll lose your communication line.

He's already *had* the cognition you see. *You are now restimulating* the pc. You have gotten your key-out destimulation factor—it has occurred right before your eyes. You have *done* something for the pc. One more mention of the subject and you've had it.

There are a lot of things you could do *with* the pc, without doing anything *for* him. You can turn on some very very handsome somatics on a pc at one time or another without turning them off either. You've got to do something *for* the pc, not *to* him.

Now you can be doing something (A), and the pc is doing (B), and you go on doing (A), while the pc is doing (B) then somewhere on down the line you wind up in a hell of a mess and you wonder what happened.

Well the pc never did what you said so you didn't do anything *for* the pc. There was in actual fact no barrier to your willingness to do something for the pc *but there must have been a tremendous barrier to your understanding of what was going on.*

That you could ask (A), while the pc answered (B), in itself showed the auditor observation was very poor so therefore the auditor *wasn't* in communication with the pc.

So again the communication factor was out and once more we weren't doing anything for the pc.

It requires of the auditor discipline to *keep* in his communication line. He has got to *stay* in communication with his pc. Those cycles have got to be *perfect.* He can't be distracting the pc's attention onto the TA, e.g. "I'm not getting any TA action now." That's not staying in communication with the pc—has nothing to do with it. You're distracting the pc from his own zones and areas.

Don't put the pc's attention out of session. Keep him going and keep that communication line *in.* And the next requirement is to do something productive for the pc *using* the communication line.

L. RON HUBBARD
Founder

HCO BULLETIN OF 30 APRIL 1971

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HDC Checksht
Cse Sup Checksht
Class 0 Checksht
Cramming

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

The following AUDITING comm cycle is taken from SHSBC tapes.

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

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

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

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

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

3. Pc looks to bank for answer (Itsa maker line).

4. Pc receives answer from bank.

5. Pc gives answer to auditor (cause, distance, effect).

6. Auditor acknowledges pc.

7. Auditor sees that pc received ack (attention).

8. New cycle beginning with (1).
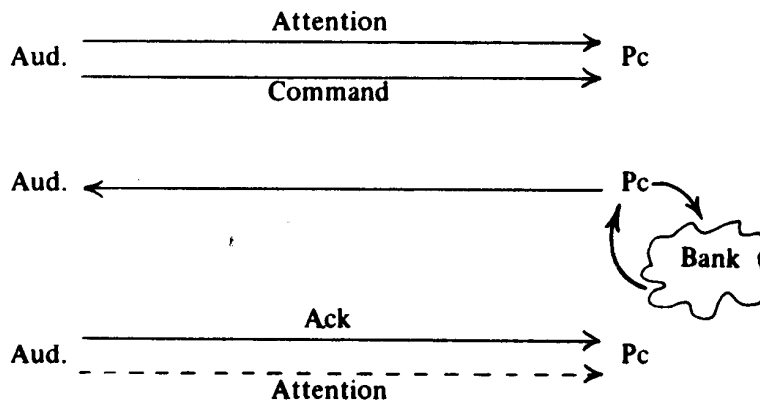
L. RON HUBBARD
Founder

Central Orgs

LECTURE GRAPHS

The following graphs accompany Saint Hill Special Briefing Course Lectures of:

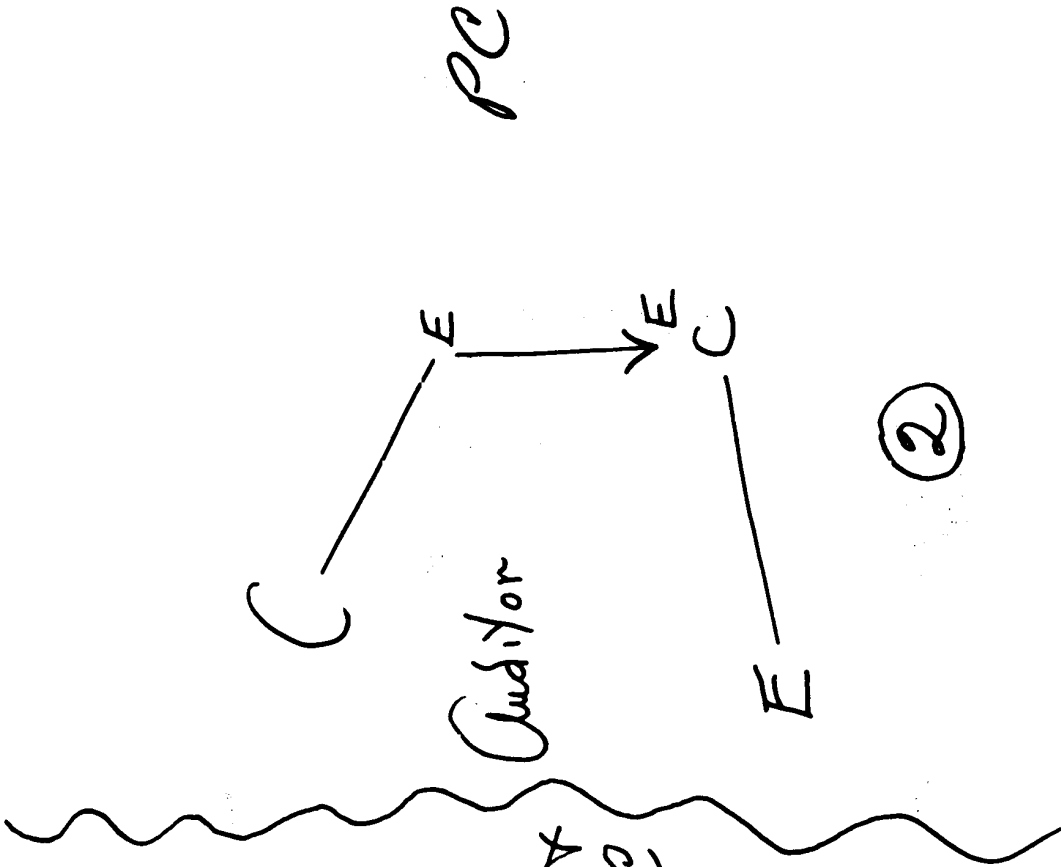| July	25,	AD13
August	7,	AD13
August	8,	AD13

L. RON HUBBARD

PC

① Auditor — Effect PC — C — E Ack C — E

② Auditor — Effect PC — C — E

C

C E C

E

C

E

Auditor E C

F C

C F

Origin
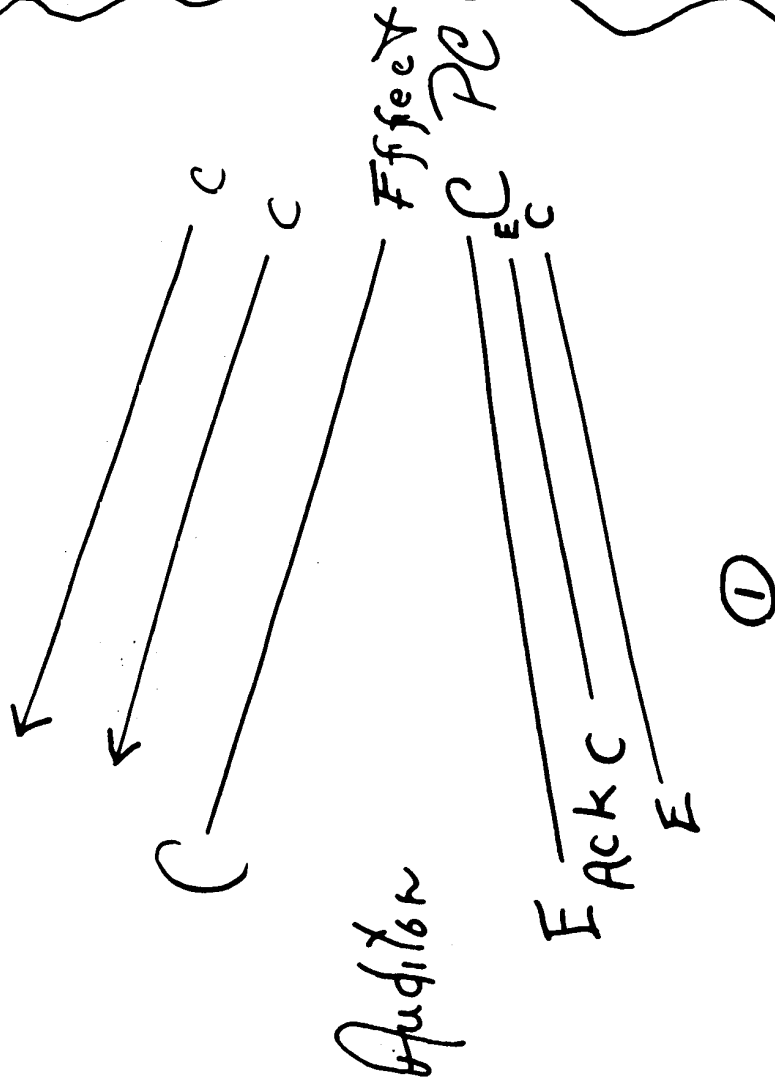
③
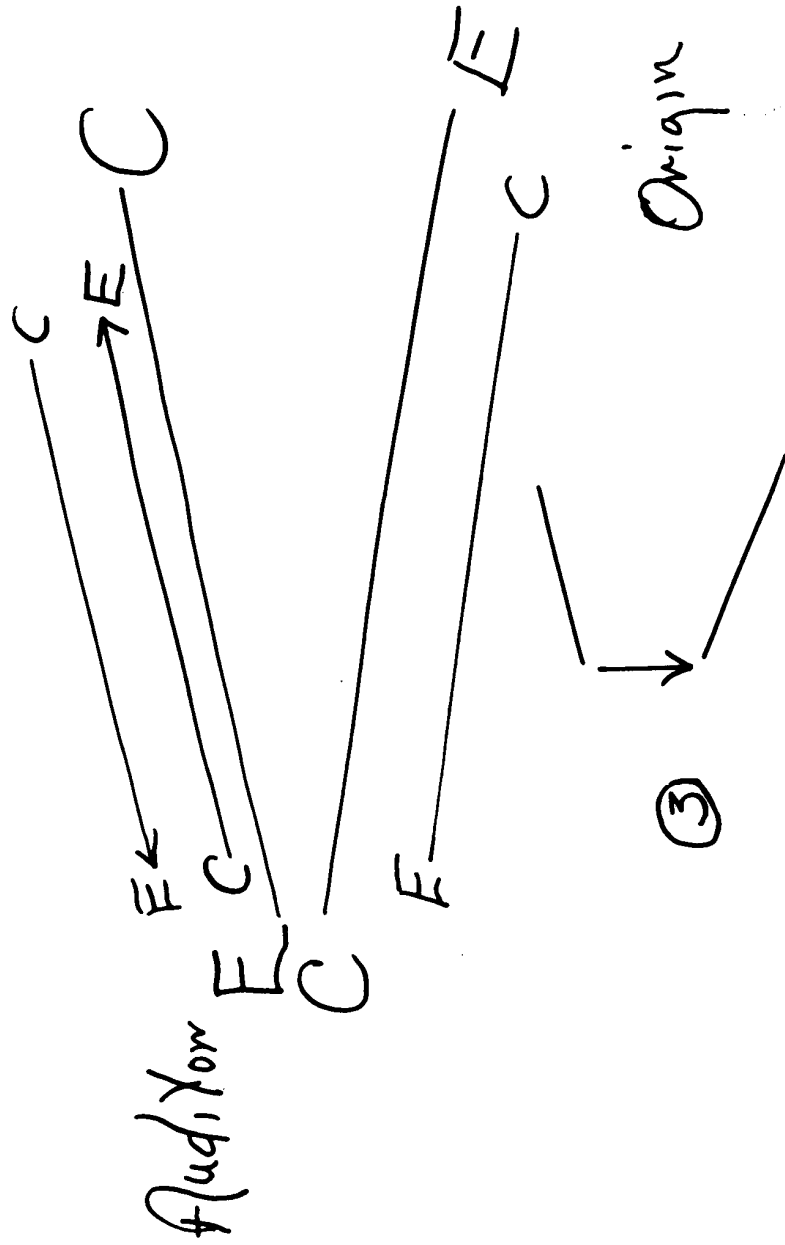
SHSBC LRH Lecture Jul 25, 63

