

Philadelphia Doctorate Course

Life Designs

FLAG ONLY  
Advanced Courses

NEA for OTS Completion

CONFIDENTIAL

[ \_\_\_\_\_ ]

NAME: \_\_\_\_\_

POST: \_\_\_\_\_

DATE STARTED: \_\_\_\_\_ DATE COMPLETED: \_\_\_\_\_

PREREQUISITES: ~~NEA for OTS completion~~  
The student has  
S/A OR to do this course  
Competent Solo Auditor. Can recognize FN's and fly rod  
(Solo Baum Up to be done ~~previously~~)  
MMA gives Ethics clearance to do course.  
Not PTS  
Good ethics record  
Student has been R-factored that this is  
a confidential course and full  
accuracy is to be kept in on it.

LENGTH OF COURSE: ~~1 hour~~ weeks full time

STUDY TECH: Full application of all Study Tech per the Student  
Hat must be used throughout this course.

MATERIALS: The student is to obtain his own materials for use  
on this course. He will need:  
The December Lecture Charts of L. Ron Hubbard  
Science of Survival (with Chart of Human Evaluation  
Scientology 0-8  
Dianetics and Scientology Technical Dictionary  
Creation of Human Ability  
Scientology 8-80  
Fundamentals of Thought  
Scientology: 8-8008  
Handbook for Prelearns (with Chart of Attitudes)  
Self Analysis  
Phoenix Lectures

PURPOSE: To train a pre-OT on being OT and to refamiliarize  
him with his abilities as an OT.

CERTIFICATE: The graduate of this course

NOTE: 1. Throughout the duration of the course the student is  
to apply the data he is learning in life. Write up  
any experiences you have in applying the data and  
turn them in to the supervisor.

2. At the end of the course, the student will be doing some drills based on the lectures. These drills will be done Solo. So the actual details of doing the steps of Standard Operating Procedure should be noted accurately and fully understood by the student as he listens to the tapes, as he will need this data to put it into application at the end of the course.
3. Above all, accept this data as halting on being an OT. Relate the theory to your experience. Think of examples. Try it out. Use other people when you need to, to make a datum more real to yourself. You are not going to hurt yourself with this data, so enjoy it and use it. Here's to a higher level of cause and certainty for you.

PART ONE

THEORY

A. KEEPING SCIENTOLOGY WORKING

- |    |                   |                             |       |       |       |
|----|-------------------|-----------------------------|-------|-------|-------|
| 1. | HCO PL 7 Feb 65   | Keeping Scientology Working | _____ | _____ | _____ |
| 2. | HCO PL 17 June 70 | Technical Degrades          | _____ | _____ | _____ |
| 3. | HCO PL 14 Feb 65  | Safeguarding Technology     | _____ | _____ | _____ |
| 4. |                   |                             | _____ | _____ | _____ |
| 5. |                   |                             | _____ | _____ | _____ |

B. TRAINING DRILLS

- |    |                 |  |       |       |       |
|----|-----------------|--|-------|-------|-------|
| 1. | HCOB 16 Aug 71R | Training Drills <sup>RC</sup> Modernized | _____ | _____ | _____ |
| 2. | HCOB 8 Dec 74   | TR O Notes on Blinking                   | _____ | _____ | _____ |
| 3. | HCOB 2 June 71  | Confronting                              | _____ | _____ | _____ |
| 4. | HCOB 24 May 68  | Coaching                                 | _____ | _____ | _____ |
| 5. |                 |  | _____ | _____ | _____ |
| 6. |                 |  | _____ | _____ | _____ |

TR DRILLS

- |        |         |       |       |       |          |       |       |       |
|--------|---------|-------|-------|-------|----------|-------|-------|-------|
| DRILL: | OT TR O | _____ | _____ | _____ | TR 2     | _____ | _____ | _____ |
|        | TR O    | _____ | _____ | _____ | TR 2 1/2 | _____ | _____ | _____ |
|        | TR O BR | _____ | _____ | _____ | TR 3     | _____ | _____ | _____ |
|        | TR 1    | _____ | _____ | _____ | TR 4     | _____ | _____ | _____ |

C. AUDITOR'S CODE

- |    |                     |   |       |       |       |
|----|---------------------|---|-------|-------|-------|
| 1. | HCO PL 14 Oct 68R   | The Auditor's Code  | _____ | _____ | _____ |
| 2. | Look up and define: | (in Tech Dictionary <i>using Sen Axioms</i> )                 | _____ | _____ | _____ |
|    |                     | End Phenomena   | _____ | _____ | _____ |
|    |                     | Win   | _____ | _____ | _____ |
|    |                     | Ability Gain  | _____ | _____ | _____ |
|    |                     | Certainty   | _____ | _____ | _____ |
|    |                     | Release (particularity definition #4)                         | _____ | _____ | _____ |
|    |                     | <i>(cognitive)</i>  | _____ | _____ | _____ |
| 3. | <u>DEMO:</u>        | How you would know when to end off doing a drill on yourself. | _____ | _____ | _____ |
| 4. |                     |   | _____ | _____ | _____ |
| 5. |                     |   | _____ | _____ | _____ |

*Matter  
Energy  
Space  
Time  
Motion  
Reality  
Cause*

D. ORIENTATION TO THE P.D.C. DATA

- |    |   |       |       |       |
|----|---|-------|-------|-------|
| 1. | Study the Dianetic Axioms (in <u>Scientology</u> 0-8).                          | _____ | _____ | _____ |
|    | DEMO each Axiom as you study it.  | _____ | _____ | _____ |
| 2. | <u>BOOK:</u> <u>Science of Survival</u> , Book I (if not read <i>not read</i> ) | _____ | _____ | _____ |
| 3. | <u>CLAY DEMO:</u> The Theta-Mest theory   | _____ | _____ | _____ |

4. DRILL: List five people you know well, and using the data from Science of Survival, Book 1, find where each is on the Tone Scale. Write up your observations and conclusions. Continue this drill if needed until you feel confident with it. \_\_\_\_\_
5. Supplement No. 3 to Science of Survival "MEST Processing" (Tech Vol. I, page 188). \_\_\_\_\_
6. DEMO: The theory of MEST Processing \_\_\_\_\_
7. D.A.B. Volume 2, No. 8 Feb. 1952 "Cause and Effect" (Tech Vol. I, page 208). \_\_\_\_\_
8. DEMO: Showing examples from your own experience, demo: "Life...is an interplay of cause and effect." \_\_\_\_\_
9. J.O.S. Issue 7-G (late Nov. 1952) "Sanity Needs Creation-Destruction Balance" (Tech Vol. I, page 293) \_\_\_\_\_
10. DEMO: How you can use this data to spot aberrated subjects and viewpoints. \_\_\_\_\_
11. Look up and define: Operating Thetan" \_\_\_\_\_
12. DEMO: An O.T. \_\_\_\_\_
13. ICOB 30 July 1973 Scientology, Current State of the Subject and Materials \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

E. THE PHILADELPHIA DOCTORATE LECTURES

NOTE: You will need to have a copy of The December Lecture Charts of L. Ron Hubbard near you as you listen to these lectures. Refer to his drawings as he lectures.

