Hubbard
Method One
Co-audit
Course

by
L. Ron Hubbard

Bridge PUBLICATIONS, INC.

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To the Student

This course pack contains all of the written issues of the Hubbard Method One Co-audit Course. Your new course pack includes such features as:

- A complete table of contents by page number,
- Each issue professionally printed in clear, easy-to-read type,
- An alphabetical list of titles, and
- A full chronological list of all issues.

This pack has been produced with the aim of making your study as rapid and free from distraction as possible.

Good luck in your training!

The Editors

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Keeping Scientology Working Series 1

Note: Neglect of this PL 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 all 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 Assoc 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 Southeast 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 coordination of what has been done, which will be valuable—only so long as it does not seek to alter basic principles and successful applications.

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defense, 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 dramatizations 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, NJ; 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 their 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 offbeat 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 noncomprehension. Usually the noncomprehension is not of Scientology but some earlier contact with an offbeat 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 someday 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 enroll who cannot be properly trained. As an Instructor, one should be very alert to slow progress and should turn the sluggards inside out personally. No *system* will do it, only you or me with our sleeves rolled up can crack the back of bad studenting and we can only do it on an individual student, never on a whole class only. He's slow = something is awful wrong. Take *fast* action to correct it. Don't wait until next week. By then he's got other messes stuck to him. If you can't graduate them with their good sense appealed to and wisdom shining, graduate them in such a state of shock they'll have nightmares if they contemplate squirreling. Then experience will gradually bring about Three in them and they'll *know* better than to chase butterflies when they should be auditing.

When somebody enrolls, consider he or she has joined up for the duration of the universe—never permit an "open-minded" approach. If they're going to quit let them quit fast. If they enrolled, they're aboard, and if they're aboard, they're here on the same terms as the rest of us—win or die in the attempt. Never let them be half-minded about being Scientologists. The finest organizations in history have

been tough, dedicated organizations. Not one namby-pamby bunch of pantywaist 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. Humor 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 practice our technology.

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

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

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

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

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

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

Do them and we'll win.

L. Ron Hubbard
Founder

Remimeo
Applies to All SHs
    and Academies
HGCs
Missions

URGENT AND IMPORTANT

Keeping Scientology Working Series 5
TECHNICAL DEGRADES

(This PL and HCO PL 7 Feb. 65 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 labeling 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 or the Authority, Verification and Correction Unit International (AVC Int).

(Hat checksheets may be authorized locally per HCO PL 30 Sept. 70 I, 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 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 two-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
Student Hat
All Courses
HC Checksheet

Study Series 1
STUDY DEFINITIONS

The following definitions are applicable to Scientology study technology:

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

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

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

TWIN CHECKOUT: When two students are paired, they check each other out. This is different than a Supervisor checkout.

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

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

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

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

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

life or in auditing. It is governed by the communication cycle as discovered in Scientology.

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

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

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

TECH SERVICES: The activity which enrolls, routes, schedules, distributes the mail of and assists the housing of students.

STAR–RATE CHECKOUT: A very exact checkout which verifies the full and minute knowledge of the student of a portion of study materials and tests his full understanding of the data and ability to apply it.

ZERO–RATE: Material which is only checked out on the basis of general understanding.

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

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

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

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

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

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

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

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

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

OUT: Things which should be there and aren't or should be done and aren't are said to be "out," i.e., "Enrollment books are out."

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

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

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

POINTS: The arbitrary assignment of a credit value to a part of study materials. "One page equals 1 point." "That drill is worth 25 points."

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

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

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

L. Ron Hubbard
Founder

Revision assisted by
LRH Technical Research
and Compilations

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

Word Clearing Series 3
BARRIERS TO STUDY

(Taken from LRH lecture 6408C13,
Study Tape 6, "Study and Education")

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

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

It actually makes him feel squashed, makes him feel bent, sort of spinny, sort of dead, bored, exasperated.

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

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

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

It's just a fact.

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

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

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

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

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

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

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

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

You've hit too steep a gradient.

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

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

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

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

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

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

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

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

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

That's the one that produces the blow.

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

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

It's the definitions of words.

The misunderstood word.

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

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

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

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

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

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

It has a technology which is a very simple technology.

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

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

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

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

L. Ron Hubbard
Founder

Remimeo
Student Hat
Students
Supervisors
Staff

Study Series 12

THE USE OF DEMONSTRATION

(From an LRH briefing of 18 Apr. 72.)

Refs:

HCO PL	4 Oct. 64	THEORY CHECKOUT DATA
HCOB	11 Oct. 67	CLAY TABLE TRAINING

Demonstration comes from the Latin *demonstrare,* to point out, show, prove.

The *Chambers Twentieth Century Dictionary* includes the following definition of "demonstrate":

"to teach, expound or exhibit by practical means."

A "demonstration" or "demo" is usually done with a "demo kit" which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with his hands, the paper clips on his desk, etc.

HISTORY

The original use of demonstration was during a checkout to detect glibness. The idea behind a "demo kit" was that, during a checkout by an examiner or twin, the student could be made to *show* that he really knows what he's talking about. There was no demonstration that the student did for himself.

Later, the use of the demo kit became extended and altered to mean the student fiddles with the demo kit continually while studying. A PL, written by another (and long since cancelled), made the statement that "the student mocks up what he reads as he reads it with the bits and pieces of his demo kit." This statement was not correct. I never developed this use of the demo kit.

This business of fidgeting with the demo kit has nothing to do with demonstration, as all it demonstrates is a quickie, surface understanding.

STAR–RATE CHECKOUTS

The demo kit is used during a star-rate checkout. It is the answer to glibness. You give the student a paper clip and a wooden block and a few leather or rubber bands and say, "You just show me with these things exactly how this would happen." If the student can't show you anything about it at all, you make him study it again until he gets the idea. He has to show you his understanding, because if he can't put this in demo form in some fashion or another then he doesn't understand it.

THE BASIC PURPOSE OF THE DEMO KIT IS TO DEMONSTRATE UNDERSTANDING.

DEMONSTRATION IN THEORY STUDY

If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is actually for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs.

When people don't understand the use of the clay table, they sometimes try to substitute a demo kit for it and clay table could then become limited.

The whole theory of clay demos is that they add mass.

A student needs mass in order to understand something. Given that, he can sort it out because he has mass and space and he can then envision it.

Demo kit demonstrations work on this principle too, only a clay demonstration more closely represents the thing being demonstrated and provides more mass.

DEMOS AS CHECKSHEET ITEMS

Checksheets very often require students to do demos. The student simply does the demo and looks up the misunderstood word each time he can't demo it.

SKETCHING

Sketching is also a part of demonstration and part of working things out.

Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. That is a necessary part of getting a grip on something.

For instance I started to work out the flow line for an area that I was handling. I first tried to figure it out in my head, but there was something funny about it that I couldn't quite put my finger on. The way I finally did manage to get it was by putting it on a little yellow card. I would have worked it out sooner, easier and earlier than I did if I had graphed it all and laid it all out in two dimensions in the first place.

There is a rule which goes IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG. It's an arbitrary rule, but it's very workable.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built.

This was the missing piece of demonstration.

I started working with this clear back in 1950 and that's when I developed this datum. Earlier than that I had been taught mechanical drawing and engineering.

This is a whole area of tech and applies to drawing out what is in a bulletin, or trying to draw an org plan or a flow line and so on.

It works in other ways too.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.

Org boards and statistical graphs are also examples in their own way.

This is all part of demonstration and part of working something out.

SUMMARY

1. The basic use of the demo kit is during a checkout to demonstrate understanding.

2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.

3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.

4. Demos also appear on checksheets. If the student can't demo it, he finds the misunderstood word.

That's the simplicity of demonstration.

L. Ron Hubbard
Founder

Remimeo
Word Clearers
Tech
Qual
Staff

Word Clearing Series 64
THE MISUNDERSTOOD WORD DEFINED

Refs:

HCOB	23 Mar. 78RB Rev. 16.1.89	Word Clearing Series 59 CLEARING WORDS
HCOB	25 June 71R Rev. 25.11.74	Word Clearing Series 3 BARRIERS TO STUDY
HCOB	26 Mar. 79RB Rev. 2.9.79	Esto Series 35 Product Debug Series 7 Word Clearing Series 60 MISUNDERSTOOD WORDS AND CYCLES OF ACTION

"MIS–UNDERSTOOD" or "NOT–UNDERSTOOD" are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don't know—a "not-understood."

A "not-understood" is a misunderstood but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD *WORD* OR SYMBOL IS DEFINED AS
A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. *A FALSE (TOTALLY WRONG) DEFINITION:* A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

   Example: The person reads or hears the word "cat" and thinks that "cat" means "box." You can't get more wrong.

   Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. *AN INVENTED DEFINITION:* An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition, he invents one for it. This is sometimes difficult to detect because he is certain he knows it; after all, he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called "a girl" by his pals when he refused to do anything daring. He invents the definition of "girl" to be "a cowardly person."

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it, "a foul curse," and regards it accordingly in everything he reads.

3. *AN INCORRECT DEFINITION:* A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word "computer" and thinks it is "typewriter." This is an incorrect meaning for "computer" even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. *AN INCOMPLETE DEFINITION:* A definition that is inadequate.

Example: The person reads the word "office" and thinks it means "room." The definition of the word "office" is "the building, room, or series of rooms in which the affairs of a business, professional person, branch of government, etc. are carried on." (Ref: *Webster's New World Dictionary of the American Language, College Edition*) The person's definition is incomplete for the word "office."

Example: The person sees an apostrophe (') and knows that it means that something is owned ('s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word "can't" and immediately tries to figure out who *can* is.

5. *AN UNSUITABLE DEFINITION:* A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence "I am *dressing* a turkey." The person's understanding of "dressing" is "putting clothes on." That is *one* definition of "dressing" but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn't really make sense to him. The definition of "dressing" that correctly applies in the sentence he has heard is "to prepare for use as food, by making ready to cook, or by cooking." (Ref: *The Oxford English Dictionary*)

The person will only truly understand what he is hearing when he has fully cleared the word "dressing" in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (–) in the sentence "I finished numbers 3–7 today." He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. *A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION:* A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence "I like to box." The person understands this sentence to mean that someone likes to put things in "containers."