Major Cycle

Ability Regained

Process Cycle

Single Auditing Cycle

④
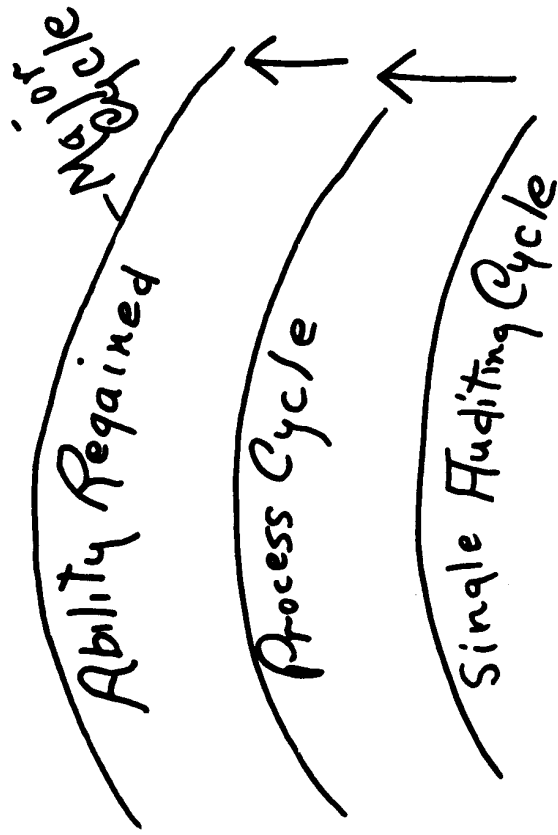
Ability Regained

Major Cognition

TA Flat

Cognition

3 equal comm lag on Commands

⑤

SHSBC LRH Lecture 7/8/63

Θ^n (Thought)

Matter
Energy
Space
Time
Form
Location

The Things of life

—— versus ——→

Θ^n
A
R
C

Life Potential

Θ Joe

Θ Bill
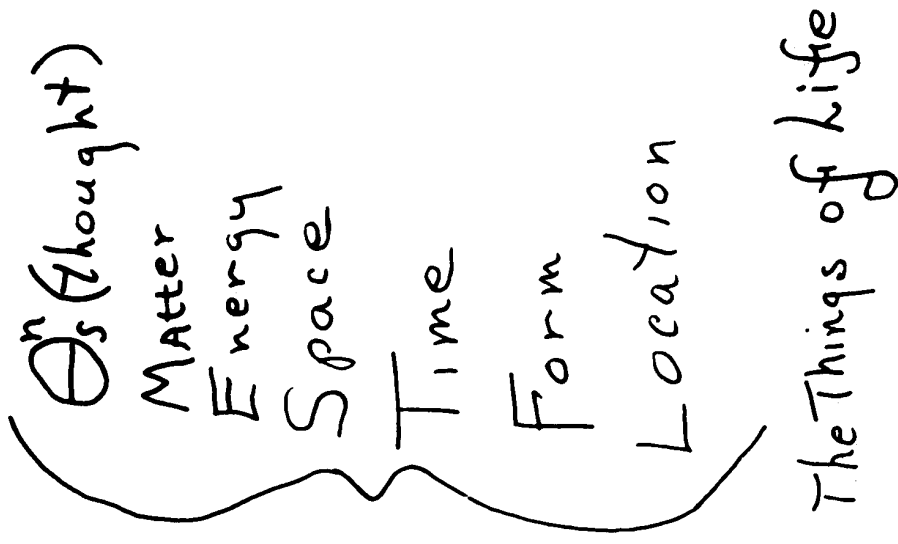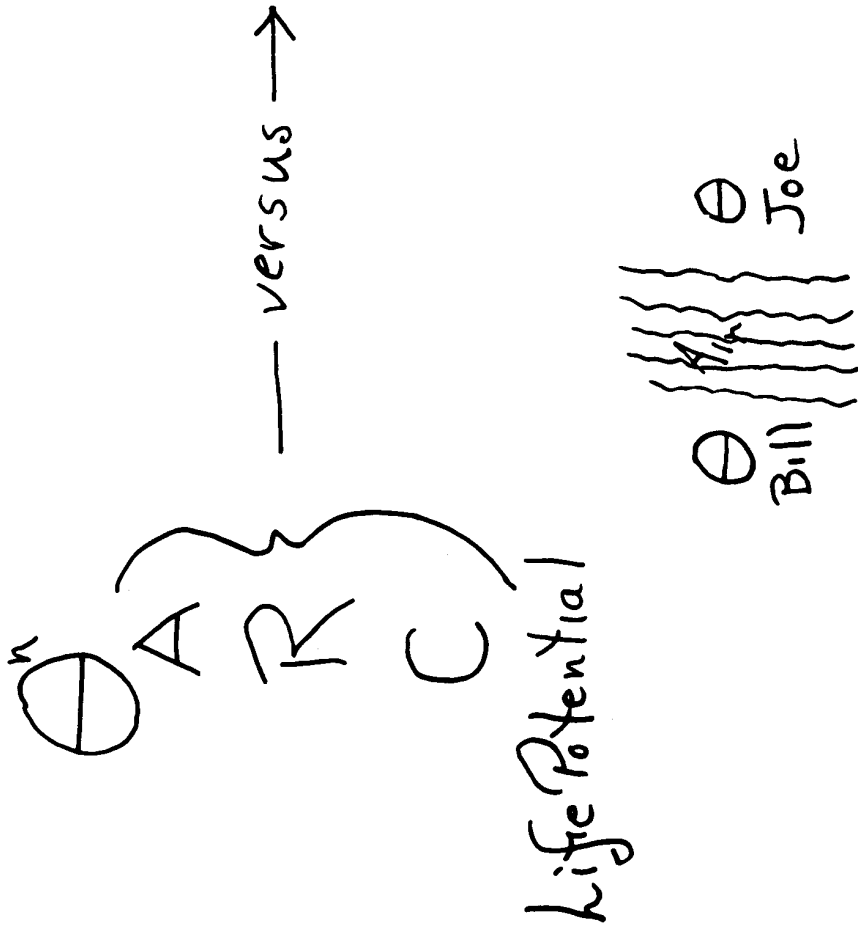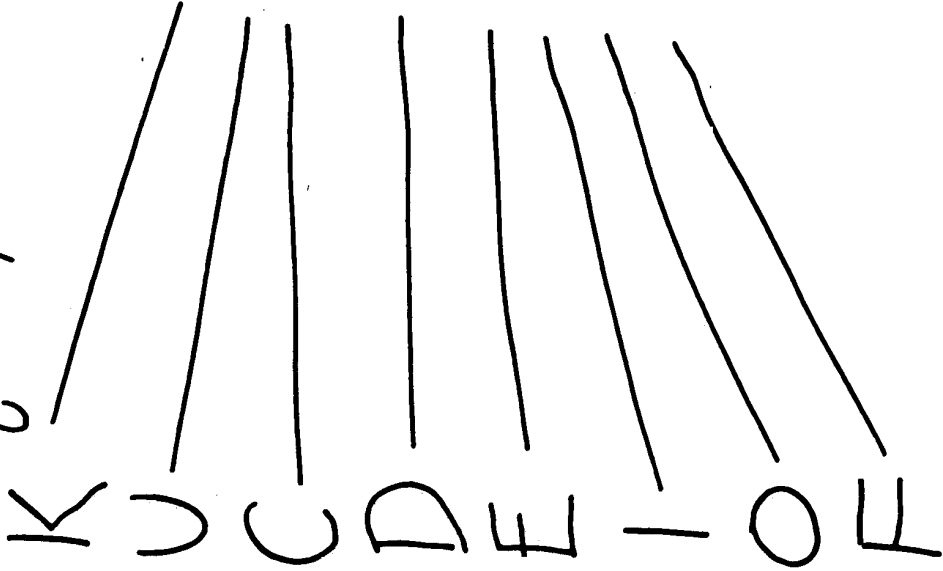
Lecture Graph