NOTE: In the course of the lectures that follow, LRH occasionally gives the class a drill to do during the lecture. You are to do these drills as you listen to the tape.

NOTE: Take good notes on doingsness details of the procedures for the Standard Operating Procedure levels, for later reference.

1. PDC TAPE 1
- a. Look up in Tech Dictionary and

*clear fully*

- Beingness
- Theta
- Theta Clear
- Ded-Dedexes
- Technique 88
- Mock Up
- Creative Processing

- b. TAPE: 5212C01 - PDC 1 Scientology: How to Understand and Study It. \_\_\_\_\_

- c. Look up and define: Knowingness \_\_\_\_\_
- Knowledge \_\_\_\_\_

- d. DEMO: "It's actually a dirty trick to make a Theta Clear out of somebody without passing him the data that should go with it." \_\_\_\_\_

- e. ESSAY: Give an example of some situation you have encountered where more data about life would have enabled you to handle it better. \_\_\_\_\_

- f. DEMO: The difference between "natural law" and "the agreement which made the 'natural law'." \_\_\_\_\_

- g. DRILL: Walk around looking at people and notice how their bodies identify them to you, to a win. \_\_\_\_\_
- h. DRILL: Think of a time when you felt you had to win at something, and lost. Think of a time when you weren't worried about whether you won or lost, and won. Write down what you thought of. Take the drill to a win. \_\_\_\_\_
- 1. HCOB 26 Oct 70 \_\_\_\_\_
- Iss III Obnosis and the Tone Scale \_\_\_\_\_
- j. DRILL: With a twin, practice "observing the obvious" about things and people, per the HCOB, until you are able to do it easily and have had a win on it. \_\_\_\_\_
  
- 2. PDC TAPE 2
- a. Look up in the Tech Dictionary and define:
  - Ridge \_\_\_\_\_
  - effort \_\_\_\_\_
  - Emotion \_\_\_\_\_
  - Counter-effort \_\_\_\_\_
  - Ethics \_\_\_\_\_
  - Morals \_\_\_\_\_
- b. TAPE: 5212C01 - PDC 2 E-Meter: Description, Demonstration \_\_\_\_\_
- c. CLAY DEMO: A body with ridges \_\_\_\_\_
- d. DEMO: The relationship between density of ridges and the degree of association or identification manifested in thought. \_\_\_\_\_
- DRILL: With a twin, have a brief conversation in which no statement relates to any other statement made, until you are more aware of disassociation. \_\_\_\_\_
- DRILL: Recall a few times when you or someone else was having trouble because you or that person was assuming two things were the same when they weren't. Do this until Association is more real to you. \_\_\_\_\_
- g. DRILL: Write an essay "proving" with "logical" reasoning the statement that "All horses sleep in beds". \_\_\_\_\_
- h. DRILL: Take two objects that are very similar (such as two blue pens, or two "identical" buttons) and notice all the differences you can find between them, to a win. \_\_\_\_\_
- i. DEMO: Why a willingness to both create and destroy is necessary to sanity. \_\_\_\_\_
- j. DEMO: The difference between ethics and morals. \_\_\_\_\_
  
- 3. PDC TAPE 3
- a. TAPE: 5212C01 - PDC 3 Creative Process, Demonstration of E-Meter Auditing \_\_\_\_\_
- b. DEMO: The use of assessment on creating and destroying things on various dynamics to find something to run on Creative processing. \_\_\_\_\_
  
- 4. PDC TAPE 4
- a. Look up in Tech Dictionary and define:
  - Automaticity \_\_\_\_\_
  - Responsibility \_\_\_\_\_
- b. TAPE: 5212C02 - PDC 4 Locks, Secondaries, Engrams, How to Handle \_\_\_\_\_
- c. DRILL: Think of an area where something runs \_\_\_\_\_

automatically for you. Notice how responsible you feel for the area. Then get the idea of taking full control of the actions in that area. What happens to your feeling of responsibility? Think of an area where you are in full control. How much of that area runs automatically? Continue the drill to a cog or a win.

- d. DRILL: Look around the room and notice the space and objects in it. Then get the idea of abandoning half of the things in the space. What happens to your awareness? Recall a time you did abandon a space or object. What happened to your awareness? Recall a time when you did take control of a larger sphere of space and objects. What happened to your awareness then? Now notice how much space you normally feel you control. Assume that you have control of more space and objects than that. What happened to your awareness when you did that? Write down your observations. Continue drilling this way if you need to, to take it to a win.

5. PDC TAPE 5

- a. TAPE: 5212C02 - PDC 5 Gradient Scale of Handling Space, Energy, and Objects
- b. DRILL: Look around the MEST environment and find something that you would mock-up differently if it were in your own universe. Continue doing this until you can do it easily and feel good about it.
- c. DEMO: What leads a thetan to believe he has "lost his punch".
- d. DRILL: Put a mockup out in the center of the room and make it do something it could not do in the MEST universe (make it disobey "natural law"). Do this until you feel good about it, and can do it easily.
- e. DRILL: Look at the table. Notice your own action of putting the perception there. Look at your hand. Notice your action of putting that perception there. Touch the table and notice your own action of putting the feeling there to perceive. Continue the drill until you can do it easily.
- f. DRILL: Think of a time or two when you experienced an illusion that was very real to you. Recall if you can, your perception of matter, energy, space and time in the illusion.
- g. DEMO: The differences between Reality, Illusion and Delusion.