The person has the right meaning for the word "box," but he has the wrong word! There is another word "box" which is being used in the sentence he has just read and means "to fight with the fists, to engage in boxing." (Ref: *Oxford American Dictionary*)

The person has a misunderstood because he has a homonymic definition for the word "box" and will have to clear the second word "box" before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word "period" in the sentence "It was a disorderly period in history" and knowing that "period" comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstoods can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing "When my *Honey* walks down the street." The person thinks "a thick, sweet, syrupy substance that bees make as food from the nectar of flowers and store in honeycombs" is walking down the street! He doesn't know the informal definition of "honey" which is "sweet one; darling; dear: often a term of affectionate address" which is how it is being used in the song. (Ref: *Webster's New World Dictionary of the American Language, College Edition*)

7. *A SUBSTITUTE (SYNONYM—a word which has a similar but not the same meaning) DEFINITION:* A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning *similar* to that of another word.

Example: The person reads the word "portly" and thinks the definition of the word is "fat." "Fat" is a synonym for the word "portly." The person has a misunderstood because the word "portly" means "large and heavy in a dignified and stately way." (Ref: *Webster's New World Dictionary of the American Language, College Edition*) The person does not have the full meaning of "portly" if he thinks it just means "fat."

Knowing synonyms for words increases your vocabulary but it does not mean you understand the *meaning* of a word. Learn the full definition for a word as well as its synonyms.

8. *AN OMITTED (MISSING) DEFINITION:* An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line "The food here is too rich." This person knows two definitions for the word "rich." He knows that "rich" means "having much money, land, goods, etc." and "wealthy people." Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up "rich" in a small paperback dictionary, he would probably still be stuck with his misunderstood. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good-sized dictionary to ensure it gives him the omitted definition which is "(of food) containing a large proportion of fat, butter, eggs or spices, etc." (Ref: *Oxford American Dictionary*)

Example: The person reads "He estimated the light at f 5.6." He can't figure what this "f" is, so he looks up "f" in *The American Heritage Dictionary* and wonders if it is temperature or money or sports for "foul" or maybe the money "franc." The text doesn't refer to France so he can't figure it out. Omitted in *The American Heritage* is the photography definition of "f" which simply means "the number which shows the width of the hole the light goes through in the lens." The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary, which is an error in the language itself.

9. *A NO–DEFINITION:* A no-definition is a "not-understood" word or symbol.

Example: The person reads the sentence "The business produced no lucre." No understanding occurs, as he has no definition for "lucre." The word means "riches; money: chiefly a scornful word, as in *filthy lucre.*" (Ref: *Webster's New World Dictionary of the American Language, Student Edition*) It isn't that he has the word incorrectly, unsuitably or any other way defined; he has *no* definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

Example: The person sees a dot at the end of a word on a printed page and having no definition for "a period (.)" tends to run all of his sentences together.

10. *A REJECTED DEFINITION:* A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstood on the word, he may refuse to have it explained or look it up.

Example: The person refuses to look up the word "mathematics." He doesn't know what it means, he doesn't want to know what it means, and he won't have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn't know what he was supposed to study, he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion, it turns out that every time he sees an asterisk on the page he knows the material will be "very hard to read" and is "literary," "difficult" and "highbrow."

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled, he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good-sized dictionary or more than one dictionary or textbook or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol, as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of "misunderstood" and "not-understood" and their different types must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition, he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of "misunderstood" and "not-understood" should be very well known, as it will often be necessary to clarify them to the person being word cleared.

Good reading.

L. Ron Hubbard
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 59
CLEARING WORDS

Refs:

HCOB	7 Sept. 74	Word Clearing Series 54
		SUPERLITERACY AND
		THE CLEARED WORD
HCOB	17 July 79RA I	Word Clearing Series 64
	Rev. 30.7.83	THE MISUNDERSTOOD
		WORD DEFINED
HCOB	13 Feb. 81R	Word Clearing Series 67
	Rev. 25.7.87	DICTIONARIES

In research concerning Word Clearing, study and training done with various groups over the recent past months, it has become all too obvious that a misunderstood word remains misunderstood and will later hang a person up unless he clears the meaning of the word in the context of the materials being read or studied *and also* clears it in all of its various uses in general communication.

When a word has several different definitions, one cannot limit his understanding of the word to one definition only and call the word "understood." One must be able to understand the word when, at a later date, it is used in a different way.

HOW TO CLEAR A WORD

To clear a word one looks it up in a good dictionary. Dictionaries recommended are covered in HCOB 13 Feb. 81R, Rev. 25.7.87, Word Clearing Series 67, DICTIONARIES.

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use)

definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, "give in" is an English idiom meaning "yield." Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc., so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

EXAMPLE

You are reading the sentence "He used to clean chimneys for a living" and you're not sure what "chimneys" means.

You find it in the dictionary and look through the definitions for the one that applies. It says "A flue for the smoke or gases from a fire."

You're not sure what "flue" means so you look that up: It says "A channel or passage for smoke, air or gases of combustion." That fits and makes sense, so you use it in some sentences until you have a clear concept of it.

"Flue" in this dictionary has other definitions, each of which you would clear and use in sentences.

Look up the derivation of the word "flue."

Now go back to "chimney." The definition, "A flue for the smoke or gases from a fire," now makes sense, so you use it in sentences until you have a concept of it.

You then clear the other definitions. One dictionary has an obsolete definition and a geological definition. You would skip both of these, as they aren't in common usage.

Now clear up the derivation of the word. One finds in the derivation that it originally came from the Greek word "kaminos," which means "furnace."

If the word had any synonym studies, usage notes or idioms, they would all be cleared too.

That would be the end of clearing "chimney."

CONTEXT UNKNOWN

If you don't know the context of the word, as in Word Clearing Methods 1, 5 (when done from a list), 6 or 8, you should start with the first definition and clear *all* definitions, derivation, idioms, etc., as covered above.

"WORD CHAINS"

If you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.

CLEARED WORDS

A CLEARED WORD IS ONE WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING BY CLEARING EACH OF THE COMMON MEANINGS OF THAT WORD PLUS ANY TECHNICAL OR SPECIALIZED MEANINGS OF THAT WORD THAT PERTAIN TO THE SUBJECT BEING HANDLED.

That's what a cleared word is. It is a word that is understood. In metered Word Clearing, this would be accompanied by a floating needle and very good indicators. There can be more than one F/N per word. Clearing a word must end in an F/N and VGIs. Off the meter this would be accompanied by very good indicators.

———————

The above is the way a word should be cleared.

When words are understood, communication can take place, and with communication, any given subject can be understood.

L. Ron Hubbard
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 20
SIMPLE WORDS

You might suppose at once that it is the BIG words or the technical words which are most misunderstood.

This is NOT the case.

On actual test, it was English simple words and NOT Dianetics and Scientology words which prevented understanding.

For some reason Dianetics and Scientology words are more easily grasped than simple English.

Words like "a," "the," "exist," "such" and other "everybody knows" words show up with great frequency when doing a Method 2 Word Clearing. They read.

It takes a BIG dictionary to define these simple words fully. This is another oddity. The small dictionaries also suppose everybody knows.

It is almost incredible to see that a university graduate has gone through years and years of study of complex subjects and yet does not know what "or" or "by" or "an" means. It has to be seen to be believed. Yet when cleaned up his whole education turns from a solid mass of question marks to a clean useful view.

A test of schoolchildren in Johannesburg once showed that intelligence DECREASED with each new year of school!

The answer to the puzzle was simply that each year they added a few dozen more crushing misunderstood words onto an already confused vocabulary that no one ever got them to look up.

Stupidity *is* the effect of misunderstood words.

In those areas which give man the most trouble, you will find the most alteration of fact, the most confused and conflicting ideas and of course the greatest number of misunderstood words. Take "economics" for example.

The subject of psychology began its texts by saying they did not know what the word means. So the subject itself never arrived. Professor Wundt of Leipzig University in 1879 perverted the term. It really means just "a study (ology) of the soul (psyche)." But Wundt, working under the eye of Bismarck, the greatest of German military fascists, at the height of German war ambitions, had to deny man had a soul. So there went the whole subject! Men were thereafter animals (it is all

right to kill animals) and man had no soul, so the word psychology could no longer be defined.

THE EARLIEST MISUNDERSTOOD WORD IN A SUBJECT IS A KEY TO LATER MISUNDERSTOOD WORDS IN THAT SUBJECT.

"HCOB" (Hubbard Communications Office Bulletin), "Remimeo" (Orgs which receive this must mimeograph it again and distribute it to staff), "TR" (Training Drill), "Issue I" (first issue of that date), are the commonest misunderstoods. Because they occur at the beginning of an HCOB!

Then come words like "a," "the" and other simple English as the next words that often read.

In studying a foreign language it is often found that the grammar words of one's *own* language that tell about the grammar in the foreign language are basic to not being able to learn the foreign language.

The test of whether the person understands a word is "does it read on the meter as a fall when he reads the word in the material being cleared."

That a person *says* he knows the meaning is *not* acceptable. Have him look it up no matter how simple the word is.

L. Ron Hubbard
Founder

HCO BULLETIN OF 13 FEBRUARY 1981R
Revised 25 July 1987

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming Officers
Auditors
C/Ses
Tech
Qual

Word Clearing Series 67
DICTIONARIES

Refs:

HCOB	17 Sept. 71	Word Clearing Series 24 LIBRARY
HCOB	19 June 72	Word Clearing Series 37 DINKY DICTIONARIES
HCOB	23 Mar. 78RA Rev. 14.11.79	Word Clearing Series 59 CLEARING WORDS
HCOB	17 July 79RA I Rev. 30.7.83	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

A DICTIONARY is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter), I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

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Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is available in most bookstores and is published by New World Dictionaries/Simon & Schuster. It is a hardbound volume and does not contain derivations. When using this dictionary a student must be sure to

clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books and in hardback by Oxford University Press.