SHSBC LRH Lecture of 8 Aug 63

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HCO BULLETIN OF 23 MAY 1971R
Issue IV
REVISED 4 DECEMBER 1974

Basic Auditing Series 4R

COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE

*(Taken from the LRH Tape, "Comm Cycles
in Auditing", 25 July 1963)*

The difficulty that an Auditor gets into is normally found in his own *auditing cycle.*

There are basically two communication cycles between the Auditor and the Pc that make up the *auditing cycle.*

They are cause, distance, effect with the Auditor at cause and the Pc at effect, and cause, distance, effect with the Pc at cause and the Auditor at effect.

```
            Cause ─────────────Distance ─────────────► Effect
Auditor                                                           Pc
            Effect ◄──────────── Distance ─────────────  Cause
```

These are completely distinct one from the other. The only thing that connects them and makes an auditing cycle, is the fac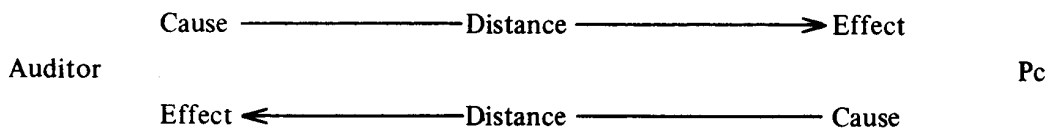t that the Auditor, on his communication cycle, has calculatingly restimulated something in the Pc which is then discharged by the Pc's communication cycle.

What the Auditor has said has caused a restimulation and then the Pc needs to answer the question to get rid of the restimulation.

If the Pc does not answer the question he doesn't get rid of the restimulation. *That is the game that is being played in an auditing cycle and that is the entirety of the game.* (Some auditing breaks down because the Auditor is unwilling to restimulate the Pc.)

There is a little extra communication cycle on here. The Auditor says, "Thank you" and you have this as the acknowledgement cycle.

```
            C ───────────── Command ─────────────► E
Auditor     E ◄───────────── Answer ─────────────  C          Pc
            C ───────────── Acknowledgement ─────────────► E
```
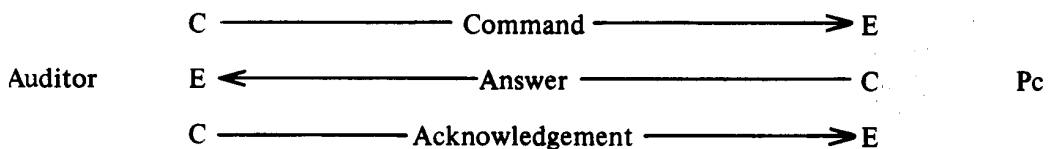
Now there are some little inner cycles that can throw you off and make you think that there are some other things to the auditing cycle. There is another little shadow cycle: it is the observation of "Has the Pc received the auditing command?" This is such a tiny "cause" that nearly all Auditors who are having any trouble finding out what's going on with the Pc are missing this one. "Does he receive it?" *Actually there is another cause in here and you're missing that one when you're not perceiving the Pc.*

You can tell by looking at the Pc that he didn't hear or understand what you'd said or that he was doing something peculiar with the command he was receiving. *Whatever that message is in response, it rides on this line.*

```
                              Did Pc receive,
             e ◄───────────── understand and ──────────── c
                              answer command?

Auditor      C ───────────── Command ──────────────────► E          Pc

             E ◄───────────── Answer ──────────────────── C

             C ───────────── Acknowledgement ───────────► E
```
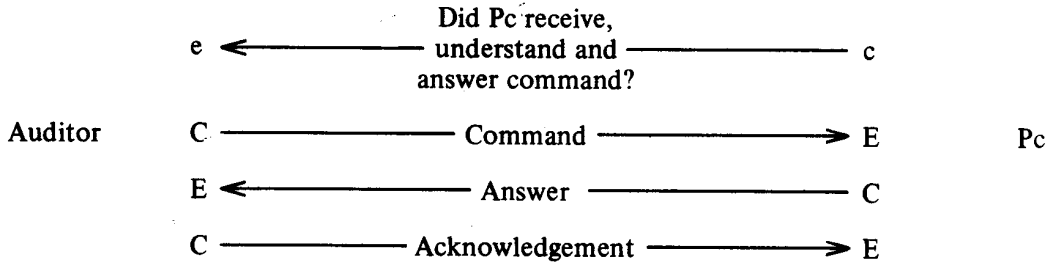
An Auditor who isn't watching a Pc at all never notices a Pc who isn't receiving or understanding the auditing command. Then all of a sudden somewhere along the line there is an ARC Break and then we do assessments and we patch up the session and all kinds of things go wrong.

Well, they actually needn't ever have gone wrong in the first place if this line had been in. *What is the Pc doing completely aside from answering? Well, what he is doing is this other little 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?"
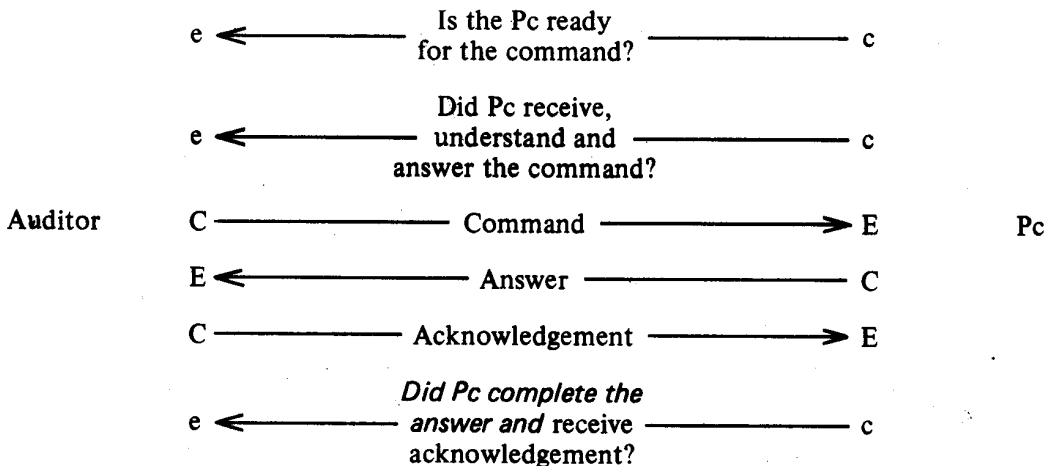
This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

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.

```
                              Is the Pc ready
             e ◄───────────── for the command? ──────────── c


                              Did Pc receive,
             e ◄───────────── understand and ──────────── c
                              answer the command?

Auditor      C ───────────── Command ──────────────────► E          Pc

             E ◄───────────── Answer ──────────────────── C

             C ───────────── Acknowledgement ───────────► E

                              Did Pc complete the
             e ◄───────────── answer and receive ──────────── c
                              acknowledgement?
```

So if you want to break it all down, there are six communication cycles which make up one auditing cycle. Six, not more than six unless you start running into trouble. If you violate one of these *six* communication lines you of course are going to get into trouble which causes a mish-mash of one kind or another.

There is *another* communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it. It* actually can be multiple as it depends upon the complications of the mind.

This happens to be the least important of all the actions except when it isn't being done. And of course it's the hardest to detect when it isn't being done. Pc says: "Yes." Now what has the Pc said yes to? And sometimes you are insufficiently curious. And that in essence is this internal perception of line. It includes this cause, distance, effect backflash here—"Is the Pc answering the command I gave him?"

So with this, there are seven communication cycles involved in an auditing cycle. It is a multiple cycle.

A communication cycle consists of just cause, distance, effect with intention, attention, duplication *and understanding*. How many of these are there in *one* auditing cycle? You'd have to answer that with how many *principal* ones there are *because some auditing cycles contain a few more*. If a Pc indicates that he didn't get the command *(cause, distance, effect)*, the Auditor would give a repeat of it *(cause, distance, effect)* and that would add *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 nervy on the subject of handling the basic tool of auditing and if that's giving you trouble (and *if you* get into trouble *by suddenly breaking it down and analyzing it*) then it should be broken down and analyzed *at a time when you're auditing something nice and simple.*

I've given you a general pattern for an auditing cycle; maybe in working it over you can find a couple of extra communication cycles in the thing. But they are all there and if you made someone go through each one painstakingly, you would find out where his auditing cycle is jammed up. It isn't necessarily jammed up on his ability to say "Thank you". It may *very* well be jammed up in another quarter.