6. PDC TAPE 6

- a. Look up in the Tech Dictionary and define:
  - Logic
  - Axiom
  - Corollary
  - Self-determinism
  - Capability
- b. Read: The Pre-Logics (in Scientology 0-8)
- c. TAPE: 5212C02 - PDC 6 The Q: Highest Level of Knowledge
- d. CLAY DEMO: The three universes we all can experience
- e. DEMO: What is the common denominator of all three universes

- f. DEMO: What happens when you start looking for the "why?" behind an existing datum.
- g. DRILL: Move an object in physical universe space. \_\_\_\_\_
- h. DRILL: Mock up a space in front of you. Put an object in that space (a mock up) and move the mock up in that space until you know you have done it. \_\_\_\_\_
- i. DRILL: Pull in your anchor points so the most space in the room around you looks flat. Put the points back out and view depth. Do the same thing for some space of your own creation. Make it flat, then three-dimensional by moving anchor points. Do this until it is easy for you. \_\_\_\_\_
- j. DRILL: Walk around outside and observe the self-determinism at work in many different life forms, to a cog. \_\_\_\_\_
- k. DRILL: List some self-determined actions you have taken recently, to a win. \_\_\_\_\_
- l. DRILL: List some reactions you have observed in the past when you have accidentally or deliberately interrupted the self-determinism of another being. Do this to a cog. \_\_\_\_\_
- m. CLAY DEMO: Q-1 \_\_\_\_\_
- 7. PDC TAPE 7
- a. Look up in Tech Dictionary and define:
  - Postulate \_\_\_\_\_
  - Consideration \_\_\_\_\_
  - Create \_\_\_\_\_
- b. TAPE: 5212C02 - PDC 7 A Thetan Creates by Postulates: Q-2 \_\_\_\_\_
- c. DEMO: How it is that cause is in the future and is an effect of the present. \_\_\_\_\_
- d. DRILL: List some future conditions you are creating by present actions. Cover each dynamic. Do it to a cog. \_\_\_\_\_
- e. CLAY DEMO: A postulate. \_\_\_\_\_
- f. DEMO: Show with examples the difference between associative stimulus response postulates and a theta postulate. \_\_\_\_\_
- g. DRILL: Think up many reasons why you should do some simple action. Then do it. Then just arbitrarily decide to do an action and carry it through. Notice the difference in your own feelings about the two actions. Repeat the drill as needed, to a win. \_\_\_\_\_
- h. DEMO: What happens if a thetan insists on facing and handling MEST, and constantly looking to MEST for agreement as to what is. \_\_\_\_\_
- i. CLAY DEMO: Q-2 \_\_\_\_\_
- 8. PDC TAPE 8
- a. Look up and clear: (in Glossary of Creation of Human A
  - Static \_\_\_\_\_
  - Theta \_\_\_\_\_
  - Thetan \_\_\_\_\_
  - Orientation point \_\_\_\_\_
  - (in Tech Dictionary)
  - Space \_\_\_\_\_
  - Time \_\_\_\_\_
  - Energy \_\_\_\_\_
  - Object \_\_\_\_\_
  - (in regular dictionary)
  - Location \_\_\_\_\_

- b. TAPE: 5212C03 - PDC 8 The Track of Thetan/GE --  
Space/Time \_\_\_\_\_
- c. CLAY DEMO: The mechanism by which wanting  
sensation pulls the thetan down into  
the body. \_\_\_\_\_
- d. DEMO: How it comes to be that someone elects  
his environment as cause and himself  
as effect. \_\_\_\_\_
- e. Look up in Tech Dictionary and define: Flow \_\_\_\_\_
- f. DRILL: Look over your body and list out the  
one-way flows you can discover coming  
into the body, to a cog or a win. \_\_\_\_\_
- g. DEMO: What occurs when a flow goes too long  
in one direction \_\_\_\_\_
- h. DEMO: Show some examples of times in your  
life when you have outflowed or  
inflowed as a one-way flow, too long  
in that direction. What occurred? \_\_\_\_\_
- i. DEMO: The mechanism by which pain can  
interiorize a thetan who is operating  
a body from outside it. \_\_\_\_\_
  
- 9. PDC TAPE 9
- a. BOOK: Scientology: 8-80 Chapters 1 and 2 \_\_\_\_\_
- b. DEMO: What is a facsimile \_\_\_\_\_
- c. DEMO: How a thetan reactivates a facsimile  
in thinking. \_\_\_\_\_
- d. DEMO: The mechanics of reactivation \_\_\_\_\_
- e. READ: 8-80, Chapter 3 \_\_\_\_\_
- f. DEMO: How a facsimile "hangs up" \_\_\_\_\_
- g. READ: 8-80, Chapters 4 and 7 \_\_\_\_\_
- h. DEMO: How aesthetic wavelengths could be  
used to aberrate a being; \_\_\_\_\_
- i. Look up in Tech Dictionary and define:  
Tractor beams \_\_\_\_\_  
Pressor beams \_\_\_\_\_
- j. TAPE: 5212C03 - PDC 9 Anatomy of  
Processing: Energy Phenomena -  
Sensation \_\_\_\_\_
- k. CLAY DEMO: A body. \_\_\_\_\_  
Add to it: The G.E.'s ridges \_\_\_\_\_  
Add to it: The thetan \_\_\_\_\_  
Add to it: The thetan's ridges \_\_\_\_\_  
Point out: The reactive mind, where it  
is shown in the Clay Demo \_\_\_\_\_
- l. DEMO: How a thetan uses ridges around the  
head to think with \_\_\_\_\_
- m. DEMO: How it is that a thetan could "think"  
without using facsimiles or ridges \_\_\_\_\_
- n. DEMO: How it is that a thetan can  
communicate through a body even though  
it is "six universes away". \_\_\_\_\_
  
- 10. PDC TAPE 10
- a. TAPE: 5212C03 - PDC 10 Specific Parts of  
Self-Determinism; Spacation \_\_\_\_\_
- b. DEMO: How fear of force results in slavery \_\_\_\_\_
- c. CLAY DEMO: "Reason which exists to go up from  
the level of force must first be able  
to confront force. Only then can such  
reason take responsibility for those  
things which reason alone can produce." \_\_\_\_\_
- d. DRILL: List out some "reasonable" solutions  
you have seen, or heard of, or read about,  
which were actually efforts to escape  
force. To a cog. \_\_\_\_\_
- e. DRILL: Think of times when you were able to be  
responsible for force in some situation  
and therefore did not have to use it.  
To a cog. \_\_\_\_\_