Webster's New World Dictionary of the American Language, Student Edition:

This is an intermediate-level American dictionary which includes derivations. It is published by New World Dictionaries/Simon & Schuster and is available in most bookstores.

The Random House College Dictionary:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one-volume American dictionary published in the US by Random House, Inc., and in Canada by Random House of Canada, Limited.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language, College Edition:

This is an American college dictionary published by New World Dictionaries/Simon & Schuster. It is a one-volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

The Concise Oxford Dictionary:

This is a very concise English dictionary, but is not a simple or beginner's dictionary. It is a small, one-volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two-volume English dictionary and is a shorter version of *The Oxford English Dictionary.* It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is actually the principal dictionary of the English language. It consists of twelve volumes and several supplementary volumes. (There is a *Compact Edition of the Oxford English Dictionary* in which the exact text of *The Oxford English Dictionary* is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis. (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through twenty new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them they will be able to order them for you.

From the dictionaries recommended here a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. "Dinky dictionaries" are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drugstores and grocery stores. Don't use a dinky dictionary.

DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans (USA) and English (Britain) define some words differently.

An English dictionary will have different applications of words that are specifically *English* (British). These usages won't necessarily be found in American dictionaries, as they are not part of the *American* English language. Different dictionaries have things in them which are unique to that language.

The Oxford English Dictionary is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use a British dictionary (or vice versa),

but if he does he should be aware of the above and check words in a dictionary of his own language as needed.

FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition, there is a handling that can be done. The first thing would be to ensure there are no misunderstoods in the definition in question, and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and textbooks should be on hand for reference.

If a student runs into an omitted definition or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

DERIVATIONS

A derivation is a statement of the origin of a word.

Words *originated* somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of "thermometer" is given in one dictionary as "THERMO + METER." Looking at the derivation of "thermo" it says it is from the Greek word *therme,* meaning *heat.* And the derivation of "meter" is given as coming from the French *metre,* which is from the Latin *metrum,* which is itself from the Greek *metron,* meaning *measure.*) By understanding and using these fully capitalized words a student can get a full picture of a word's derivation.

If a student has trouble with derivations it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is *The Oxford Dictionary of English Etymology,* also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

L. Ron Hubbard
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

Word Clearing Series 37
DINKY DICTIONARIES

(Dinky: Small, insignificant.)

Ref: HCOB 13 Feb. 81   DICTIONARIES

In learning the meaning of words, small dictionaries are very often a greater liability than they are a help.

The meanings they give are often circular: Like "CAT: An animal." "ANIMAL: A cat." They do not give enough meaning to escape the circle.

The meanings given are often inadequate to get a real concept of the word.

The words are too few and even common words are often missing.

HUGE dictionaries can also be confusing as the words they use to define are often too big or too rare and make one chase through twenty new words to get the meaning of the original.

Little pocket-book dictionaries may have their uses for traveling and reading newspapers, but they *do* get people in trouble. I have seen people find a word in them and then look around in total confusion. For the dinky dictionary did not give the full meaning or the second meaning they really needed.

So the dinky dictionary may fit in your pocket but not in your mind.

L. Ron Hubbard
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 OCTOBER 1968RA
Revised 19 June 1980

(Also HCOB 19 June 80)
(Cancels HCO PL of 14 Oct. 68R)

Remimeo
Class VIIIs
All Auditors

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of or 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

Remimeo

COACHING

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

1. **Coach with a purpose.**

a. Have for your goal when you are coaching that the student is going to get the training drill correct; be purposeful in working toward obtaining this goal. Whenever you correct the student as a coach, just don't do it with no reason, with no purpose. Have the purpose in mind for the student to get a better understanding of the training drill and to do it to the best of his ability.

2. **Coach with reality.**

a. Be realistic in your coaching. When you give an origination to a student, really make it an origination, not just something that the sheet said you should say, so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the student, such as saying to him "My leg hurts." This does not mean that your leg should hurt, but you should say it in such a manner as to convey to the student that your leg hurts. Another thing about this is do not use any experiences from your past to coach with. Be inventive in present time.

3. **Coach with an intention.**

a. Behind all your coaching should be your intention that by the end of the session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.

4. **In coaching take up only one thing at a time.**

a. For example: Using TR 4, if the student arrives at the goal set up for TR 4, then check over, one at a time, the earlier TRs. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his acknowledgments ending the cycles of communication, etc. But only coach these things one at a time, never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part

of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied." It does mean that a person can always get better, and once you have reached a certain plateau of ability, then work toward a new plateau.

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

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

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

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

In the training drills the coach should coach with the material given under "Training Stress" and "Purpose" on the training sheet.

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

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

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

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

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

L. Ron Hubbard
Founder

Remimeo
Courses
Checksheets

TRAINING DRILLS REMODERNIZED

Revises 17 April 1961.
This HCOB cancels the following:

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

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

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

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

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

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

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

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

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

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

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

Public courses on TRs are NOT "softened" because they are for the public. Absolutely no standards are lowered. THE PUBLIC ARE GIVEN REAL TRs—ROUGH,

TOUGH AND HARD. To do otherwise is to lose 90 percent of the results. There is nothing pale and patty-cake about TRs.

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

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

NUMBER: OT TR 0 (REVISED 1971)

NAME: Operating Thetan Confronting.

COMMANDS: None.

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

PURPOSE: To train student to be there comfortably. 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, "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.

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

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

NUMBER: TR 0 CONFRONTING (REVISED 1971)

NAME: Confronting Preclear.

COMMANDS: None.

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

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

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE

three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a *major stable win.*

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

NUMBER: TR 0 BULLBAIT (REVISED 1971)

NAME: Confronting Bullbaited.

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

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

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

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

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

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

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

NUMBER: TR 1 (REVISED 1961)

NAME: Dear Alice.

PURPOSE: To train the student to deliver a command newly and in a new unit of

time to a preclear without flinching or trying to overwhelm or using a via.

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

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

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

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

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

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

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

NUMBER: TR 2 (REVISED 1978)

NAME: Acknowledgments.

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

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

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

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what *was* said. Curb over- and underacknowledgment. Let student do anything at first to get acknowledgment across, then even him out. Teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on and that an acknowledgment must be appropriate for the pc's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgment ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 and again in 1978 by L. Ron Hubbard.

NUMBER: TR 2½ (1978)

NAME: Half-acks.

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

COMMANDS: The coach reads lines from *Alice in Wonderland,* omitting "he said's," and the student half-acks the coach. The coach repeats any line he feels was not half-acked.

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

TRAINING STRESS: Teach student that a half-acknowledgment is an encouragement to the pc to *continue* talking. Curb overacknowledgment that stops a pc from talking. Teach him further that a half-ack is a way of keeping a pc talking by giving the pc the feeling that he is being heard.

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

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

NUMBER: TR 3 (REVISED 1961)

NAME: Duplicative Question.

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

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

POSITION: Student and coach seated a comfortable distance apart.

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

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

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

PATTER: The coach uses "Start" and "That's it," as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting-type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student 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 command, acknowledgment and, as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgment is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start," "Flunk," "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, "I'll repeat the auditing command."

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

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

NUMBER: TR 4 (REVISED 1961)

NAME: Preclear Originations.

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

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

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

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

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

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised)

Flunks are given if the student does more than (1) Understand, (2) Acknowledge (3) Return pc to session.

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

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

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

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

TRAINING NOTE

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

L. Ron Hubbard
Founder

TECH DIVISION

E-METER DRILL COACHING

The following was submitted by a Supervisor on the Saint Hill Special Briefing Course.

Here are some observations I have made on the coaching of E-Meter drills, which I feel could be of use:

1. The coach's needle is dirty. The student's out-comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out. Correct flunking by coaches equals students with no dirty needles.

2. If a coach's TA starts climbing on a drill and the needle gets sticky, it means that the student's comm cycle has dispersed him and pushed him out of PT. The coach is either (1) not flunking at all, (2) flunking the incorrect thing.

3. The correct flunking by the coach of an out-comm cycle, which has dispersed him and pushed his TA up will always result in a TA blowdown. If there is no blowdown, the coach has flunked the wrong thing.

4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR 1 (or TR 0) for lack of impingement and reach.

5. Coach reaching forward and leaning on the table, means TR 1 is out with the student.

6. Student asking coach for considerations to get TA down, but TA climbing on the considerations—the coach is cleaning a clean, instead of flunking the out-comm cycle, which occurred earlier and pushed his TA up.

7. Student getting coach's considerations off to clean the needle, but needle remaining dirty—student is cutting the coach's comm while getting the considerations off and the coach is not picking this up.

8. Students shouting or talking very loudly on assessment drills to try and get the meter to read by overwhelm. The reason for this is invariably—"but I'm assessing the bank!" They haven't realized that *banks* don't read, only thetans impinged upon by the bank—therefore, the TR 1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the session.

L. Ron Hubbard
Founder

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Dianetic Course

TECH DIVISION
QUAL DIVISION

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 paragraph two above), RECORD ALSO "Calibration error— _____ on meter = 2.0 actual" at the bottom of the form.

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Founder

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INSTANT READS

Refs:
HCOB   28 Feb. 71   C/S Series 24
                                        METERING READING ITEMS
E-Meter Essentials, "The Needle," section on Rock Slam
HCOB   18 June 78   NED Series 4
                                        ASSESSMENT AND HOW TO GET THE ITEM

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

Remimeo
All Auditors

ASSESSMENT TRs

The right way to do an assessment is to ask the pc the question in a *questioning* tone of voice.

In assessing, some auditors have made assessment questions into statements of fact, which of course is a cousin to evaluation.

A downcurve at the end of an assessment question contributes to making it a statement. Questions should go up at the end.

WRONG   RIGHT   cycles/sec or note

A remedy for this is to record ordinary conversation. Ask some normal questions and make some normal statements and you will find that the voice tone rises on a question and goes down on a statement.