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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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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.

<p style="text-align:center">Level Two
Guiding Style Auditing</p>

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, Prep-checking, 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 CT 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.

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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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AUDITOR FAILURE TO UNDERSTAND

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

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

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

INVALIDATION

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

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

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

EVALUATION

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

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

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

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

Children also do this to annoy.

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

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

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

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

DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.

ROCK SLAMMER

The reason a person who Rock Slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But Rock Slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

SUMMARY

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

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

Just audit, please.

L. RON HUBBARD

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 conductive 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

Remimeo
Ethics Hats
Tech Hats
Qual Hats

HCO Division
Tech Div
Qual Div

COMM CYCLE ADDITIVES

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

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

Example: Asking a pc if that is the answer.

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

Example: Querying the answer.

This is the WORST kind of auditing.

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

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

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

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

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

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

There are mannerism additives also.

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

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is

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

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

They are Gross Auditing Errors.

And should be regarded as such.

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

So, that's Suppressive.

Don't do it!

L. RON HUBBARD

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 R1C 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 oppterm 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 ITSA.

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 Oppterms.

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-restimulate 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

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

HCO BULLETIN OF 23 AUGUST 1971
(HCO B 24 May 1970 Revised)

C/S Series 1

AUDITOR'S RIGHTS

(Revised to update and delete the O/R List
and add Auditing Over Out Ruds.
All changes are in this type style.)

AUDITOR RESPONSIBILITY FOR C/Ses

An auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is NOT discharged of his responsibility as an auditor.

THE AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.

ACCEPTING THE PC

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc the auditor has a right to refuse to audit that pc.

The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review, 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 is 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/Ses 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 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 yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.

Various auditors ran the same engram chain four times.

An auditor ran Int RD twice.

After Power she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero"!

A dozen dozen reasons can exist.

An auditor does NOT let a C/S C/S hopefully. He refuses the C/Ses until a Folder Error Summary is done and the bug found.

THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is being audited. But just because it's covered, never neglect entering a session and what was run on the Folder Summary (FS).

If Hold it Still is ordered, see if it was run before.

Don't let major Rundowns be done twice.

DIANETIC ITEMS must NEVER be run twice. Dianetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

COPY

Don't copy Dianetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session the auditor recognizes the following:

Pc Critical = W/H from auditor

Pc Antagonistic = BPC in session

No TA = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring TA = Overrun or Protest

Dope Off = 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 L1C) and handle.

No TA (or case gain) = Problem = locate the problem.

Tired = no sleep or Failed Purpose = check which it is and handle.

Sad = ARC 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 L4B or any L4 at once.

Ruds won't fly = some other error = assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2-way comm for data".

CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "2-way comm on what hasn't been handled".

The auditor should not at once take this up as part of any other C/S.

In other words an auditor doesn't change the C/S to a 2-way comm on something not called for by C/S.

MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up" we get *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 L1C, etc).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that—an F/N and VGIs before starting *any* major action. Such may require a repair action and rudiments as well.

Major Action = any—but any—action designed to change a case or general considerations or handle continual illness or improve ability. This means a *Process* or even a series of processes like 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 LX3; (3) Run 3-way recall, 3-way secondaries, 3-way engrams on all / / X items". The auditor can't get a rud to fly. Does the LX3. In other words he flunks by failing to SET UP the case. It could also go this way. Auditor can't get a rud to fly, does a GF, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick pc. But that's repair isn't it?

PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc's program he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not. the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S & Ds". The auditor should recognize in 3 S & Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

GRADE VIOLATIONS

A pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and, with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while—weeks—to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse. "I think he cogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a *big* F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception Doing Great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became 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.

LRH:nt.jh
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L. RON HUBBARD
Founder

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.

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.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 AUGUST 1965

Remimeo
All Students
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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

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LEVEL 0

"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 blop 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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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

26 APRIL 1969
Reissued 7 July 1974 as BTB

Remimeo
Dn Course
Auditors

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.

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

HCO BULLETIN OF 21 JUNE 1972
Issue I

Remimeo

Word Clearing Series 38

METHOD 5

Method 5 Word Clearing is a System wherein the word clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The reason the Method is needed is because the person often does not know that he does not know. Therefore Method 4 has its limitations as the meter does not always read.

The actions are very precise.

The word clearer asks "What is the definition of _____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

L. RON HUBBARD
Founder

CLEARING COMMANDS

(Ref: HCOB 14 Nov 65,   CLEARING COMMANDS
HCOB 9 Nov 68,   CLEARING COMMANDS, ALL LEVELS
HCO PL 4 Apr 72R ETHICS AND STUDY TECH)

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear, using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus this preliminary step to running a process or procedure for the first time is VITAL.

The rules of clearing commands are:

1.   UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.

2.   ALWAYS HAVE THE NECESSARY (AND GOOD) DICTIONARIES IN THE AUDITING ROOM WITH YOU.

This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary, and a good non-dinky dictionary in the pc's native language. For a foreign language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

(Example: English word "apple" is looked up in English/ French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme".)

So for the foreign language case two dictionaries are needed: (1) English to foreign language (2) foreign language itself.

3.   HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND COMMANDS.

4.   CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

(Example: To clear the command "Do fish swim?" clear "swim" first, then "fish", then "do".)

This prevents the pc starting to run the process by himself while you are still clearing the words.

4A.   NOTE: F/Ns OBTAINED ON CLEARING THE WORDS DOES NOT MEAN THE PROCESS HAS BEEN RUN.

5.   NEXT, CLEAR THE COMMAND ITSELF.

Auditor asks the pc, "What does this command mean to you?" 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) using the dictionary.

(b)   Have him use each word in a sentence until he has it. (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 Mar 65, WORDS, MISUNDERSTOOD GOOFS.)

(c)   Re-clear the command.

(d)   If necessary, repeat Steps a, b and c above to make sure he understands the command.

5A.   NOTE: THAT A WORD READS WHEN CLEARING A COMMAND, AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE COMMAND OR QUESTION ITSELF HAS READ NECESSARILY. MISUNDERSTOOD WORDS READ ON THE METER.

6.   WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND. (Ref: HCOB 28 Feb 71, C/S Series 24, IMPORTANT METERING READING ITEMS.)

7.   DON'T CLEAR THE COMMANDS OF ALL RUDS AND RUN THEM, OR OF ALL PROCESSES AND RUN THEM. YOU'LL MISS F/Ns. THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE THAT PROCESS IS RUN.

8.   ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC'S FOLDER ON A YELLOW SHEET AS CLEARED. (Ref: BTB 5 Nov 72R II, Rev. 24.7.74, Auditor Admin Series 6R, THE YELLOW SHEET.)

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 L4BRA before commencing listing processes or an L3RE before running R3RA. Then, when the need for these correction lists arises one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

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.

9.   IF, HOWEVER, 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, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST
     TO HANDLE THE CHARGE. OTHERWISE IT'S AUDITING OVER AN
     ARC BREAK.

     In this case you just verify by asking afterwards if
     he had any misunderstoods on the list.

     All the words of the L1C (or other correction list)
     would then be cleared thoroughly at the first oppor-
     tunity - per your C/S's instructions.

10. 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 the Yellow Sheet for future reference, which
     of the standard assessment lists have been cleared.

11. THESE RULES APPLY TO ALL PROCESSES, LISTING QUESTIONS
     AND ASSESSMENTS.

12. 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 offense per HCO PL 4 Apr 72R (Rev. 21.6.75)
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."

                                   L. RON HUBBARD
                                   FOUNDER

HCO BULLETIN OF 15 JULY 1978

Remimeo

(Cancels BTB 8 Jan 71R, AUDITING CS-1
FOR DIANETICS AND SCIENTOLOGY.)

SCIENTOLOGY

AUDITING CS-1

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

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

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

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

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

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

The following will be needed in the auditing room:

Technical Dictionary

Admin Dictionary

A good English dictionary

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

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

THE BASIC SCIENTOLOGY PICTURE BOOK

FUNDAMENTALS OF THOUGHT

HCOB 14 Oct 68R, THE AUDITOR'S CODE

Demo Kit

and the auditor makes full use of these as necessary.
If further references are needed, ensure source materials
are used.

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

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

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

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

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

SCN CS-1 PROCEDURE:

1.   Give pc the R-factor that you are going to do a Scien-
     tology Auditing CS-1 to familiarize him with auditing
     procedure and any basic data that may require clarifi-
     cation.

2.   Clear the word: Scientology.

3.   Clear the words: a) auditing   d) Clear

                       b) auditing session   e) preclear

                       c) auditor

4.   Clear the words: a) thetan

                       b) mind

                       c) body

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

5.   Now clear the words: a) picture   c) reactive mind

                           b) mental image   d) bank
                              picture

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

6. Clear with the pc:

    a) the communication cycle.

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

    b) the auditing comm cycle.

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

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

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

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

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

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

10. a) Clear the words: 1. key in

                        2. key out

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

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

11. a) Clear the word: postulate.

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

12. a) Clear the word: cognition.

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

13. Clear: floating needle.

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

    b) Clear the word: rudiment.

    c) Clear: 1. affinity

              2. reality

              3. communication

    Have pc give you examples of each.

d) Clear: ARC Break.

Have the pc demo it for you.

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

f) Clear: 1. problem

         2. Present Time Problem.

Have the pc demo: 1) a problem 2) a Present Time Problem.

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

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

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

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

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

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

17.   a) Clear the word: flow.