- f. ESSAY: On what's wrong with this universe. Give examples from your own experience. \_\_\_\_\_
- g. DEMO: Why giving MEST to someone whose self-determinism is already low further degrades him. \_\_\_\_\_
- h. DEMO: Why a thetan must be able to create space to achieve freedom \_\_\_\_\_
- i. HCOB ~~May 68~~ Upper Indec TR's \_\_\_\_\_
- j. BTB ~~22 May 2004~~ TR-A Clarification \_\_\_\_\_
- k. DRILL: TR s 6 \_\_\_\_\_  
7 (done very rough) \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_

11. PDC TAPE 11

- a. TAPE: 5212C04 - PDC 11 Spacation: Energy Particles and Time \_\_\_\_\_
- b. DEMO: The idea that you are looking at the environment from a secondary viewpoint and that somebody must have given it to you. \_\_\_\_\_
- c. DRILL: Notice a corner of the room you are in. Get the idea that the corner is the origin point of the space in the room and that you are at a coordinate point in that space. Then get the idea that you are at the origin point of the space in the room and the corner is at a coordinate in that space. Then get the idea that there is an unknown point of origin of the space of the room and that it is at some distance from the room and both you and the corner are at coordinate points in that space. Do this until it is very real to you and easy to do. \_\_\_\_\_
- d. DRILL: Get the idea that there is an unknown, distant origin point for the space this planet is in, until it is easy to do. \_\_\_\_\_
- e. DRILL: "Just think of this as the thought to yourself right now, I am the origin point for the whole MEST universe." To a win. \_\_\_\_\_
- f. DRILL: Without consciously mocking up any space for it put a mockup of a doll in front of you. Notice its quality. Then get rid of it. Then create some space in front of you. Then put a new mockup of a doll in that space. Notice any differences in this mockup from the first one you did. Get rid of the mockup. Continue the drill until it is easy to do. \_\_\_\_\_
- g. DEMO: The relationships between point of origin, viewpoint of dimension, and anchor points. Show how these make possible the perception of motion. \_\_\_\_\_
- h. DRILL: Spot a few objects to use as anchor points in the room, then walk slowly across the room and observe these principles of perception of motion for yourself. Do this until it is easy to do. \_\_\_\_\_

12. PDC TAPE 12

- a. TAPE: 5212C04 -- PDC 12 Spacation: Locating, Space, Time \_\_\_\_\_
- b. CLAY DEMO: Do a large clay demo showing where you are at this moment, and every dwelling you have lived in this lifetime, in their correct spacial orientation one to the other. \_\_\_\_\_



- c. **DRILL:** Take note of what points you are now using to orient yourself in the room. Then change those points to some others -- orient yourself by other points or objects than the ones you have been using. Then put out some anchor points of your own and orient yourself in a space of your own creation. Then orient yourself in the physical universe space using its points. Continue alternating these two until you can do it with certainty and have had a win.
- d. **DRILL:** Spot some locations you are familiar with, a long distance from where you are. Orient yourself by those locations in present time, to a win.
- e. **DEMO:** What loss of terminals does to a person's ability to produce force.

13. **PDC TAPE 13**

- a. **TAPE:** 5212C04 - PDC 13 Spacation: Anchor Points, Origin  
 Note: Take good notes on the procedure for running the Tone Scale on a mockup.
- b. **DEMO:** "Anchor points then are assigned or agreed-upon points of boundary which are conceived to be motionless by the individual."
- c. **DRILL:** Look at something moving by you while you sit or stand still. First conceive yourself to be unmoving and watch its motion. Then conceive it to be still and perceive your own sensation of motion. Do this until it is easy to do.
- d. **DRILL:** Look at a person or thing near you. Get the idea of the generally agreed-upon feeling about such things. Then put that feeling into the thing, then feel it back. Do it until you are sure you are doing it and have had a win.
- e. **DRILL:** Now look at an object and put an emotion of your choice into it, then perceive the emotion you put into it, until it is easy to do.
- f. **DRILL:** Mock up something out in front of you, then put an emotion into it, then feel the emotion. Do this until you feel good about it.
- g. **DEMO:** what is time?
- h. **CLAY DEMO:** Past, present and future in relation to "have" and "have not" of objects.

14. **PDC TAPE 14**

- a. Look up in Tech Dictionary and define: Logic
- b. **READ:** The Logics (in Scientology 0-8)
- c. **TAPE:** 5212C04 - PDC 14 - The Logics: Methods of Thinking
- d. **DEMO:** Each Logic
- e. **DEMO:** Why the Logics would not necessarily apply to all universes
- f. **DRILL:** Write down a few statements that would be considered socially proper. To each one, add the additional positive or negative statement which, if included, shows the statement to be a "maybe". Take it to a win.
- g. **DEMO:** The difference between knowledge for a homosapiens and knowledge for a thetan.

- h. CLAY DEMO: What is "Knowing how to know". \_\_\_\_\_
- i. DEMO: How a being can be trapped by MEST if he doesn't know how to know. \_\_\_\_\_
- j. DEMO: The procedure for investigating an area by dealing in certainties. \_\_\_\_\_
- k. DRILL: Take an area of confusion or "maybe" or indecision in your life. Write down one or more things in that area of which you are certain. Do this on various areas, to a win. \_\_\_\_\_
- l. DEMO: How dealing in uncertainties will result in succumb. \_\_\_\_\_
- m. DEMO: "A datum is anything which proceeds from a postulate. \_\_\_\_\_
- n. DRILL: Look around the room and list ten data about the room. \_\_\_\_\_
- o. DRILL: Define "a human being" by each of the types of definition given in Logic 5. \_\_\_\_\_

15. PDC TAPE 15

- a. Look up in Tech Dictionary and define:
  - absolute (regular dict.) \_\_\_\_\_
  - value ( " " ) \_\_\_\_\_
  - infinity ( " " ) \_\_\_\_\_
  - Infinity Valued Logic \_\_\_\_\_
  - Gradient Scale \_\_\_\_\_
- b. TAPE: 5212C04 - PDC 15 The Logics: Infinity Valued Logic \_\_\_\_\_
- c. DRILL: Look at a Periodic Chart of Elements (there may be one in your regular dictionary). Note the gradient scale of matter it describes. \_\_\_\_\_
- d. DRILL: Have a twin pretend not to see a book you show him. Convince him that it is there by getting him to agree on a gradient. Do it until you feel good about being able to do it. \_\_\_\_\_
- e. DRILL: Put a book on the floor. Then put it on the table. Then try to balance it half on and half off the table -- notice the amount of action you get at the point of near balance -- the "maybe". \_\_\_\_\_
- f. DRILL: Spot things you have to do to stay in ARC with homosapiens, that you know yourself to be wrong, to a cog. \_\_\_\_\_
- g. CLAY DEMO: An example of a gradient scale. \_\_\_\_\_
- h. DRILL: Think of some area where you are not as successful as you would like, and write out how that area could be improved on a gradient scale. Do it with other areas as needed until you feel confident that you can do it. \_\_\_\_\_