Assessing with a statements tone of voice instead of a questioning tone of voice results in evaluation for the pc. The pc feels accused or evaluated for rather than assessed and an auditor can get a lot of false and protest reads.

It's all tone of voice. Auditors have to be drilled in asking questions. Assessment questions have an upcurve at the end.

Get it?

Then drill it.

L. Ron Hubbard
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 NOVEMBER 1987

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Auditor Admin Series 14
THE WORKSHEETS

Refs:		
HCOB	7 May 69 VI	SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT, WORKSHEETS AND SUMMARY REPORT, WITH SOME ADDITIONAL INFORMATION
HCOB	3 Nov. 71	Auditor Admin Series 15 C/S Series 66 AUDITOR'S WORKSHEETS
Cancels:		
BTB	6 Nov. 72R VII	Auditor Admin Series 14 THE WORKSHEETS

An auditor's worksheet (abbreviation: W/S) is supposed to be a 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 worksheet is always on 8″ × 13″ or 8½″ × 14″ paper. It is written on both sides of the page, 2 columns on each side and with every page numbered front and back. The pc's name is written on each separate sheet.

Numbering the worksheet pages is important, as it makes it possible to quickly refer to something that occurred in a session. "The rock slam occurred on page 26" in a report to the C/S tells him exactly where in the worksheets to find this and can save more time than you ever cared to look at. Numbering the pages also gives you the proper number of pages the session went.

WORKSHEET CONTENT

During auditing one keeps his worksheet in PT as the session progresses with comments, time and TA.

The important points of a session worksheet are:

A. When the TA goes up (on what?).

B. When the TA goes down (on what?).

C. When an F/N occurs (on what?).

D. When GIs or VGIs occur (on what?).

E. Any cognitions that occur (on what?).

F. When BIs occur (on what?).

G. The process being run, including time it was started, process command numbers and time it was completed.

H. Reads on questions, commands, items, etc. (e.g., sF, F, LF, LFBD).

TA and time notations should be made at *regular* intervals throughout the session.

When a process EP is reached, mark the F/N and note whether it was indicated, the pc's indicators, cognition, time and TA position.

Good worksheet action results in a communication—a communication of truth. The C/S should be able to look the worksheets over and see what the auditor did, what the meter said, the key things that the pc did or said and how the session went. It is a running record of the session.

CORRECTION

One NEVER writes up the worksheet *after* the session from notes. One never copies the worksheet into "more readable form" from "notes taken in session." A worksheet *is* the worksheet.

The auditor should always read over his worksheets before turning in the folder to the Case Supervisor and if any words or letters are missing or cannot be read, they should be written in with red ink in block print.

Example:

UNCONSCIOUS (red)
I must have been ~~unconsi~~ at the time.

People often do this too extensively. It is just the word which is not decipherable that is marked in block letters. At the most this would be about one or two corrections to a page.

If the auditor is having to do a lot of correction of his worksheets he should learn how to write more clearly faster.

"STENOGRAPHIC" AUDITING

Admin must not be used to stop or slow a pc.

Sometimes one sees an auditor sit there trying to write everything down and interrupting the pc with, "Just a minute, just a minute—wait a minute, wait a minute...." That is stenographic auditing, and it violates the Auditor's Code.

If you start writing down every word said, all you do is slow up the session and you really slow up the C/S too. An honest auditing report is not necessarily a verbose auditing report.

SHORTHAND

Auditors sometimes develop a sort of shorthand. For example, any time anybody says "without" it is written "w/o" and every time somebody says "understanding" it is written "U." That is all right just as long as the auditor and the C/S know what is meant. Remember, a worksheet must result in a *communication.*

ROCK SLAMS, EVIL PURPOSES AND SERVICE FACSIMILES

If a rock slam occurs in a session, make sure it isn't a mechanical fault of the E-Meter and note that a check for a mechanically caused R/S was done. Then write the R/S down BIG on the worksheet, write down EXACTLY what the pc was saying and note EXACTLY what question was asked. After the session go back and circle your notes at that point in red. During the session you can simply put a bar on the worksheet alongside the portion to be circled; it could be very distractive to the pc if he noticed you picking up another pen and heard a circle being drawn.

If the pc voices an evil purpose or service facsimile during a session, note it down in full, put a bar beside it and circle it in red after the session.

FALSIFYING WORKSHEETS

Falsifying a worksheet makes it so the C/S can't C/S and nobody can trace what happened to the pc. It is quite an overt act. It is a violation of the Auditor's Code and in fact is probably the most covert and vicious crime in auditing. A falsified auditing report is inevitably detected and the penalty is severe. (Ref: HCOB 26 Oct. 76 I, C/S Series 97, Auditor Admin Series 25, AUDITING REPORTS, FALSIFYING OF)

———————

Keeping accurate session worksheets will ensure the Case Supervisor has all the data he needs to keep you and your preclears winning with the correct application of standard tech.

L. Ron Hubbard
Founder

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Auditor Admin Series 13
THE AUDITOR'S REPORT FORM

<div style="text-align:center">

Ref:
HCOB	7 May 69 VI	SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT, WORKSHEETS AND SUMMARY REPORT, WITH SOME ADDITIONAL INFORMATION

Cancels:
BTB	6 Nov. 72R VI	Auditor Admin Series 13 THE AUDITOR REPORT FORM

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The Auditor's Report Form (abbreviation: ARF) is a printed form filled out by the auditor after a session. It gives the details of the beginning and end of the session, condition of the pc, the wording of the process, etc.

The form is so written that one can see the whole session at a glance, just by looking at the one side of the Auditor's Report Form.

The form is filled in at the top with:

1. Name of pc.
2. Name of auditor.
3. Pc's grade.
4. Date.
5. Time length of session, excluding time for breaks (example: "1 hour 58 minutes"). This is "hours in the chair."
6. Total number of hours paid for (12½, 25, 50, etc.).
7. Running total of paid hours used to date.
8. Total tone arm motion for the session. (Often neglected but important as an indicator of case progress.)

The body of the form is filled in with:

9. Time session started.
10. TA and sensitivity setting at start of session.
11. Condition of pc at session start.
12. Rudiments.
13. What process was run—LISTING THE EXACT COMMANDS (often forgotten by most auditors).
14. Time and TA at start and end of each process.
15. End phenomena (including F/N, cognition, pc indicators).
16. Whether process is flat or not.
17. Time session ended.
18. TA at end of session.

19. Condition of pc at session end.

20. Pc gains or comments.

21. TA range.

22. Meter trim check result and notation of any known meter calibration error, per HCOB 11 May 69R, METER TRIM CHECK.

Example:

AUDITOR'S REPORT FORM

Preclear _____Jody Smith_____   Date _____26 Oct. 1986_____

Auditor _____Dave Swift_____   Session Length _____1 hr 58 min_____

No. of Intensive Hours ___12½___

Total Intensive
Hours Used to Date _____1 hr 58 min_____

Total TA _____19.4_____

Pc's Grade _____ARC SW Expanded_____

Process	Time	Tone Arm Reads	Sensi-tivity	Results and Comments
This is the session	*3:32*	*2.8*	*8*	*Pc is GIs*
Rudiments	*3:34*	*2.5*	*8*	*F/N VGIs*
A Basic Comm Process:				
F1 "Recall a time another communicated to you."	*3:57*	*2.4*	*8*	*F/N, cog, VGIs*
F2 "Recall a time you communicated to another."	*4:28*	*2.5*	*8*	*F/N, cog, VGIs*
F3 "Recall a time others communicated to others."	*4:59*	*2.3*	*8*	*F/N, cog, VGIs*
F0 "Recall a time you communicated to yourself."	*5:28*	*2.3*	*8*	*F/N, cog, VGIs*
End of session	*5:30*	*2.3*	*8*	*F/N, VGIs, "feel terrific!"*
TA Range: 2.2–3.7				*Trim Check—TA = 2.0*

L. Ron Hubbard
Founder

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AUDITOR'S REPORT FORM

Preclear _____   Date _____

Auditor _____   Session Length _____

No. of Intensive Hours _____

Total Intensive
Hours Used to Date _____

Total TA _____

Pc's Grade _____

Process	Time	Tone Arm Reads	Sensi-tivity	Results and Comments
TA Range:				Trim Check—TA =

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Auditor Admin Series 12
SUMMARY REPORT FORM

(Amends HCOB 14 June 65 II, SUMMARY REPORT.)

The Summary Report Form is a report used simply as an exact record of what happened and what was observed during the session.

Copies of this HCOB are to be run off on 8½″ × 14″ or 8″ × 13″ paper. Each blank below is filled in with the appropriate data.

DATE: _____

PC or PRE-OT: _____   AUDITOR: _____

PROCESS RUN: _____   TA: _____   TIME: _____

ASPECTS AND GAINS:

1. How did pc do in relation to what was run? _____

2. Effectiveness of process. _____

3. Any free needles? _____

4. General needle behavior. _____

5. Did TA go below 2.0 (how low)? _____ Did it come up? _____

6. Did TA go high (how high)? _____ Did it come down? _____

7. General TA range. _____

8. Emotional tone of the pc
   and whether this improved. _____

9. Any misemotion? _____

10. Preclear appearance. _____

11. Mannerisms. _____

12. Mannerism changes. _____

13. Any change in skin tone? _____

14. Did color of eyes change? _____ Get brighter? _____ Get dull? _____

15. Any comm lags? _____

16. Any cognitions? _____

17. Any pains turn on? _____ Blown? _____

18. Any sensations turn on? _____ Blown? _____

19. Any difficulties? _____

20. Did you complete C/S instructions? _____

21. Was pc happy at session end? _____

22. TA at session end. _____ Needle at session end. _____

ETHICS REPORT:

USE OF SUMMARY REPORTS

The Summary Report is used extensively in training. It is a tool for increasing an auditor's obnosis of what goes on in a session, and also teaches auditors how to quickly and concisely analyze and report on a case.

EVERY STUDENT AUDITOR ON COURSES AND CO–AUDIT MUST WRITE A SUMMARY REPORT FORM AFTER EACH SESSION.