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

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

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

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

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

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

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

21.   a) Clear: Examiner.

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

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

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

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

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

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

CLEARING COMMANDS

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

     This would include the first time the pc is given a
Two-Way Comm session or a Listing & Nulling session, where
the procedure would first be fully cleared on the pc by the
auditor.

CLEARING WORDS ON CORRECTION LISTS

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

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

                                    L. RON HUBBARD
                                    FOUNDER

DEFINITIONS SHEET

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

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

SCIENTOLOGY:

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

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

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

AUDITING:

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

AUDITING SESSION:

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

AUDITOR:

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

CLEAR:

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

PRECLEAR:

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

THETAN:

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

MIND:

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

BODY:

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

PICTURE:

> An exact likeness; image. A mental image.

MENTAL IMAGE PICTURE:

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

REACTIVE MIND:

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

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

BANK:

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

COMMUNICATION CYCLE:

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

AUDITING COMM CYCLE:

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

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

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

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

(4) pc receives answer from bank

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

(6) auditor acknowledges pc

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

(8) new cycle beginning with (1).

CHARGE:

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

MENTAL MASS:

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

KEY IN:

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

KEY OUT:

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

RELEASE:

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

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

In Scientology processing there are eight major Grades of
Release. They are, from the lowest to the highest: Grade
0 Communications Release, Grade I Problems Release, Grade

II Relief Release, Grade III Freedom Release, Grade IV
Ability Release, Grade V Power Release, Grade VA Power
Plus Release, Grade VI Whole Track Release. Each is a
distinct and definite step toward greater levels of
awareness and ability.

POSTULATE:

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

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

...Postulate means to cause a thinkingness or considera-
tion.

COGNITION:

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

FLOATING NEEDLE:

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

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

RUDIMENTS:

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

AFFINITY:

Degree of liking or affection or lack of it. Affinity
is a tolerance of distance. A great affinity would be
a tolerance of or liking of close proximity. A lack of
affinity would be an intolerance of or dislike of close
proximity. Affinity is one of the components of under-
standing; the other components being reality and communi-
cation.

REALITY:

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

COMMUNICATION:

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

ARC BREAK:

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

PROBLEM:

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

PRESENT TIME PROBLEM:

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

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

OVERT:

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

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

WITHHOLD:

An undisclosed harmful (contra-survival) act.

MISSED WITHHOLD:

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

REPETITIVE PROCESS:

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

FLOW:

> A progress of energy between two points.
>
> An impulse or direction of energy particles or thought
> or masses between terminals.
>
> The progress of particles or impulses or waves from Point
> A to Point B.

ASSESS:

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

ASSESSMENT:

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

EXAMINER:

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

HAVINGNESS

FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS

Ref: HCOB 11 Jan 62, Security Checking Twenty-Ten
                       Theory
       HCOB 29 Sep 60, Havingness and Duplication
       HCOB 6 Oct 60R, Thirty-Six New Presessions
       Rev. 8 May 74

       Book: E-Meter Essentials, Section G:
              Finding Havingness & Confront Processes

        Note: This issue is by no means a complete summary of
the subject of Havingness. There is a vast amount of material
on Havingness and the remedy of Havingness in early publica-
tions and other HCOBs to be found in the Technical Volumes --
data the student will acquire as he continues to train up the
levels and on the SHSBC.

        This issue is to give the beginning Auditor a working
knowledge of the subject of Havingness.

        "HAVINGNESS: 1) that which permits the experience
        of mass and pressure. 2) the feeling that one owns
        or possesses. 3) can be simply defined as ARC with
        the environment. . . . 6) the ability to duplicate
        that which one perceives, or to be willing to create
        a duplication of it. . . . 8) havingness is the
        concept of being able to reach or not being
        prevented from reaching. . . . 4) that activity
        which is run when needed and when it will not
        violently deflect the pc's attention."

                        (From the Technical Dictionary.)

        The above are all valid, but the final definition of
Havingness can be simply stated as:

        HAVINGNESS IS THE CONCEPT OF BEING ABLE TO REACH.
        NO-HAVINGNESS IS THE CONCEPT OF NOT BEING ABLE TO
        REACH.

        Inherent in the ability to reach is the willingness and
ability to duplicate. That which makes communication work in
processes is the duplication part of the communication formula
(Axiom 28 Amended).

        The position of a being on the tone scale is determined
by his ability to reach (and thus his willingness and ability
to duplicate, to communicate and experience). The lower the
tone of the being the less willing he is to reach, communicate
with and experience his present time environment, and the less
willing he is to reach and duplicate events of the past or
permit them to happen again.

This is remedied by objective havingness processes. These are processes that deal with observing and touching objects in the auditing room or in the environment. They are "look around" or physical contact processes, used to remedy a low or "no havingness" condition.

Thus we find the pc's Havingness Process early on in auditing and use it to gain or remedy havingness before or after processes or at session end.

FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS

The preclear's Havingness Process is tested for on the meter in an exact way. You test it on the <u>needle</u> with can squeezes from the pc.

Use HCOB 6 October 1960R, Revised 8 May 74, "Thirty-Six New Presessions".

1.   Set the sensitivity for 1/3 of a dial drop when the pc squeezes the cans. (See E-Meter Drill 5, The Book of E-Meter Drills.)

2.   Run 5 to 8 commands of the first Havingness Process on the above Bulletin, with the pc on the meter.

3.   Then have the pc squeeze the cans, noting the size of the needle read now. If this second can squeeze shows the needle looser (wider swing) than the first can squeeze did, you've got it. The Havingness Process you've tested is the Havingness Process for the pre-clear and may be used to remedy his havingness as necessary.

4.   If the process <u>tightens</u> the needle during the test, don't use it. <u>Don't bridge</u> off. Just get off the process now and test the next process, or the next, continuing until you find a Havingness Process that does loosen the needle and gives a wider swing. One will be found among the list of Havingness Processes on HCOB 6 Oct 60R.

5.   The correct Havingness Process selected is then run 10 to 12 commands at a time, usually just before ending off a session.

A pc's Havingness Process can change as the pc changes with auditing. If at some point in the auditing the Havingness Process which has been being used fails to get the desired result, simply re-test for a new Havingness Process, find one that works and use it.

Even the right Havingness Process, if run too much at one time (more than 10 or 20 commands) will start running the bank. It doesn't harm the preclear but that isn't its use, as there are other processes that run the bank better.

The <u>purpose</u> of a Havingness Process is to get the pre-clear <u>stabilized</u> in his environment.

LRH:nc

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 11 AUGUST 1978
ISSUE I

Remimeo
All Auditors

RUDIMENTS

DEFINITIONS AND PATTER

(Ref: HCOB 15 Aug 69, FLYING RUDS)

(NOTE: This Bulletin in no way summarizes all the
data there is to be known about ARC Breaks, PTPs
and Missed Withholds, or handling rudiments.

There is a wealth of technology and data on these
subjects contained throughout the Technical Volumes
and in Scientology books which the student auditor
will need as he progresses up the Levels.)

A rudiment is that which is used to get the pc in shape
to be audited in that session.

For auditing to take place at all the pc must be in
session which means:

1. Willing to talk to the auditor

2. Interested in own case.

That is all you want to accomplish with rudiments. You
want to set up the case to run by getting the rudiments in,
not use the rudiments to run the case.

ARC Breaks, Present Time Problems and Withholds all
keep a session from occurring. It is elementary auditing
knowledge that auditing over the top of an ARC break can re-
duce a graph, hang the pc up in sessions or worsen his case,
and that in the presence of PTPs, overts and missed withholds
(a restimulated undisclosed overt) no gains can occur. Thus
these are the rudiments we are most concerned with getting
in at the beginning of a session so that auditing with gains
can occur.

GETTING THE F/N

If you know bank structure you know it is necessary to
find an earlier item if something does not release.

If a rud doesn't F/N then there is an earlier (or an
earlier or an earlier) lock which is preventing it from
F/Ning.

Thus we have the procedure and the rule:

IF A RUD READS YOU ALWAYS TAKE IT EARLIER SIMILAR UNTIL
IT F/Ns.

The question used is:

"Is there an earlier similar (ARC break) or (Problem) or (Missed Withhold)?"

If at the beginning of a session the rudiments are in (the needle is floating and the pc is VGIs), the auditor goes directly into the major actions of the session. If not, the auditor must fly a rud or ruds, as ordered by the C/S.

ARC BREAKS

ARC: A word from the initial letters of Affinity, Reality and Communication which together equate to Understanding.

ARC BREAK: A sudden drop or cutting of one's affinity, reality or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, communication or understanding.

While the earlier similar rule fully applies to ARC breaks, there is an additional action taken in handling ARC breaks that enables the pc to spot precisely what happened that resulted in the upset.

An ARC break is called that - an "A-R-C break" - instead of an upset because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind.

You never audit over the top of an ARC break, and you never audit an ARC break itself; they cannot be audited. But they can be assessed to locate which of the basic elements of ARC the charge is on.

Thus to handle an ARC break you assess affinity, reality, communication and understanding to find which of these points the break occurred on.

Having determined that, you assess the item found (A or R or C or U) against the Expanded CDEI Scale (curious, desired, enforced, inhibited, no and refused). Ref: HCOB 13 Oct 59, DEI EXPANDED SCALE, Scientology 0-8, The Book of Basics, and HCOB 18 Sep 67, Corrected 4.4.74, SCALES.

With this assessment the actual by-passed charge can be located and indicated even more accurately, thus enabling the pc to blow it.

The assessment is done on every ARC break as you go earlier similar until the rudiment is in with F/N and VGIs.