16. PDC TAPE 16

- a. BOOK: Read Chapters 2 and 3 of Fundamentals of Thought. \_\_\_\_\_
- b. DEMO: A cycle of action \_\_\_\_\_
- c. DEMO: The actual cycle of action \_\_\_\_\_
- d. DEMO: The two ways to stop any creation. \_\_\_\_\_
- e. TAPE: 5212C05 - PDC 16 Cycles of Action \_\_\_\_\_
- f. DRILL: Postulate a particle as something without mass. Then postulate that it has mass. Repeat as needed to \_\_\_\_\_
- g. DEMO: The cycle from space through particles, action, solidity to matter and objects. \_\_\_\_\_
- h. CLAY DEMO: Matter is a condensation of space. \_\_\_\_\_

- i. **DRILL:** Recall a time you were in a very cramped space and notice how much action was possible there. Then recall a time you were involved in a lot of action. Notice how much space there was then. Repeat as needed to a win.
  - j. **DRILL:** Look at a piece of matter. Notice how many particles there are per unit of space, compared to the air surrounding it.
  - k. **SEE:** The Table of Relationships at the end of the Chapter in Scientology: 8-8008 called "Affinity, Communication and Reality".
  - l. **DRILL:** Take something you know that fits one of the items in any of the columns of the Table of Relationships. Then relate it in terms of at least two other items in that same column. Continue doing this until you have a good grasp on how these cycles are related to each other.
17. **PDC TAPE 17**
- a. **SEE:** The Tone Scale on page 75 of Scientology: 8-8008
  - b. Look up in a good dictionary and define:
    - Harmonic
  - c. **SEE:** The Hubbard Chart of Attitudes (in Handbook for Preclears)
  - d. **TAPE:** 5212C05 - PDC 17 The Tone Scale: Moving Pc Up the Scale
  - e. **DRILL:** Write out several examples of how you could move someone up the Tone Scale by gradually reversing a cycle of action with them. (Use any of the cycles given on the Table of Relationships in 8-8008.)
  - f. **SEE:** The Chart of Human Evaluation in Science of Survival.
  - g. **DRILL:** Spot someone you know on the Tone Scale, using the Chart of Attitudes and the Chart of Human Evaluation. Then write an essay on what you could predict of his behavior based on the charts. Repeat, using other people, until you have a good grasp on the data, and have had a win.
  - h. **DRILL:** Take the list of people you used in the last drill, and now, with a twin, practice "being" those people, one at a time, expressing their attitudes and emotional tone, until you have a win and are able to do it well.
  - i. **DRILL:** Look over the first column of the Table of Relationships and compare it to the top of the Chart of Attitudes. Then look over the middle column of the Table of Relationships and compare that to Tone 20 on the Chart of Attitudes. Then look over the third column of the Table and compare it to the bottom of the Chart, until you have a good reality on the relationship between the Tone Scale and the cycle of action.

18. PDC TAPE 18
- a. BOOK: Read Chapter 10, Scientology 8-80
  - b. DEMO: The patterns of wave flow
  - c. TAPE: 5212C05 - PDC 18 Condition of Space, Time, Energy
  - d. CLAY DEMO: Show the relationship between Be-Do-Have, Space-Energy-Time, and the Tone Scale
  - e. DEMO: How Scientology reverses the cycle of action of the MEST universe
  - f. DEMO: Why you become effect of your own cause if you do not postulate what effect you are trying to achieve
  - g. DRILL: Take the various areas of activity you are engaged in and write down a statement of what you are trying to do in each area, to a win.
  - h. DRILL: Get a twin to have you repeat your own name over and over until it has desensitized and you have had a win.
  - i. DEMO: A, R and C as energy manifestations
  - j. DEMO: What would be the difference between a ridge high on the Tone Scale and a Ridge lower on the Tone Scale?
  - k. DRILL: Look over the Tone Scale and identify several of the tones as flows, dispersals or ridges. Find a flow that is an outflow (disagreement). Find one that is an inflow (agreement). Do this until this data on the Tone Scale is real to you.
  - l. DRILL: By Two Way Communication, find out from someone an area of his life in which he is near the bottom end of one of the cycles of action from the Table of Relationships, and doesn't want to be there. Estimate his emotional tone on that subject, without telling him your estimate. Then with two way comm help him up toward the middle of the cycle (for instance, if he is stopped, help him see something he could move, or change in that area) and work it out until you are satisfied that he has achieved a rise in Tone in regard to that subject.
19. PDC TAPE 19
- a. TAPE: 5212C-6 - PDC 19 Axioms and Logics: Further Data
  - b. DEMO: How "natural law" in the Mest Universe comes to be.
  - c. DEMO: What occurs when the thetan tries to make new postulates against past agreements he still holds.
  - d. ESSAY: On what is the liability of looking in the MEST universe for the answers to the MEST universe. Give examples.
  - e. DRILL: Go around and look at people. With each one, get an idea of what he is likely to be most certain of at present. Then get the idea of attaining in him a higher level of truth toward his true capabilities. Get the idea of his getting up toward a higher self determinism, freer, more of an individual. Do this until you feel very good about it.

20. PDC TAPE 20

- a. TAPE: 5212C06 - PDC 20 Formative State of Scientology. Definition of Logic.
- b. DEMO: The difference between the progressive agreement that made the MEST universe and the progressive similarity which is logic.
- c. DEMO: Why being "logical" about it would never take a thetan out of the MEST universe.
- d. DEMO: Why an individual goes up tone as he begins to be able to disagree with the MEST universe.
- e. CLAY DEMO: BE-DO-HAVE in relationship to Differentiation-Association-Identification.
- f. DRILL: Think of something that you feel you must have. Then list out its parts as specifically as you can. Then think of something you feel you cannot be. List out the parts of it as specifically as you can. Get the subjects differentiated from other subjects and within themselves. Continue this to a win.