Requiring use of Summary Report Forms by interns and staff auditors is left entirely to the discretion of the C/S.

FILLING IN THE REPORT

The top of the form is filled in with the date, pc or pre-OT's name, etc., as called for. Each of the questions 1 to 22 of the form are then answered. Write down briefly what the preclear was doing in the session. Do not write opinions with regard to what was happening or how the preclear was running the process. The C/S is interested in the aspects of the case in relationship to the process or processes being run.

In the "Ethics Report" section a brief note is made on any report being made to Ethics. For example, a report that the pc is PTS; a report on a rock slam observed in session; a Knowledge Report on others' overts or crimes against Scientology revealed by the pc in session; or, in an HCO Confessional, a Knowledge Report on the pc's overts and withholds. All that is noted in this space is that a report to Ethics has been made, and its subject. The actual ethics report is written and routed separately. (Ref: HCO PL 10 Mar. 82, CONFESSIONALS—ETHICS REPORTS REQUIRED; HCOB 10 Aug. 76R, R/Ses, WHAT THEY MEAN; HCO PL 7 Mar. 65R III, OFFENSES AND PENALTIES; HCOB 7 Jan. 85, HCO CONFESSIONALS)

The Summary Report should be LEGIBLE. If the auditor's handwriting is poor, the answers should be neatly printed out.

Two or more sessions in one day call for only one Summary Report with the TA and data of each session.

The Summary Report is not stapled to the worksheets but is paper-clipped on top of the Auditor's Report Form and beneath the Exam Report.

Writing a Summary Report should only take the auditor a matter of minutes. Having just audited the preclear he should quite easily fill the report out.

L. Ron Hubbard
Founder

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Auditor Admin Series 7
THE FOLDER SUMMARY

Cancels: BTB 5 Nov. 72R III   Auditor Admin Series 7
                                    THE FOLDER SUMMARY

The Folder Summary (abbreviation: FS) is a summary of the actions taken on a pc in consecutive order. It is kept up every session by the auditor and is stapled to the left inside front cover of the folder as a running summary for C/S use.

CONTENTS

All entries on the Folder Summary are done in blue or black ink, except where otherwise noted. The following data is entered:

1. ADMIN DETAILS

Session date, length of time of session and admin time. When a new folder is started. When an OCA is taken. When a Folder Error Summary is done.

2. PROCESSING DETAILS

What processes were run and the result of each. Mark an EP beside each action taken, or if it was not taken to EP mark in red "UNFLAT," "O/R," "BOGGED," etc., as applicable.

The listing question of an L&N action is written out in full.

Dianetic items run are written out in full.

Any rock slam that occurred in the session is noted in red, giving the session worksheet page where it occurred and the question or subject which rock slammed, phrased exactly.

Any evil purpose or service facsimile stated by the pc is noted in red, giving the session worksheet page where it occurred.

3. EXAM REPORT

At the bottom of the process details mark "F/N" indicating an F/N occurred at the Examiner, or "BER" (red) if a Bad Exam Report. If TA was high or low at Exam, that datum is also noted in red.

4. **ATTESTS**

Date and what was attested.

If pc sent to attest but did NOT attest, this is noted in red.

5. **ADVANCED COURSE DATA**

Date started Advanced Course, level, date attested to completion.

(The individual Solo sessions are NOT noted but should be entered on a separate Folder Summary in the Solo folder.)

6. **MEDICAL DATA**

When pc reports sick or injured. Give date and a brief statement of illness or injury. Written in red.

When pc is off Medical Liaison Officer lines another entry is made to indicate this.

The auditor is responsible for keeping up this summary after each session and immediately on receipt of a medical report or pc volunteered BER. It is a standard part of the auditor's session admin.

FORMAT

The Folder Summary sheets are on 8″ × 13″ or 8½″ × 14″ paper divided into four columns, as in the following example:

(see example on following page)

FOLDER SUMMARY

PC NAME _____*Jody Smith*_____   PAGE __*3*__

Date/Time	What was run/Result	Date/Time	What was run/Result
4 July 87 2:12 :10	ARC Brk to EP ARC S/W Quad: F1 to EP F2 to EP F/N		
5 July 87	New Folder — No. 3		
5 July 87 1:25 :12	ARC S/W Quad: F3 *bogged* *BER TA 3.5*		
6 July 87 :37 :08	3 Ruds to EP ARC S/W Quad: F3 rehabbed to EP F/N		
7 July 87 1:51 :12	ARC S/W Quad: F0 to EP ARC S/W Havingness: F1 to EP F2 to EP F3 to EP F0 to EP F/N		
7 July 87	Declared ARC S/W Release		

Folder Summary sheets are stapled to the inside front cover, earliest at the bottom to most recent on top. When a new pc folder is made ALL Folder Summary sheets are removed from the old folder and advanced to the inside cover of the new folder so that the complete Folder Summary of the case is always in the current folder.

———————

A Folder Summary, standardly kept, is a communication. It makes what has been run on the pc visible. It communicates fully and rapidly amongst a technical elite who know how these things are done. Someone who is trained as an auditor or

Case Supervisor can look through the Folder Summary and immediately see what has been run on the case, what has been omitted, the items that were run and any actions that were started but never completed. This summary is vitally important to both the auditor and the C/S for study of the pc's case and seeing that he is correctly programed and handled.

Failure to keep up the Folder Summary can lead to C/S errors, so the auditor must always remember to fill it out after every session.

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Founder

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Auditor Admin Series 3

THE PC FOLDER AND ITS CONTENTS

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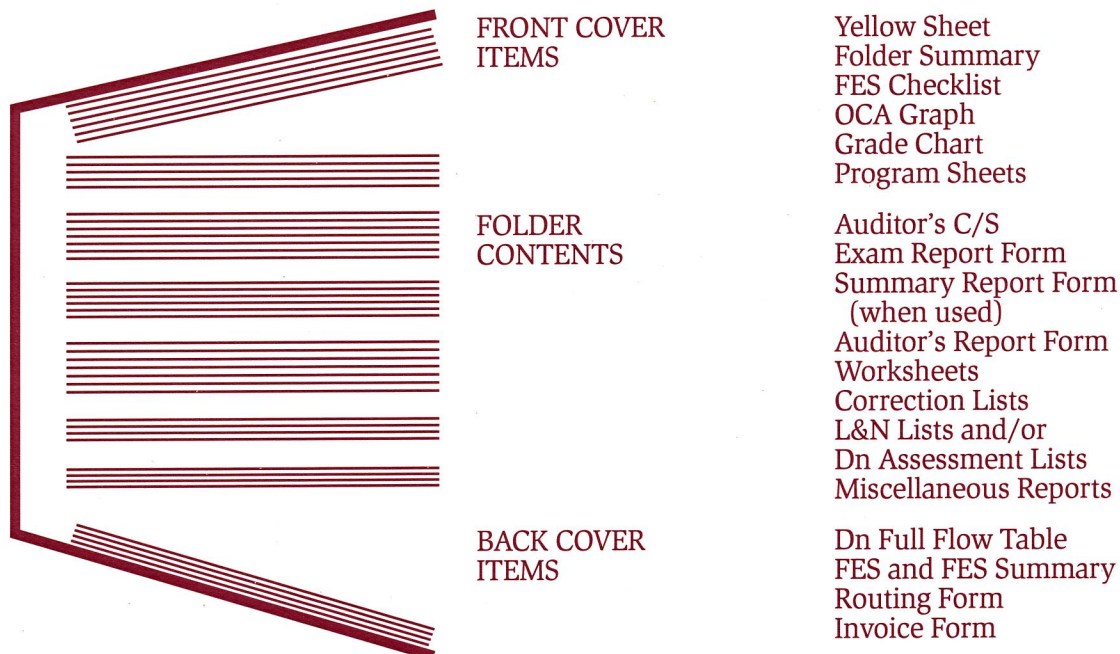*Refs:*

The HCOBs and HCO PLs of the Auditor Admin Series

Cancels:

BTB	3 Nov. 72R	Auditor Admin Series 3
		THE PC FOLDER AND ITS CONTENTS
BTB	5 Nov. 72R I	Auditor Admin Series 5
		CASE PROGRESS SHEET
BPL	14 Sept. 71RA I	CASE PROGRESS SHEET

The pc folder represents a record of all the auditing actions and other handlings taken on a preclear as he moves up the Bridge. With the administration of the folder in good shape, following the exact forms and in correct sequence, it is a *communication*. An auditor or C/S can pick it up and see what has been done with the pc.

<div align="center">

THE FOLDER

</div>

The folder itself is a folded sheet of cardboard which encloses all the session reports and other items. The folder is legal size—large enough to hold 8″ × 13″ or 8½″ × 14″ paper. (Ref: HCOB 29 Oct. 87, Auditor Admin Series 4, THE FOLDER) The folder's contents are arranged as shown here:

FRONT COVER ITEMS	Yellow Sheet
	Folder Summary
	FES Checklist
	OCA Graph
	Grade Chart
	Program Sheets
FOLDER CONTENTS	Auditor's C/S
	Exam Report Form
	Summary Report Form (when used)
	Auditor's Report Form
	Worksheets
	Correction Lists
	L&N Lists and/or
	Dn Assessment Lists
	Miscellaneous Reports
BACK COVER ITEMS	Dn Full Flow Table
	FES and FES Summary
	Routing Form
	Invoice Form

FRONT COVER ITEMS

Attached to the inside front cover of the folder are several forms:

The Yellow Sheet is a yellow sheet of paper on which is noted the different correction lists or sets of commands which have been word cleared on the pc, his Havingness Process and the size cans he uses. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6, THE YELLOW SHEET)

The Folder Summary is a very brief summary of the actions taken on a pc listed out consecutively session by session. The Folder Summary is placed on top of the Yellow Sheet and both are stapled to the front cover. (Ref: HCOB 31 Oct. 87, Auditor Admin Series 7, THE FOLDER SUMMARY)