The first rudiment question is:

1.   "Do you have an ARC break?"

2.   If there is an ARC break, get the data on it briefly.

3.   Find out by assessment which point the ARC break
        occurred on: "Was that a break in Affinity?
                                        Reality?
                                        Communication?
                                        Understanding?"

        You assess it <u>once</u> and get the read (or the largest
        read) on, say, communication.

4.   Check it with the pc: "Was that a break in
        (communication)?" If he says no, rehandle. If
        yes, let him tell you about it if he wishes.
        Then give it to him by indicating it, i.e. "I'd
        like to indicate that <u>was</u> a break in communication."

        PROVIDED THE RIGHT ITEM HAS BEEN GOTTEN, the pc will
        brighten up, even if ever so slightly, <u>on the very
        first assessment</u>.

        <u>NOTE</u>: On Step 4 the pc may originate: "Yes, I guess
        it was communication but to me it's really more like
        a break in reality", for example. The wise auditor
        then acknowledges and indicates it was a break in
        "reality".

5.   Taking the item found in Step 4 above, assess it
        against the CDEI Scale:

        "Was it:
                Curious about (communication) ?
                Desired   "   ?
                Enforced   "   ?
                Inhibited   "   ?
                No   "   ?
                Refused   "   ?"

6.   As in Steps 3 and 4 above, assess it <u>once</u>, get the
        item and check it with the pc:

        "Was it (desired) communication?"

        If no, rehandle. If yes, indicate it.

7.   If no F/N at this point you follow it earlier with
        the question:

        "Is there an earlier similar ARC break?"

8.   Get the earlier similar ARC break, get in ARCU,
        CDEINR, indicate. If no F/N, repeat Step 7, con-
        tinuing to go earlier, always using ARCU, CDEINR
        until you get an F/N.

        When you get the F/N <u>and</u> VGIs you have it.

PRESENT TIME PROBLEM

PROBLEM: A conflict arising from two opposing intentions.
          It's one thing versus another thing; an intention-
          counter-intention that worries the preclear.

PRESENT TIME PROBLEM: ...A special problem that exists in
          the physical universe now, on which the pc has
          his attention fixed.

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

A violation of "in session-ness" occurs when the pc's
attention is fixed on some concern that is "right now" in the
physical universe. The pc's attention is "over there" not on
his case. If the auditor overlooks and doesn't handle the
PTP then the pc is never in session, grows agitated, ARC breaks.
And no gains are made because he is not in session.

The second rudiment question is:

1. "Do you have a Present Time Problem?"

2. If there is a PTP, have the pc tell you about it.

3. If no F/N take it earlier with the question:

   "Is there an earlier similar problem?"

4. Get the earlier problem and if no F/N, follow it
   earlier similar, earlier similar, earlier similar
   to F/N.

MISSED WITHHOLDS

OVERT ACT: An intentionally committed harmful act committed
in an effort to solve a problem.

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

That thing which you do which you aren't willing
to have happen to you.

WITHHOLD: An undisclosed harmful (contra-survival) act.
Something the pc did that he isn't talking about.

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

The pc with a missed withhold will not be honestly "will-
ing to talk to the auditor" and, therefore, not in session
until the missed withhold is pulled.

Missing a withhold or not getting all of it is the sole
source of an ARC break. A missed withhold is observable by
any of the following: pc not making progress, pc critical of,
nattery or angry at the auditor, refusing to talk to the audi-
tor, not desirous of being audited, boiling off, exhausted,
foggy at session end, dropped havingness, telling others the
auditor is no good, demanding redress of wrongs, critical of
Scientology or organizations or people of Scientology, lack
of auditing results, dissemination failures. (Ref: HCOB 3
May 62, ARC BREAKS, MISSED WITHHOLDS.) The auditor must not
overlook any manifestations of a missed withhold.

Thus, if the pc has a missed withhold you get it, get all of it using the system described below, and use the same system on each earlier similar missed withhold until you get the F/N.

The third rudiment question is:

1.   "Has a withhold been missed?"

2.   If you get a missed withhold, find out:

   (a)   What was it?

   (b)   When was it?

   (c)   Is that all of the withhold?

   (d)   WHO missed it?

   (e)   What did (he/she) do to make you wonder whether or not (he/she) knew?

   (f)   Who else missed it? (Repeat (e) above).

         Get another and another who missed it, using the Suppress button as necessary, and repeating (e) above.

3.   Clean it to F/N, or if no F/N take it earlier similar with the question:

      "Is there an earlier similar missed withhold?"

4.   Handle each earlier similar missed withhold you get per Step 2 above, until you get an F/N.

SUPPRESS

If a rudiment doesn't read and is not F/Ning, put in the Suppress button, using:

   "On the question 'Do you have an ARC break?' has anything been suppressed?"

If it reads, take it and ask ARCU, CDEINR, earlier similar, etc.

Use Suppress in the same way for non-reading PTP and Missed Withhold rudiments.

FALSE

If the pc protests, comments, or seems bewildered put in the False button. The question used is:

   "Has anyone said you had a _____ when you didn't have one?" Get who, what, when and take it earlier, if necessary, to F/N.

END PHENOMENA

In ruds when you've got your F/N and that charge has moved off, indicate it. Don't push the pc on for some other "EP".

When the pc F/Ns with VGIs, you've got it.

HIGH OR LOW TA

Never try to fly ruds on a high or low TA.

Seeing a high or low TA at session start, the Dianetic or Scientology auditor up to Class II does not start the session but sends the folder back to the C/S for a higher classed auditor to handle. The C/S will order the required Correction List to be done by an auditor Class III or above.

———

REFERENCES:

HCOB 15 Aug 69		FLYING RUDS
HCOB 13 Oct 59		DEI EXPANDED SCALE
HCOB 18 Sep 67		SCALES
HCOB 7 Sep 64	II	ALL LEVELS, PTPS, OVERTS AND ARC BREAKS
HCOB 12 Feb 62		HOW TO CLEAR WITHHOLDS & MISSED WITHHOLDS
HCOB 31 Mar 60		THE PRESENT TIME PROBLEM
HCOB 14 Mar 71R		F/N EVERYTHING
HCOB 23 Aug 71		C/S Series 1 AUDITOR'S RIGHTS
HCOB 21 Mar 74		END PHENOMENA
HCOB 22 Feb 62		WITHHOLDS, MISSED & PARTIAL
HCOB 3 May 62		ARC BREAKS, MISSED WITHHOLDS

The above issues give further data on rudiments, ARC breaks, PTPs and Missed Withholds. Note, however, that this is not a complete list of references on the subject. There is much additional data to be found in the Technical Volumes.

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 11 AUGUST 1978
ISSUE II

Remimeo
All Auditors

(Cancels BTB 18 Nov 68R,
MODEL SESSION)

MODEL SESSION

(Note: If a Dianetic or Level 0, I, II
Auditor is not trained in flying rudiments
he would have to get a Level III (or above)
Auditor to fly the pc's ruds before start-
ing the major action of the session.)

1.   Setting Up for the Session

Prior to the session the Auditor is to make sure the room
and session are set up, to ensure a smooth session with no
interruptions or distractions.

Use HCOB 4 December 1977, "Checklist for Setting Up
Sessions and An E-Meter", getting in every point of the
checklist.

The pc is seated in the chair furthest from the door.
From the time he is asked to pick up the cans he remains on
the meter until the end of the session.

When it is established there is no reason not to begin
the session the Auditor starts the session.

2.   Start of Session

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.

3.   Rudiments

Rudiments are handled per HCOB 11 August 1978, Issue I,
"Rudiments, Definitions and Patter".

(If the TA is high or low at session start, or if the
Auditor cannot get a rud to fly, he ends off and sends the
pc folder to the C/S. A Class IV Auditor (or above) may do
a Green Form or another type of Correction List.)

When the pc has F/N, VGIs the Auditor goes into the
major action of the session.

4.   Major Action of the Session

a) R-Factor to the pc. The Auditor informs the pc
what is going to be done in the session with:

"Now we are going to handle _____."

b) Clearing Commands. The commands of the process are cleared per HCOB 9 August 1978 Issue II, "Clearing Commands".

c) The Process. The Auditor runs the process or completes the C/S instructions for the session to End Phenomena.

In Dianetics, the End Phenomena would be: F/N, erasure of the chain, cognition, postulate (if not voiced in the cognition) and VGIs.

In Scientology processes, the End Phenomena is: F/N, cognition, VGIs. The Power Processes have their own EP.

5. Havingness

When Havingness is indicated or included in the C/S instructions, the Auditor runs approximately 10 to 12 commands of the pc's Havingness process to where the pc is bright, F/Ning and in PT. (Note: Havingness is never run to obscure or hide the fact of failure to F/N the main process or an auditing or Confessional question.)

(Ref: HCOB 7 August 78, "Havingness, Finding & Running The Pc's Havingness Process".)

6. End of Session

a) When the Auditor is ready to end the session he gives the R-Factor that he will be ending the session.

b) Then he asks:

"Is there anything you would care to say or ask before I end this session?"

Pc answers.

Auditor acknowledges and notes down the answer.

c) If the pc asks a question, answer it if you can or acknowledge and say, "I will note that down for the C/S."

d) Auditor ends the session with: "End of Session." (Tone 40.)

(Note: The phrase "That's it" is incorrect for the purpose of ending a session and is not used. The correct phrase is "End of Session.")

———

Immediately after the end of session the Auditor or a Page takes the pc to the Pc Examiner.