21. PDC TAPE 21

- a. Look up in Tech Dictionary and define:  
Automaticity  
Randomity
- b. TAPE: 5212C08 - PDC 21 ARC/Cycles: Theory and Automaticity
- c. DEMO: How failing to take responsibility for something gives one randomness.
- d. ESSAY: Give some examples of how any time anything is done for one there is an incapability demonstrated for one.
- e. DRILL: Mock up being very busy and productive and have a twin come over and sympathize and try to get you to take a rest. Handle the twin however you must until you can feel certain that you do not have to agree to someone else's "reasons" why you shouldn't use energy, and you have no emotional reactions to the drill.
- f. DEMO: A harmful automaticity
- g. DFMO: An "allowable" automaticity
- h. DRILL: List out some automaticities you have on each dynamic, to a cog.

22. PDC TAPE 22

- a. TAPE: 5212C08 - PDC 22 More on Automaticity
- b. DEMO: The relationship between self-determinism, beingness and automaticity
- c. DEMO: Why it is important for a thetan to learn to communicate without the body
- d. CLAY DEMO: The cycle from communicating by postulate, down to communicating with energy, down through fear of using any force.
- e. DEMO: Why a person has to learn how to use energy to recover his beingness
- f. DRILL: ~~Each person turns~~ turns drilling each other on exercising beams while still in the body, per the tape. (eg: holding the body still, use all the mechanisms necessary to move the head, or shrug the shoulders, and so forth.) Do it until he can get the full sensation of the motion without moving the body. Keep it up.

8. DRILL: For the tape, try "Fishing through the ether" and taking the viewpoint of another person and find out how they are perceiving life. "Just make a test of it and then you know what their emotion, or feeling or idea is about life." Do it to a win. Write it up for the supervisor.
23. PDC TAPE 23 TAPE: 5212C08C - PDC 23  
ARC, Force, Be/Do/Have
- a. BOOK: Read Chapter 5 of Fundamentals of Thought, "The A-R-C Triangle".
- b. CLAY-DEMO: "The only way an individual can be held into this universe is by a conviction that he cannot handle energy."
- c. DEMO: Why it is that you have to be able to have an unlimited quantity of force before you can pass over into a high band of ethic.
- d. DRILL: Go outside and look around at MEST that has been shaped by someone's idea. Look at the force in the mest itself. Then look at the beauty put into it by a thetan. Do this until you feel good about it.
- e. READ: The section called "Patterns of Energy" on page 48 of Scientology: 8-8008.
- f. DEMO: The difference between affinity out of this universe and affinity in this universe as an energy manifestation.
- g. DEMO: The difference between an energy characteristic and the wavelength of the energy.
- h. DEMO: The relationship between the energy wavelength the thetan prefers and his emotional tone.
- i. DRILL: Go out and observe the manifestations of energies of many different wavelengths, to a win.
- j. DEMO: How an energy of the same wavelength could get more solid as a person went down tone scale and his space contracted.
- k. DEMO: What differences you would expect between the perceptions of a high toned and a low toned person.
- l. DEMO: How unwillingness to use force cuts down perception.
24. PDC TAPE 24
- a. TAPE: 5212C09 - PDC 24 What's Wrong With This Universe: A Working Package for Auditor
- b. DEMO: How this universe is rigged to make every win a lose. Show the mechanics of it.
- c. DRILL: Write down some examples you have observed, of times someone has tried to put some "higher quality" into the MEST universe and has been crushed by force in one form or another, to a cog.
- d. DRILL: Write down several examples you have seen of, "those people who best approximate the modus operandi of the MEST universe in methods of control are the most successful in the MEST universe." To a cog.
- e. DRILL: Think of several examples of your own of times someone has had a success and

then the "success" turned into something 1800 off from what he had wanted, to a cognition.

- f. CLAY DEMO: "That which a person works hardest on, he winds up having." \_\_\_\_\_
- e. DRILL: Make a list of several things or conditions that you have both wanted and not wanted. Then for each one, trace it back until you can see how you devoted your own energy or effort toward creating exactly that thing, to \_\_\_\_\_
- h. DEMO: PLUS: How to not be the effect of the plus/minus game of energy in this universe. Show how you can have what you want to have in this universe. \_\_\_\_\_

25. PDC TAPE 25

- a. TAPE: 5212C09 - PDC 25 Flows: Reverse Vector of Physical Universe \_\_\_\_\_
- b. DRILL: Think of times when you were wanting to be agreed with and got instead, disagreement, to a cog. \_\_\_\_\_
- c. DRILL: Think of times when you were disagreeing and someone went into agreement with you, to a cog. \_\_\_\_\_
- d. DRILL: Think of a time you put out a "want me" beam and were rejected. Then think of a time when someone else put out a "want me" beam to you and you rejected that person. To a cog. \_\_\_\_\_
- e. DRILL: Think of a time you wanted a thing and it was taken away. Think of a time you didn't want something and got it, to a cog. \_\_\_\_\_
- f. DRILL: Get the idea that your space is very limited and tell someone that you like them with as much energy as you can. Then assume a much larger space and tell the same person you like him with as little energy as you can and still get the communication duplicated. To a cog. \_\_\_\_\_
- DEMO: There isn't anything more real than an idea. Use examples. \_\_\_\_\_

6. PDC TAPE 26

- a. TAPE: 5212C09 - PDC 26 Flows: Characteristics Of. \_\_\_\_\_
- b. DRILL: Look over the MEST in your environment. See if you can find any MEST or energy that doesn't fit in the category of "Have" or "Have Not". \_\_\_\_\_
- c. DRILL: List examples of a flow being obtained between terminals when one is relatively "plus" and the other is relatively "minus". Some of the examples should have the terminals far apart, and some should have them close together. Do this until it is easy to do. \_\_\_\_\_
- d. DEMO: Why a person feels solid when he no longer can maintain space. \_\_\_\_\_
- e. DRILL: Think of a time you gave someone a communication at one tone level and the person mistook it for another tone. What was that person's tone level? Why did that person have trouble differentiating flows? Do this to a cog. \_\_\_\_\_

- f. ESSAY: How could you use the reverse flow principle in dealing with human beings? Give some examples where knowing how energy flows work would help you create an effect you desired to create.
- g. DRILL: Get the idea that you don't have to have anything you own. Keep at it until you get the idea you could get along if you just walked away from everything you have.