An FES (Folder Error Summary) Checklist provides data a C/S needs to ensure that full setups have been done before a pc starts a major level. FES checklists for starting or continuing Expanded Grades, New Era Dianetics and other rundowns are included as attachments to HCOB 29 Jan. 81R I, Auditor Admin Series 24, FES CHECKLISTS AND SUMMARY. FES checklists are placed inside the front cover of the folder, on top of the Folder Summary. (Ref: HCOB 29 Jan. 81R I, Auditor Admin Series 24, FES CHECKLISTS AND SUMMARY)

The OCA (Oxford Capacity Analysis) Graph is a graph which plots 10 traits of the pc's personality based on his answers to the OCA test questions. The OCA graph goes on top of the FES checklists. (Ref: HCOB 1 Nov. 87, Auditor Admin Series 8, OCA GRAPHS)

The Program Sheet is a sheet which outlines the sequence of actions, session by session, to be run on the pc to bring about a definite result. It is placed on top of the OCA graph and secured to the front cover of the folder with a large clip as shown in the diagram below. The pc's current program is the topmost item inside the front cover of the folder. The master program for every case is given on the Classification and Gradation Chart, and a copy of the chart is put in every pc's folder along with any other program sheets written. (Ref: HCOB 2 Nov. 87, Auditor Admin Series 9, THE PROGRAM SHEET, and HCOB 12 June 70, C/S Series 2, PROGRAMING OF CASES)
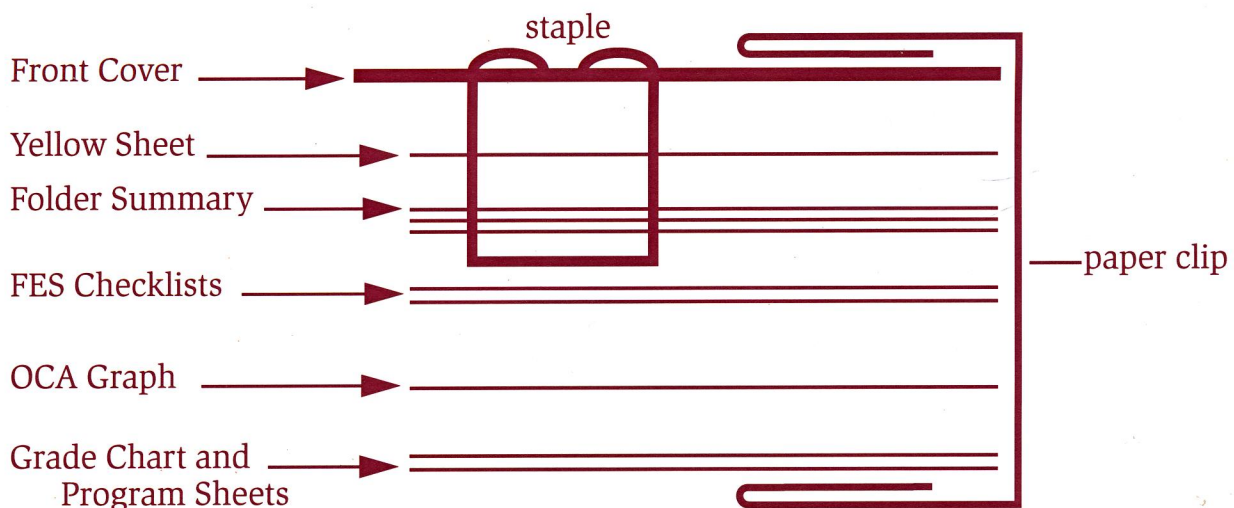
SESSION REPORTS

Each auditing session the pc receives is written up by the auditor and placed in the pc's folder.

The Worksheets are the sheets on which the auditor notes what is happening in the session from beginning to end. After the session the auditor puts his worksheets in sequence (page 1, 2, 3, 4, etc.) for inclusion in his session report. (Ref: HCOB 6 Nov. 87, Auditor Admin Series 14, THE WORKSHEETS, and HCOB 3 Nov. 71, Auditor Admin Series 15, C/S Series 66, AUDITOR'S WORKSHEETS)

The Auditor's Report Form is a form made out after each session, giving an outline of what actions were taken during it. The form is placed on top of the session worksheets and the resulting packet is stapled together at the top left-hand corner. (Ref: HCOB 5 Nov. 87, Auditor Admin Series 13, THE AUDITOR'S REPORT FORM)

The Summary Report Form is a fill-in-type standard form. It provides data on what happened and what was observed during the session. When used, it is placed on top of the Auditor's Report Form. (Ref: HCOB 17 Mar. 69R, Auditor Admin Series 12, SUMMARY REPORT FORM)

The Exam Report Form is a report made out by the Qual Examiner when the pc goes to the Examiner after session. It includes the pc's name and grade, date, time, meter details, pc's indicators and any pc statement. It is placed on top of the Summary Report Form. (Ref: HCO PL 8 Mar. 71 I, Auditor Admin Series 11, EXAMINER'S FORM)

The Auditor's C/S is a sheet on which the auditor writes the C/S instructions for the next session. It is placed on top of the Exam Report Form and the whole packet is clipped together with a paper clip. (Ref: HCOB 5 Mar. 71, C/S Series 25, Auditor Admin Series 10, THE FANTASTIC NEW HGC LINE)
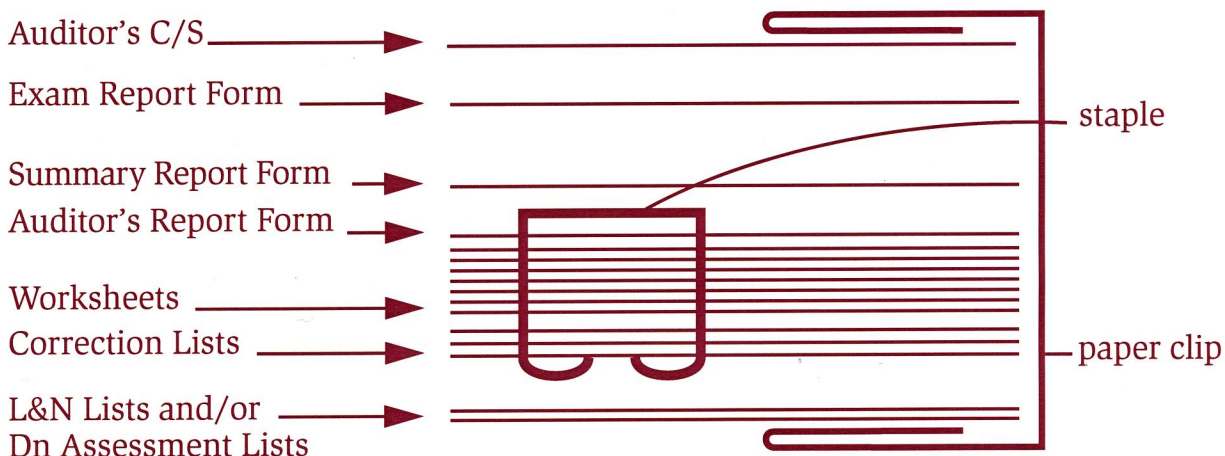
There are several other forms that are part of some session reports, depending on what was done in the session.

Correction Lists are lists of prepared questions in HCOB or HCO PL form, designed to find bypassed charge and *repair* a faulty auditing action or life situation. If a correction list is used in a session, it is placed just beneath the worksheets and stapled along with the worksheets and Auditor's Report Form. (Ref: HCOB 29 Nov. 87, Auditor Admin Series 16, CORRECTION LISTS)

An L&N List (Listing and Nulling List) is a list of items said by the pc in response to a specific Listing and Nulling question from the auditor. Each list is done on a separate sheet. If an L&N list is made in a session, it is placed underneath the worksheets and paper-clipped in place as part of the whole session report. It is not stapled to the worksheets. (Ref: HCOB 28 Nov. 87, Auditor Admin Series 18, L&N LISTS)

A Dianetic Assessment List is a list of somatic items given by the pc to the auditor. The auditor writes each one down along with any meter read. Such lists are made as part of New Era Dianetics auditing. They go underneath the worksheets and are paper-clipped in place as part of the whole session report. They are not

stapled to the worksheets. (Ref: HCOB 9 Nov. 87, Auditor Admin Series 19, DIANETIC ASSESSMENT LISTS)

Auditor's C/S ⟶
Exam Report Form ⟶
                                              staple
Summary Report Form ⟶
Auditor's Report Form ⟶

Worksheets ⟶
Correction Lists ⟶   paper clip
L&N Lists and/or ⟶
Dn Assessment Lists

MISCELLANEOUS REPORTS

A "miscellaneous report" is a report such as a medical report, a D of P interview, a report from the Ethics Officer, a success story, etc. These are filed in the pc's folder at the correct chronological point. Such reports give a C/S important information about the case. They must be filed at the proper place in the folder and must not be omitted. (Ref: HCOB 10 Nov. 87, Auditor Admin Series 20, MISCELLANEOUS REPORTS, and HCOB 28 Oct. 76, C/S Series 98, Auditor Admin Series 26, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)

THE BACK COVER ITEMS

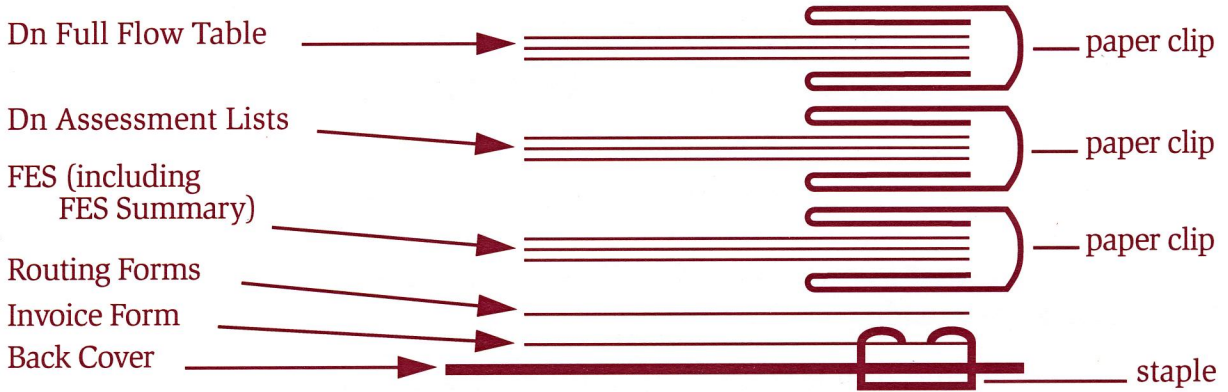Attached to the inside of the back cover of the folder is another set of forms.