L. RON. HUBBARD
FOUNDER

SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT, WORKSHEETS AND SUMMARY REPORT, WITH SOME ADDITIONAL INFORMATION

AUDITOR'S REPORT

An Auditor's Report should contain:

> Date
> Name of Auditor
> Name of Pc
> Condition of Pc
> Length of Session
> Time Session started and ended
> TA at beginning and end of Session
> Rudiments
> What Process was run—LISTING THE EXACT
> COMMANDS (often forgotten by most auditors)
> Time of Start and End of Process
> Whether Process is flat or not
> Any F/Ns.

WORK SHEETS

A Work Sheet is supposed to be the complete running record of the session from beginning to end. The Auditor should not be skipping from one page to another but should just be writing page after page as the session goes along.

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

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

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

TA and time notations should be made at *regular* intervals throughout the session.

When making a list on a Pc:

1.   Always mark a read as it reads—F. LF. BD.

2.   Always circle the reading item. Mark if indicated to the Pc with *IND*.

3.   Always when extending a list put in a line from where it has been extended, e.g.

```
                    Item    Joe
                            Shoes
                            Socks
        ───────────────────────────────        extended
                            Sky
                            Wax
                            Pigs, etc., etc.
```

NOTE: When you repair an old auditing session you *always* write on the old auditing report and W/sheets in a *different coloured pen* with the date of the report.

When running various processes in a session, mark each FN clearly noting time and T/A.

SUMMARY REPORT

A Summary Report is written exactly as per HCOB 17 March 1969.

Two gross goofs I have noticed since case supervising folders on the RSM is that Auditors have not been turning in Ethics cases to the MAA. In one instance, a Pc was audited by 2 auditors in 2 different sessions, got a R/S on crimes against Scientologists and M/W/Hs and neither auditor turned the Pc in to Ethics. This is not the only instance. The second thing is that Auditors are very evaluative of the Pc's case as indicated by their comments on the Summary Report. This is incorrect; this report is used simply as an exact record of what happened during the session. It is not up to the auditor to evaluate the Pc's Case, this is the Case Supervisor's job. The auditor may suggest what is to be run, at which time the Case Supervisor will review the session, what was run, how the Pc went in relation to what was being run and then give his directions.

─────────────

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

If these rules are followed it will make the Case Supervisor's job much much easier and auditors' reports more valuable.

To add the obvious, it is a CRIME to give any session or assist without making an auditor's report or to copy the original actual report after the session and submit a copy instead of the real report. Assist reports that use only contact or touch assists may be written after a session and sent to Qual.

.

                                        L. RON HUBBARD
                                        Founder

Remimeo

Auditor Admin Series 10R

THE AUDITOR'S C/S

The Auditor's C/S is a sheet on which the Auditor writes the C/S instructions for the next session.

This is per C/S Series 25:

Full blank page.

Pc's Name (red)   Date
Auditor's Name (red)   Class of Auditor
                                                      required next session

(Session Grade) left blank

Auditor's comment (red) or think about the case if he wishes.

The next C/S

1. _____ Blue

2. _____ Blue

3. _____ Blue

4. _____ Blue

                                        Auditor Signature (red)

The Auditor does not grade his own session. He leaves this blank.

POSITION IN FOLDER

The C/S Instructions for the session go *under* that session, so you get C/S 4.6.68, Auditing Session 4.6.68, C/S 5.6.68, Auditing Session 5.6.68, C/S 7.6.68, etc, etc.

ETHICS SITUATION

Under Auditor's comments would be noted any Ethics Situation that came to light in the session.

References: HCO B **25 June 70** *C/S Series 11*
HCO B 5 Mar 71 C/S Series 25
"THE FANTASTIC NEW HGC LINE"
TAPE 7 Apr 72 Exp Dn Tape 3
"AUDITOR ADMINISTRATION"

Compiled by
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Revised & Reissued as BTB
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Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

HCO BULLETIN OF 10 DECEMBER 1964

Remimeo
Franchise
Sthil Students
Sthil Co-audit   *SCIENTOLOGY 0*

LISTEN STYLE AUDITING

There are two ways to run Listen Style Auditing—1. As a number of teams directly under an auditing supervisor and 2. As an individual auditor. Correct training procedure at Level 0 is to have the auditor do co-audit style until confident and then train him to do the same thing individually.

LISTEN STYLE CO-AUDIT

The Co-audit version is merely to get the student to do auditing without having to assume too much responsibility.

In this version it is really the instructor who is doing the auditing. He starts the session and tells the auditor to give the commands and acknowledge the answers. If this relationship is understood it makes the supervision of a Level 0 group of teams much easier.

The procedure for running a Listen Style Co-audit is as follows:

1.   Instructor gets the auditors to seat their pcs in their chairs and then sit down.

2.   He writes up on a board the exact wording of the process to be used.

3.   He asks students if the room is alright for them to be audited in.

4.   He tells them what is going to be run in the session (R Factor) and cleans up any questions on the part of pcs (obviously, stress is on getting them able to talk to anyone).

5.   He tells auditors and pcs that all the auditor is permitted to do is to give the command and acknowledge the answers. If pc says anything that cannot be handled with an acknowledgement the auditor will put out his hand behind him and wait for an instructor.

6.   He tells the auditors to keep their auditor's reports.

7.   Instructor then says "Start of Session". And tells the auditors to give the command. No goals or rudiments are set or done.

Notes: Students should be taught that before they give an ackhowledgement they should understand pc's answer. They are permitted therefore to ask pc to amplify an answer or to explain a word so that they (the auditors) understand the answer.

If a student puts out his hand the instructor goes to session and without ending it handles what needs handling and then lets session go on. The instructor is careful not to become the pc's auditor completely as transference will set in and pcs will invent trouble to get more attention. Instructor should have a meter handy so that in the case of an ARC Break he can quickly do an assessment. In doing the ARC Break Assessment he is of course careful not to audit the pc, only to locate and indicate the by-passed charge.

At end of period, Instructor says "Commence ending your sessions." He waits a bit and then says: "Tell your auditor any gains you've made in the session. Auditors

write them down." Waits again and then says "Alright, I'm going to end the session now. End of Session." Instructor then gives whatever instruction is necessary either to end the period or to get the room ready for the next period or gives a break, etc.

LISTEN STYLE, INDIVIDUAL

This is done exactly the same as the Co-audit version but in this case of course the auditor handles the session. It goes like this:

1.   The auditor seats the pc in his or her chair and then sits down across from the pc, knees a few inches from the pc's. A table is used, or just two chairs, the auditor's report being kept on a clip board. There is, of course, no meter.

2.   The auditor takes the exact auditing command to be used from his text book, bulletin or notes.

3.   He asks the pc if it is all right to audit the pc in the room and if not, makes things right by adjusting the room or location of auditing.

4.   He tells the pc the purpose of such sessions (Reality Factor) "I want to get you used to talking to another." "I want to improve your reach," etc. It's the auditor's goal at this level, not the pc's. Pcs don't get a chance to have goals in Listen Style as they would set goals they can't attain at this level and wouldn't have enough reality on auditing anyway to be sensible about it. So, only an R Factor is used—no goals. The auditor also tells the pc *exactly* how long the session will be.

5.   The auditor tells the pc that all he is going to do is to listen and try to understand the pc, and that all he wants the pc to do is talk on the selected subject the auditor will give him and that if he veers off the auditor will call it to his attention.

6.   The auditor then quickly starts his auditor's report.

7.   The auditor says "Start of Session".

8.   The auditor gives the command from his text, bulletin or notes. The command must have something to do with telling people things or communicating, and may also specify a subject to talk about.

9.   Further commands are given only when the pc loses track of the subject and wants to know what it was (see Routines for Level 0 for exact handling of commands).

10.   When the pc says something and obviously expects a response, the auditor signifies he has heard, using any normal means.

11.   When the pc says something the auditor doesn't grasp, the auditor asks the pc to repeat it or amplify it so that the auditor does *hear* it in the fullest sense of the word. (See "The Prompters" below. Only 4 are allowed.)

12.   When the pc stops talking, the auditor must adjudicate whether the pc is simply no longer interested in the subject, or has become unwilling to talk about some bit of it. If the auditor believes the pc has stopped because of embarrassment or some similar reason, the auditor has The Prompters, the only things he is allowed to use.

Prompter (a)   "Have you found something you think would make me think less of you?"

Prompter (b)   "Is there something you thought of that you think I wouldn't understand?"

Prompter (c)   "Have you said something you felt I didn't understand. If so, tell me again."

Prompter (d)   "Have you found something *you* haven't understood? If so, tell me about it."

(The student must know these prompters by heart.) He uses as many as needed, in the sequence given to start the pc talking again.

The auditor must not start a new subject or process just because the pc can't bring himself to go on talking. The whole essence of Level 0 is to get the pc up to being willing *to* talk about anything to anyone. Thus any coaxing is also allowed. Threats are forbidden. (a) (b) (c) or (d) usually handle. These are the commonest reasons people cease talking. Mere forgetting is handled just by reminding the pc of the subject.

13. New Processes (or new subjects in a Routine which are in essence new processes) are started only when the pc has brightened up and become quite able by reason of getting comfortable about the last one. Realizing that the whole target of Level 0 is to get people willing to talk about anything to others, a regained ability on a subject governs when to start a new process. If the auditor can answer to himself this question in the affirmative, then he can go to a new process, "Is this pc able to talk freely to or about (subject of last process)?" If so, it's all right to select a new question from the same routine or a new Routine (more rarely) and ask it now. But it is never all right to prevent a pc from talking by butting in with a new question. One *never* asks amplifying questions at Level 0. Commentary type questions are also out. The auditor listens to the question's answers and only interrupts when he truly hasn't heard or didn't grasp some point. No over and over repetitive use of commands is made, of course, as that's Level One. The Commands are given rarely, same commands, but only to get the pc going again. Staccato repetitive commands and brief pc answers are *not* for Level 0.