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27. PDC TAPE 27

- a. TAPE: 5212C09 - PDC 27 Flows: The Part Force Bears in Clearing
- b. DEMO: The difference between backing out of flows and coming up through them to a point of being free of them.
- c. CLAY DEMO: The difference between postulate-level thought and "necessity-level thought".
- d. DRILL: Mock up a copy of an object in the room, placing the copy next to the object itself. Then change the color or shape or size of the mockup until you know it is your own creation, and not just a facsimile of the MEST object.
- e. DRILL: List out many ways in which you care for your body, to a cog.
- f. CLAY DEMO: A thetan caring for his body.
- g. CLAY DEMO: A thetan using his body.
- h. DRILL: Decide to use your body to do something then do it. Continue doing this to a win.
- i. DRILL: Write down some examples of MEST in an area then requiring more MEST to keep it operating, to a cog.
- j. DEMO: How a thetan can use energy in this universe without failing -- and, without experiencing backflash from his own energy.

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28. PDC TAPE 28

- a. TAPE: 5212C09 - PDC 28 Flows: The Part Force Bears in Clearing.
- b. DRILL: Put many different objects into a container. Note how much volume of space they occupy. Now sort them out into types of object -- differentiate them in some way. When you are through, look at how much space they are taking up.
- c. DEMO: The scale of differentiation/association/identification in terms of particle per unit space.
- d. DRILL: Recall a time you started something. Notice the depth of the picture. Then recall a time something stopped. Notice the depth of the picture. Write down your observations. Repeat this drill until it is very real to you.

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29. PDC TAPE 29

- a. Look up and define: Justice
- b. TAPE: 5212C10 - PDC 29 Flows: Patterns of Energy
- c. DEMO: Why justice can seem to be on the side of an outlaw.

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- d. DEMO: What is happening when someone seems to demand that you punish them.
  - e. CLAYMO: What degradation is.
  - f. CLAYMO: Someone at the top of the scale operating by his own authority.
  - g. DRI: Beg a twin for permission to be there, to a cog
  - h. DRI: Tell your twin to do something, by assuming the right to make him do it. Don't give any explanations. Do this until none of his demands or objections or insults shake your own competence to get it done without his permission.
  - i. DRI: Put out eight anchor points and make a cube. Hold that space for awhile until you feel good about it.
30. PDC 30
- a. TAPE S212C10 - PDC 30 Flows: Rate of Change, Relative Size, Anchor Points
  - b. DRI: Get an idea of how big your concept of yourself would have to be for you to consider a car to be a light weight. Then get an idea of how big your concept of yourself would have to be to consider a typewriter a light weight. Then get an idea of how big your concept of yourself would have to be to consider this planet a light weight. Take this to a win.
  - c. CLAY MO: How your universe could be taken over by the MEST universe
  - d. DEMO: How you can establish coincidence of pace with, and communication with, someone at a distance from your body.
  - e. DEMO: What occurs to someone's memories of past lives once he has accepted MEST universe anchor points. Show why memories can return when one goes back to a former MEST location.
  - f. CLAY DEMO: "Your time for action is NOW and ILL HAVE."
  - g. DEMO: What it would take to alter events in the past.
  - h. DEMO: A group that is "just a bunch of units"
  - i. DEMO: A powerful group and what makes it that way.
  - j. DEMO: How it can be that someone could be affected by flows even though they don't exist.
  - k. DEMO: How a mockup would be done by a theta high on the scale without USING energy. How would it become perceptible to others?
  - l. DEMO: The difference between agreeing to something and making an agreement take place.
31. PDC TAPE 31
- a. TAPE: S212C10 - PDC 31 Flows: Basic Agreement and Prove It!
  - b. DRILL: See if you can spot times when you had to convince someone that you were working, not playing. Spot in that incident your agreement that there was such a thing as work, to a cog.

- c. DEMO: What is the "value" in agreeing to the existence of pain and penalty \_\_\_\_\_
  - d. DEMO: Why the space in which a flow keeps flowing tends to contract \_\_\_\_\_
  - e. DRILL: Write out some examples from YOUR OWN experience of times when flows took place and the space was not increased accordingly, and solidity was the result. To a copy \_\_\_\_\_
  - f. DRILL: List out some of the ways MEST "proves" to you that flows are dangerous and that you are the effect of them to a cog \_\_\_\_\_
  - g. DEMO: Why it is easier for people to change the future than to change the past \_\_\_\_\_
  - h. ESSAY: Describe how your life might be different if you were to fully have the attitude in every area of every dynamic, that you want to live, that you are willing to use your beingness in all the living there is to do. \_\_\_\_\_
  - i. CLAY DEMO: Why a being has to want this universe to get out of it. \_\_\_\_\_
32. PDC TAPE 32
- a. Look up and define: Rarefaction  
Condensation \_\_\_\_\_
  - b. TAPE: 5212C10 - PDC 32 Flows, Dispersals, and Ridges \_\_\_\_\_
  - c. CLAY DEMO: The pattern of a rarefaction-condensation flow of particles and what happens to it when it is stopped \_\_\_\_\_
  - d. DEMO: What must a person be doing to have ridges around his body? \_\_\_\_\_
  - e. DRILL: Think of several examples you have observed of aesthetics applied to lower emotional tones (such as aesthetic anger or an aesthetic apathy). Do this until it is more real to you. \_\_\_\_\_
33. PDC TAPE 33
- a. Look up and define: Matrix  
Genetic Entity \_\_\_\_\_
  - b. TAPE: 5212C10 - PDC 33 Anatomy of the Genetic Entity \_\_\_\_\_
  - c. DEMO: What happens when someone gets "reasonable" with his body \_\_\_\_\_
  - d. DEMO: How the body is handled with electrical potentials \_\_\_\_\_
  - e. CLAY DEMO: How a thetan can snap into the body when he reaches into it for some sensation or perception \_\_\_\_\_
  - f. DRILL: Commanding your body to move and getting compliance, to a win. \_\_\_\_\_
34. PDC TAPE 34
- a. TAPE: 5212C11 - PDC 34 8-8008. Understanding the Phenomena \_\_\_\_\_
  - b. DEMO: Why addressing structure and ignoring function will not resolve a chronic condition. Give an example from your own experience that demonstrates this. \_\_\_\_\_
  - c. CLAY DEMO: How it is that agreement with the MEST universe in terms of scarcities and enforcements both end up in shortage of the thing for the being. \_\_\_\_\_