The Invoice Form is a sheet which shows how much auditing a pc has signed up and paid for, and how much of that has been delivered. It is stapled just inside the back cover of the folder. (Ref: HCOB 12 Nov. 87, Auditor Admin Series 23, INVOICE FORM AND ROUTING FORMS)

A Routing Form is a form that gives the step-by-step sequence of actions that are taken in routing a person or particle into, within and out of an organization. It gives the post titles of those responsible for each step and the actions they take in handling the person or particle. A routing form gives the full road map by which someone or something is routed. The routing forms filed in a pc folder are those used to route the pc into the HGC and through his service. Routing forms are placed on top of the invoice form. (Ref: HCOB 12 Nov. 87, Auditor Admin Series 23, INVOICE FORM AND ROUTING FORMS)

The FES (Folder Error Summary) is a summary of any errors made in handling the pc's case. The FES also should show the actions which have been taken to correct specific errors. All FES sheets and the FES summary are kept clipped together and are placed on top of the routing forms. (Ref: HCOB 11 Nov. 87, Auditor Admin Series 22, FOLDER ERROR SUMMARY FORMAT, and HCOB 29 Jan. 81R I, Auditor Admin Series 24, FES CHECKLISTS AND SUMMARY)

Dianetic Assessment Lists not being used in the pc's current auditing are clipped together and kept at the back of the folder. They are placed on top of the FES. (Ref: HCOB 9 Nov. 87, Auditor Admin Series 19, DIANETIC ASSESSMENT LISTS)

The Dianetic Full Flow Table lists in chronological order all Dianetic items the pc has run. Beside each item it shows whether or not each flow was run to EP. The table is placed on top of the Dianetic Assessment Lists. (Ref: HCOB 8 Nov. 72RA, Auditor Admin Series 21, THE DIANETIC FULL FLOW TABLE)

Dn Full Flow Table ⟶ ——— paper clip

Dn Assessment Lists ⟶ ——— paper clip

FES (including FES Summary) ⟶ ——— paper clip

Routing Forms ⟶

Invoice Form ⟶

Back Cover ⟶ ——— staple

A pc folder that contains the necessary forms, reports and information, all in good order, makes it much easier to get auditing delivered. And that benefits everyone.

L. Ron Hubbard
Founder

Compilation assisted by
LRH Technical Research
and Compilations

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 water closet 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 air conditioner in case pc gets too hot. _____

D. AUDITING MATERIEL:

23. Paper for worksheets and lists. _____

24. Ballpoints or pencils. _____

25. Kleenex. _____

26. Antiperspirant for sweaty palms. _____

27. Hand cream for dry palms. _____

28. Dictionaries including tech and admin dictionaries and a nondinky one in language. _____

29. Grammar. _____

30. Auditing materiel, Original Assessment Sheets, 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. PC ENTRANCE TO AUDITING ROOM:

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. _____

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

52. Put pc on. _____

53. Put needle on set. _____

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, antiperspirant as needed. _____

55A. If false TA handling was done, readjust pc sensitivity for $1/3$-dial drop by pc can squeeze. _____

56. Have pc take a deep breath and let it out and see if the needle gives a fall of one inch or more. _____

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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JUNE 1972R
Issue I
Revised 20 February 1989

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 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

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 52
CLEARING COMMANDS

(Reissued 3 Mar. 89 with updated references)

Refs:

HCOB	14 Nov. 65	CLEARING COMMANDS
HCOB	9 Nov. 68	CLEARING COMMANDS, ALL LEVELS
HCO PL	4 Apr. 72R III	Word Clearing Series 48
	Rev. 21.6.75	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 nondinky 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. Reclear 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, Word Clearing Series 14, WORDS, MISUNDERSTOOD GOOFS.)

c. Reclear 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, 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: HCOB 30 Oct. 87, Auditor Admin Series 6, THE YELLOW SHEET)

As it is difficult to clear all the words of a correction list on a pc over heavy bypassed 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 L3RH *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 opportunity—per your C/S's instructions.

10. DO NOT RECLEAR 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 III, Word Clearing Series 48, ETHICS AND STUDY TECH, section 4, which states:

"AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

"The charge is OUT—TECH."

L. Ron Hubbard
Founder

Remimeo
All Auditors

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 starting 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 Dec. 77, 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 Aug. 78 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 Aug. 78 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 ten to twelve 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 Aug. 78, HAVINGNESS, FINDING AND 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

Remimeo
Tech/Qual Secs
C/Ses
Auditors
Word Clearers
Method One
   Co-audit Course

Word Clearing Series 8

STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE

The primary means of relay of ideas from one person to another in any developed culture is *words*. When words a person reads, hears or sees are misunderstood, his understanding or comprehension can be thoroughly blocked. Serious consequences can result from these misunderstoods, not the least of which are ignorance and illiteracy.

Method One Word Clearing is the audited action of locating and clearing out of the way the basic word and meaning errors of the past. The value of doing this can be appreciated when one realizes that with Method One Word Clearing whole subjects and even entire educations that were not understood at the time can be recovered. It is a vital action for any student or preclear.

HOW METHOD ONE WORKS

Simply stated, Method One Word Clearing picks up the places where a person is stuck on his time track due to misunderstoods.

When the procedure is run on a person, it pulls him up from other times and places and brings him forward.

Method One requires an Academy Class III Auditor to deliver the rundown professionally in HGCs, but it can be learned and done on a co-audit course which teaches unclassed students how to audit the procedure on each other.

Any preclear or pre-OT may receive Method One Word Clearing. The only exceptions are pre-OTs in the No-Interference Area or pcs or pre-OTs in the middle of another incomplete auditing action.

METHOD ONE WORD CLEARING PROCEDURE

The following steps constitute the procedure for doing Method One. The procedure is the same for all preclears and pre-OTs.

0. From study of the pc's folder and any other familiarity with the pc, add to the list of subjects below items which deal with this specific pc's life. For instance, if you know

that the pc studied architecture in college add this to the list. Write any such additional subjects on the lines provided under step 3.

00. Set up the auditing session, following HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER. Ensure proper dictionaries are on hand.

1. Start the session and fly the rudiments if no F/N. If TA high or low do *not* try to fly ruds. Do a C/S 53RM instead or get another auditor to do one if you are not qualified. (See HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, if any trouble with this pc. If there are errors from previous Word Clearing sessions, use HCOB 27 Nov. 78RB, Word Clearing Series 35, WORD CLEARING CORRECTION LIST, *to handle Word Clearing corrections needed.*)

2. Clear the words in the Word Clearing Correction List so as to have it ready for use in case of bog if these have not been cleared on the pc before.

3. R-factor the pc: **"WE ARE GOING TO GO OVER A LIST OF SUBJECTS TO SEE IF THERE IS ANY WORD YOU DIDN'T UNDERSTAND WHILE STUDYING THESE SUBJECTS."**

Do not clear these words before assessment.

Assess the whole list (including items added at step 0) rapidly and clearly, with good TR 1, and note every instant read from the meter.

RELIGION	_____	**THE MIND**	_____
MINISTERS	_____	**THE SPIRIT**	_____
CHURCH	_____	**BODIES**	_____
COLLEGE	_____	**SEX**	_____
SCHOOLS	_____	**THE INSANE**	_____
SACRIFICES	_____	**PSYCHIATRY**	_____
SURGERY	_____	**PSYCHOANALYSIS**	_____
MEDICINE	_____	**PSYCHOLOGY**	_____
ELECTRONICS	_____	**RITUALS**	_____
PHYSICS	_____	**RITES**	_____
TECHNICAL SUBJECTS	_____	**SHIPS**	_____
DIANETICS	_____	**THE SEA**	_____
SCIENTOLOGY	_____	**MILITARY**	_____
THEOLOGY	_____	**ARMIES**	_____
THEOSOPHY	_____	**NAVIES**	_____
PHILOSOPHY	_____	**STARS**	_____
LAW	_____	**HEAVENLY BODIES**	_____
ORGANIZATION	_____	**THE UNIVERSE**	_____
GOVERNMENT	_____	**PLANES**	_____
WRITTEN MATERIALS	_____	**VEHICLES**	_____
TEXTBOOKS	_____	**MACHINERY**	_____
PRACTICE	_____	**MOTORS**	_____
SCIENCE	_____	**ADMINISTRATION**	_____
MUSIC	_____	**HEALING**	_____
ARITHMETIC	_____	**ILLNESSES**	_____
GRAMMAR	_____	**SPOKEN WORDS**	_____
THE HUMANITIES	_____	**TAPES**	_____

Add items from step 0 here:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

4. Then ask the pc, **"IN THIS LIFETIME ARE THERE ANY OTHER COURSES OR SUBJECTS YOU HAVE STUDIED OR BEEN INVOLVED WITH?"** Write down the pc's answers, noting any instant reads as the pc says them.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

5. Ask the question, **"IS THERE ANY WORD ON THE LIST OF SUBJECTS YOU DIDN'T UNDERSTAND?"** If so, clear it to F/N. Then, using that word as the subject, do step 6 on it. This is done regardless of whether it read on assessment or not. (Do not reassess this list because there was a list word not understood.) If no misunderstood on the list, take the largest reading item and go right on to step 6.

(NOTE: All words are cleared following HCOB 23 Mar. 78RB, Word Clearing Series 59, CLEARING WORDS. Any misunderstood words in the definition should be cleared as well, taking each to F/N, and then going back to the initial word. Words may be used in sentences to ensure they are conceptually understood and to take them to F/N.