14. Toward the end of the auditing period, the auditor warns, "The session time is about over. We'll have to be ending shortly."

15. When the pc has given an extra comment or two, the auditor says, "We're closing the session now. Time is up. Have you made any gains in this session?"

16. The pc's answers are *quickly* noted.

17. The auditor says "End of Session."

Note: Pcs of course often keep on talking and make it hard to end a session. End it anyway. If this seems to shock the pc, point out the time the session ended as originally set and say also "You'll be getting more auditing and we'll take that up in the next session." You'll *always* have trouble ending a session if you fail to put in its time in the R Factor (Reality Factor) in 4 above. As the auditor notes the time in his report (see 4 above) he must say, "This session will go until _____ (hours and minutes) precisely." Thus he has an out for ending it. An auditor must never run beyond that time set, and must, of course, audit until it is reached. This by the way, does not just hold good for Level 0. It is very good practice for all levels in regular sessions. The only exception is the assist where one is auditing toward a definite gain. In general auditing one seeks to obtain general gains not sudden momentary spurts.

The auditor, whether in co-audit or individual session at this and the next level, will soon become impressed with this fact: the more he himself says during the session, the less gain the pc gets. Therefore, aside from the above, the auditor does very little in the session and is paid handsomely for it in pc gains.

L. RON HUBBARD

HCO BULLETIN OF 11 DECEMBER 1964

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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 R1C 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.

––––––––––––––

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.

L. RON HUBBARD

Remimeo   HCO BULLETIN OF 8 SEPTEMBER 1978
Level 0-IV
  Chkshts
  Supervisors
  Auditors
  C/Ses

MINI LIST OF GRADE 0-IV PROCESSES

SPECIAL NOTE: The list below is by no means a complete list of Grade 0-IV Processes. Many, many processes exist on the Grades 0-IV on which a preclear may need to be audited to achieve the full end phenomena (ability gained) for a Grade, and which would also be required for a pc run on Expanded Grades.

The following is a MINI LIST of Grade 0-IV Processes.

At the completion of each of the training Levels, the student audits the processes on this list for that Level.

Commands for Flows 1, 2, 3 and 0 (Quads) for those processes that are run Quad are to be found on BTBs 15 November 1976, Issues I through VI, "0-IV Expanded Grade Processes - Quads", Parts A, B, C, D, E and F.

1.   ARC STRAIGHTWIRE PROCESS

       HCOB 27 Sep 68   ARC STRAIGHTWIRE
       BTB   15 Nov 76   0-IV EXPANDED GRADE PROCESSES - QUADS
                           Part A, ARC Straightwire, Item 11

2.   ARC STRAIGHTWIRE HAVINGNESS

       BTB   15 Nov 76   0-IV EXPANDED GRADE PROCESSES - QUADS
                           Part A, ARC Straightwire, Item 12

3.   0-0, 0-A, 0-B

       HCOB 11 Dec 64   SCIENTOLOGY 0 PROCESSES
       HCOB 26 Dec 64   ROUTINE 0-A EXPANDED
       BTB   15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES - QUADS
                           Part B, Grade 0 Processes, Pg 10

4.   GRADE ZERO HAVINGNESS

       BTB   15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES - QUADS
                           Part B, Grade 0 Processes, Pg 12

5.   CCHs

       HCOB 1 Dec 65   CCHs

6. <u>LEVEL ONE PROBLEMS PROCESS</u>

      HCOB 19 Nov 65   PROBLEMS PROCESS
      BTB 15 Nov 76 III 0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part C, Grade I Processes, Pg 18

7. <u>HAVINGNESS PROCESS FOR GRADE I</u>

      BTB 15 Nov 76 III 0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part C, Grade I Processes, Pg 18

8. <u>O/W PROCESS</u>

      BTB 15 Nov 76 IV 0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part D, Grade 2 Processes, Item 26

9. <u>HAVINGNESS PROCESS FOR GRADE II</u>

      BTB 15 Nov 76 IV 0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part D, Grade 2 Processes, Item 27

10. <u>CONFESSIONAL PROCESSING</u>

      BTB 22 Sep 78   CONFESSIONAL PROCEDURE

11. <u>TWO WAY COMM</u>

      HCOB 21 Apr 70   2 WAY COMM C/Ses
      HCOB 3 Jul 70   C/Sing 2 WAY COMM
      HCOB 17 Mar 74   TWC CHECKSHEET, TWC, USING WRONG
                         QUESTIONS

12. <u>L1C</u>

      HCOB 19 Mar 71   L1C

13. <u>L4BRA</u>

      HCOB 15 Dec 68RA   L4BRA

14. <u>R3H</u>

      HCOB 6 Aug 68   R3H
      HCOB 1 Aug 68   THE LAWS OF LISTING & NULLING
      BTB 15 Nov 76 V   0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part E, Grade 3 Processes, Pgs 7-8

15. <u>GRADE III HAVINGNESS</u>

      BTB 15 Nov 76 V   0-IV EXPANDED GRADE PROCESSES - QUADS
                         Part E, Grade 3 Processes, Pgs 8-9

16. SERVICE FACSIMILE PROCESS

HCOB 6 Sep 78 II   URGENT - IMPORTANT, ROUTINE THREE SC-A,
                    FULL SERVICE FACSIMILE HANDLING UPDATED
                    WITH NEW ERA DIANETICS

17. GRADE IV HAVINGNESS PROCESS

BTB 15 Nov 76R   0-IV EXPANDED GRADE PROCESSES - QUADS
Issue VI   Part F, Grade 4 Processes, Pg 5

The student auditor must study and drill any of the above processes or actions and their commands before he audits them.

He must not and cannot be required to audit any process above the Level to which he has been trained.

                              L. RON HUBBARD
                              FOUNDER

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B O A R D   T E C H N I C A L   B U L L E T I N

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. _____

6.   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.   <u>SELF ANALYSIS LISTS</u>
      Ref: PAB 46
            Book <u>Self Analysis</u> (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 F1. "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   _____

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   _____

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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_____

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_____
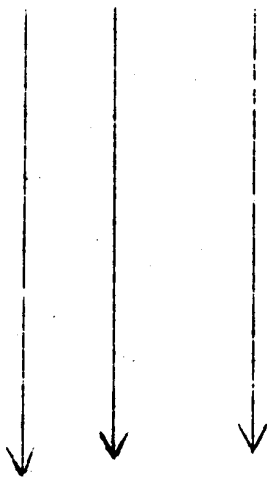
                 sex"   TO EP_____

                 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_____
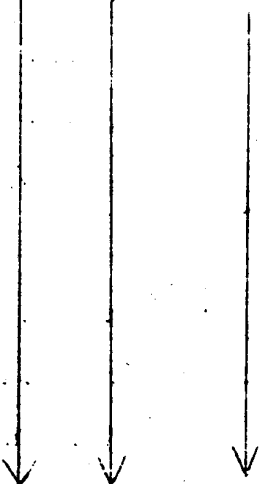
                 sex"   TO EP_____

                 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_____
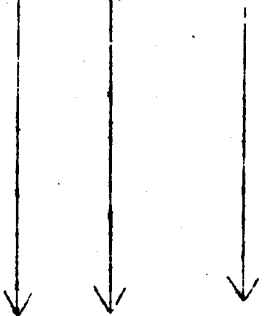
                 sex"   TO EP_____

                 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

0-0, 0-A-0B

Ref: HCO B 11 Dec 64 SCIENTOLOGY 0 PROCESSES
              26 Dec 64 ROUTINE 0-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_____

OOF-A3   "What are you willing for me to talk
          to others about?"
          "What would you like me to tell others
          about that?"   TO EP_____

OOF-A0   *"What are you willing to tell about
          yourself?"
          "What would you like to say about that?"*
                                                       *TO EP*_____

STEP TWO: O-O

OOF-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_____

OOF-2   "What are you willing to talk to
          another about?"
          "What would you like to tell another
          about that?"   TO EP_____

OOF-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_____

OOF-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_____

<u>STEP FOUR - OB</u>

(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_____

<u>HAVINGNESS</u>

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_____

HCO BULLETIN OF 25 SEPTEMBER 1971RB
REVISED 1 APRIL 1978

Remimeo
PR Hats
D of P Hats   *(Revision in Script)*
Auditors

TONE SCALE IN FULL

TONE SCALE EXPANDED		KNOW TO MYSTERY SCALE
SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS *Heiterkeit, Frohsinn, Freude*	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED *Zufrieden*	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 — *empfindungslos*	.94	
SYMPATHY	.9	
PROPITIATION-(HIGHER TONED- SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING AMENDS-(PROPITIATION-CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	

FAILURE	-0.01	
PITY *Bedaucm*	-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

L. RON HUBBARD
FOUNDER

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

What does the 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 leperous 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. Then say, "He's a chronic 1.1, Social tone 3.5, but real phony." That's the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a comm lag in an informal situation. At sorting out apparencies from realities. The rise in certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every ACC Unit is: "Can't we please have some more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the ACC Instructors, because these same students said at the beginning, "If you make me go out there, I'll walk out on the course.") Obnosis is quite important, and should be learned as thoroughly as possible by all Scientologists.

L. RON HUBBARD
FOUNDER

LRH:nt:dr