If the above has been correctly done, yet the word does not F/N, the word has to be earlier-similared. Find and clear the earlier-similar word and, if still no F/N, again ask for an earlier-similar word. When you get an earlier-similar word to F/N, check the words touched while going earlier-similar and F/N each, including the initial word that would not F/N. Then continue on with the Method One procedure. This applies to any step of Method One Word Clearing where a word is being cleared.)

6. Ask the pc, "IN THE SUBJECT OF _____ WHAT WORD HAS BEEN MISUNDERSTOOD?"

   The preclear MUST look it up, so have a good dictionary handy. Do not accept "I know the meaning" if the subject or word reads. Clear the word to F/N. If clearing the word does not result in a win on the subject, do step 7.

   (NOTE: If the pc has a win on the subject at any time while doing steps 6, 7, 8 or 9, go right on to step 10.)

7. Ask, "IS THERE AN EARLIER WORD IN (subject being handled) YOU DID NOT UNDERSTAND?" If so, clear it to F/N. Repeat step 7 until pc runs out of answers. If still no win on the subject, do step 8.

8. Ask, "IS THERE AN EARLIER–SIMILAR SUBJECT TO (subject being handled)?" When pc gives it, do step 9.

9. Ask, "IS THERE A MISUNDERSTOOD WORD IN THAT SUBJECT?" If so, clear it to F/N. Then do step 7 repeatedly and, if necessary, do steps 8 and 9 again until pc has a win on the subject.

10. If there was any word on the list of subjects the pc did not understand from step 5, find out now if there is any other. If so, clear it to F/N. Then do steps 6, 7, 8 and 9 to take the subject to a win. If no other misunderstood from the list, go right on to step 12.

11. Repeat step 10 until there are no more words on the list of subjects the pc did not understand.

12. Take the reading subjects from the best read on down and pull each one to F/N and a win on the subject using steps 6, 7, 8 and 9 as needed. Get each word you find to F/N. There can be many F/Ns per subject. End off with a win on the subject.

13. When all reads on the assessment have been handled to a win on the subject, ask the pc if there are any other subjects that should be added to the list. Add any he gives on the lines provided at step 4, noting the read as each is given.

14. Reassess the whole list. Do not take off the list items already handled. Steps 5 and 10 (asking for words on the list of subjects that were misunderstood) are not repeated after this reassessment or any subsequent reassessment of the list.

15. Repeat steps 6, 7, 8 and 9 as needed on each reading item from the assessment starting with the largest reading item, being sure to F/N each word and taking each subject to a win.

16. Repeat steps 13, 14 and 15 until the entire list of subjects F/Ns on assessment. This is the EP of Method One Word Clearing.

ADDITIONAL POINTS

In clearing misunderstoods using Method One, it isn't an earlier time he misunderstood a particular word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

Overts, W/Hs, etc., are *neglected.* They are not done on the subject of the word. They are done in the session ruds.

Just do the process and each chain will eventually go to a win on the subject.

Clear "grammar" or grammatical words out of a simple book of grammar, not a dictionary.

If you run into a backtrack word which you cannot find in any dictionary or glossary, you must get the earlier misunderstood word until you get the basic word that was misunderstood and clear that.

The auditor must ensure that he too understands any word looked up.

F/Ning EACH WORD

Always F/N each word taken up in Method One. Standard Word Clearing tech of having the pc use the word in sentences, clearing other misunderstoods in the definition, etc., should be used to get the word to F/N. (Ref: HCOB 23 Mar. 78RB, Word Clearing Series 59, CLEARING WORDS)

It may happen that the word has to be taken earlier-similar before you can get it to F/N. But even then, when the earlier-similar word is F/Ned, any words looked up that didn't F/N must be F/Ned.

IN CASE OF ANY BOG OR SOMATIC USE THE WORD CLEARING CORRECTION LIST TO CORRECT THE BOG.

END PHENOMENA

The EP of clearing any particular *word* on Method One is an F/N on that word.

The EP of a *subject* which may run back to earlier words in earlier-similar subjects is a WIN on the subject or earlier-similar subject. Many F/Ns can be obtained in the process of running back a chain of words on a subject.

The EP of *Method One Word Clearing* itself is an F/Ning assessment on the whole list of subjects. There can be many wins on many different subjects before an F/Ning assessment occurs.

EXAMPLE OF HANDLING A SUBJECT

The handling of a subject on Method One can go something like this:

Auditor (taking the next reading subject off the list): "In the subject of 'planes' what word has been misunderstood?"

Pc: "Fuselage."

(Auditor and pc clear the word "fuselage" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'planes' you did not understand?"

Pc: "Propeller."

(Auditor and pc clear the word "propeller" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'planes' you did not understand?"

Pc: "No, not that I can think of."

Auditor: "All right. Is there an earlier-similar subject to 'planes'?"

Pc: "Yes, 'kiteflying.'"

Auditor: "Very good. Is there a misunderstood word in that subject?"

Pc: "Box kite."

(Auditor and pc clear the word "box kite" in the dictionary to F/N.)

Auditor (as there was no win on the subject): "Is there an earlier word in 'kiteflying' you did not understand?"

Pc: "Yes! 'Wind.'"

(Auditor and pc clear the word "wind" in the dictionary to F/N.)

Pc: "No wonder I could never understand how things can fly! Now I see how something can be supported by air!" (F/N, VGIs.)

(Auditor indicates the F/N, ends off on that subject and continues Method One procedure with the next largest reading subject from the list.)

REDOING AN M1

If Method One Word Clearing has been quickied and actions or steps of the rundown have been omitted resulting in something less than could be achieved from the action, it must be redone. One way Method One could be quickied would be to clear each single word on the list of subjects before assessing it. This way one could get an F/Ning list at once without finding earlier words, thereby defeating the purpose of Method One. The list is not an auditing list. It is a word-finding list.

When an M1 is redone, the entire list is assessed and each reading subject handled per standard Method One procedure with all steps of the procedure as listed above fully done until the EP of Method One is validly attained.

This is not the same thing as handling a Method One Word Clearing session which has bogged. The correct action in that instance is a Word Clearing Correction List assessed and handled according to the instructions on the list.

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A good job on Method One can give back a person's education and send his intelligence quotient up.

When completed on Method One, a person will be able to grasp and apply what he is studying much easier.

And that is something well worth attaining!

L. Ron Hubbard
Founder

Revision assisted by
LRH Technical Research
and Compilations

C/Ses
Class III Auditors
    and Above
Supervisors
Cramming Officers

HOW TO READ THROUGH AN F/N

Ref: HCOB 15 Oct. 73RB   C/S Series 87
                              NULLING AND F/Ning PREPARED LISTS

WHEN TAKING A LIST TO F/Ning ASSESSMENT AN AUDITOR MUST KNOW HOW TO READ THROUGH AN F/N.

This is a skill that, up to this point, has been used routinely only by highly trained auditors or a few very sharp Class IIIs or IVs or above. But with the difficulty auditors have had in F/Ning prepared lists, it becomes obvious that, from Class III on up, all auditors should be trained to read the meter through an F/N.

It is the answer to almost any difficulty an auditor has had in taking a list to F/Ning assessment.

An F/N speeds up or slows down or does different things while still remaining an F/N and one *can* read through it.

It is done like this: The swinging weight of the needle (F/Ning from an earlier item) has momentum and it will tend to obscure the read on another item. It will almost obscure it, but not quite. You'll see the F/N "check" or slow up briefly and then continue and this means you have a hot item. Any item that would cause an F/N to "check" will be hot. The auditor who can read through an F/N will spot this and handle the item then and there. Then he continues on down the list, missing nothing, handling what is there to be handled and, with this skilled metering, takes it to a genuinely F/Ning list on assessment. And it doesn't take days or even several sessions, necessarily, to do it.

If an auditor can't read through an F/N he'll miss this. He's going down the list, the F/N "checks" or slows and he doesn't see it so he goes right on by it. Then, within the next couple of items the F/N kills. He's going to have a hard time F/Ning that list because he's now got a suppressed read.

Example:

Auditor in assessing starts with an F/N which continues as he goes on down the list calling the items. On, say, item 5 the F/N "checks" or slows briefly. Auditor can't read through an F/N so he misses this and goes on by. On about the sixth or seventh item the F/N packs up, and the auditor is in a quandary because the F/N has turned off but he didn't get a read on items 6 or 7 either. *Or*

he may misduplicate the killed F/N as a read on items 6 or 7 and attempt to take up one or the other of them. Either way he's in for trouble because he's missed the actual item and he may even try to handle a wrong item. He's going to find it difficult to take that list to an F/Ning assessment.

The correct action when an F/N packs up this way is to go back up the list and reassess the last several items to find the missed read. *But* one should be able to read through an F/N.

Probably the main reason for pc upset or protest against "overrepair" and being handled again and again with repair lists lies in this factor alone—the auditor can't read through an F/N. Thus he misses the charged items and takes up items that are uncharged. And the repair goes on interminably, as the charged lines are not found and handled.

This is also probably the reason that auditors have been known to back off from having to F/N a list. They "know" from experience that it is a laborious business.

The truth is it's not necessary for an auditor to labor over taking a list to F/Ning assessment. It simply requires good TRs and skilled metering, including the ability to read through F/Ns.

An auditor can be trained to see a read through an F/N. The drill would be to sit him down in front of a meter with an F/Ning student on the cans and assess the prepared lists in *The Book of E-Meter Drills,* spotting each time he gets a "check" or a "slow" or any change in an otherwise continuing F/N. He'll find that he *can* read through an F/N and become very adept at this, and from then on he won't miss.

You'll have an auditor who is confident of his ability to F/N a list accurately and thoroughly in one-half the time (and trauma) it would take otherwise.

And far fewer "overrepaired" pcs. ("Overrepaired" pcs are usually pcs with actual reads missed and false reads taken up. So "overrepair" is really "misrepaired" or "not repaired.")

This is metering at its best and most accurate. We now expect the best and most accurate metering from the auditor who is in the business of F/Ning prepared lists.

L. Ron Hubbard
Founder

Alphabetical List of Titles

Chronological List of Titles

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