- d. DEMO: How having to have something that is scarce keeps one in the MEST universe \_\_\_\_\_
- e. DEMO: "An agreement would be his co-postulating or his agreement with someone else's postulate." \_\_\_\_\_
- f. DRILL: With a twin, make a simple co-postulate and notice that you have made an agreement. Take it to a win. \_\_\_\_\_
- g. DRILL: Make a list of various things you consider you would lose if you went out of agreement with the MEST universe, to a cog. \_\_\_\_\_
- h. DRILL: List five things you had in the past and no longer have. List five things you now have. List five things you are likely to have in the future that you do not now have. Do this until the relationship between time and having-ness is more real to you. \_\_\_\_\_
- i. DEMO: How "time" makes things disappear \_\_\_\_\_

35. PDC TAPE 35

- a. TAPE: 5212C11 - PDC 35 The DEI Scale \_\_\_\_\_
- b. DRILL: Write out an example from your own experience of a complete cycle of desire to enforce to inhibit regarding some thing, down to a point where you felt it was impossible to do without it but couldn't have it. To a cog. \_\_\_\_\_
- c. CLAY DEMO: The DEI Scale \_\_\_\_\_
- d. DRILL: Write out an example from your own experience of a time when you had a desire and so made an agreement with someone and then the agreement descended into flows, down into agree and disagree. To a cog. \_\_\_\_\_
- e. DRILL: Recall someone you have known whom you considered great. Write out what you observed of this person's space, his certainty, his control, his quality of action. To a win. \_\_\_\_\_
- f. DRILL: List a few things you have felt unable to do. For each one, spot the earliest time you can when you agreed to be unable to do it. To a cog. \_\_\_\_\_

36. PDC TAPE 36

- a. TAPE: 5212C11 - PDC 36 Structure/Function: Selective Variation Of \_\_\_\_\_
- b. ESSAY: Give an example from your own experience showing that "the essence of solving problems is the essence of solving one against the other, the highest certainty that you can reach, versus the most variable thing you could reach." \_\_\_\_\_
- c. DEMO: What would occur if you tried to work out a problem without first answering the question, "What's it for?" \_\_\_\_\_
- d. DEMO: The process by which a person makes each instant of time. \_\_\_\_\_

37. PDC TAPE 37

- a. TAPE: 5212C11 - PDC 37 Chart of Attitudes: Rising Scale Processing
- b. DRILL: Think of times when you liked something you had made more than you liked something someone else bought or made, and gave you. To a cog.
- c. DRILL: Think of times when you had dreams or illusions that were more real than the BEST universe. To a win.
- d. ESSAY: Write an essay comparing someone you have known who left school and went to work at an early age to someone who stayed in school more years than is usual.
- e. ESSAY: Compare your abilities in a subject taught by "authority" to your abilities in a subject in which you were allowed to evaluate the data for yourself.
- f. CLAY DEMO: "The second that a man says, 'I have to have some other force than mine own', he ceases to be free.
- g. DEMO: Why it is not good enough to make people half free.
- h. DRILL: Think of a time when you had knowingness without energy. Write down what you recalled. Do this to a win

38. PDC TAPE 38

- a. TAPE: 5212C11 - PDC 38 Rising Scale Processing
- b. DEMO: The difference between a postulate and an emotion.
- c. DEMO: Why changing postulates is senior to mockups.
- d. DRILL: Put out anchor points and make some space around you. Put a mockup in the space. Put the mockup to your left. To your right. Put it behind you. Under you. Put it in front of you. Change it into something else. Feel its weight. Put it in yesterday. Drill on it until you can do it with certainty and have had a win.  
(This drill is to be done with a twin.)

39. PDC TAPE 39

- a. BOOK: Read Chapter 6 of Dianetics 55, "Trapped".
- b. READ: Section on "Win-Lose" on page 74 of Scientology: 8-8008
- c. READ: Chapter on "Games Processing", page 142 of Scientology: 8-8008.
- d. CLAY DEMO: A game, what it is.
- e. ESSAY: Show the various components of games in some game you are familiar with.
- f. Look up and define: Play
- g. TAPE: 5212C12 - PDC 39 Game Processing
- h. DEMO: How does it happen that a game gets serious?
- i. DRILL: Think of a time you played a very serious game. How much space did you have? Think of a time you played a game with lots of bravery and dash. How much space did you have? Repeat this drill as needed to a win.

- j. DEMO: What makes a particle or object valuable?
  - k. DEMO: The difference between the actual prize of winning a game and the "prize" that seems to be the goal of the game (the "wienie").
  - l. DRILL: If you have a game you haven't been able to end, look and see if you have failed to mock up a new game to move into when that one ends. Write up what you find. Continue if needed, to a cog.
  - m. DRILL: Write down several games you are now involved in on various dynamics. For each one, identify the role you are playing ("maker of games", "player", "piece", etc.) To a cog.
40. PDC TAPE 40
- a. Look up in Tech Dictionary and define:
    - Goal
    - Purpose
  - b. TAPE: 5212C12 - PDC 40 Games/Goals
  - c. CLAY DEMO: Why you have to have a clear statement of what you are trying to do in any area where you are trying to be cause.
  - d. DRILL: Think of an area where you have had trouble being cause. Work out a clear statement of what you are trying to do in that area. Write it down. Repeat as needed, to a cog.
  - e. Look up: "The five definitions of "altitude" in the Glossary of Science of Survival.
  - f. CLAY DEMO: Altitude
  - g. DRILL: Think of an area where you have had trouble being cause. Work out a clear statement of what you are trying to do in that area. Write it down. Repeat as needed, to a cog.
  - h. DRILL: Find someone who isn't moving as fast as he'd like (on course or on post). You set a goal for him. Keep it short, like the next ten minutes. Then go back and see how he did. Do it with the intention of raising his self-determinism. Repeat this as necessary until you feel comfortable setting goals for others, and feel that you can be responsible for them.
  - i. DEMO: Without limitation, there is no randomness or action.
  - j. DEMO: What would happen to a game in which there were no rules.
  - k. FSSAY: Write out an example of a bad rule, in a game you have played, and why it was a bad rule. Also give an example of a good rule in a game you have played and why it was a good rule.
  - l. DEMO: Why is a poor goal better than none at all?

41. PDC TAPE 41

- a. TAPE: 5212C12 - PDC 41 SOP Issue 3: Postulate, Creative Processing
- b. DEMO: Why a sane person can get from A-B and why a psychotic can't
- c. ESSAY: Give several examples of theta aligning action
- d. DEMO: Each step of SOP Issue 3

42. PDC TAPE 42

- a. TAPE: 5212C13 - PDC 42 Standard Operating Procedure
- b. DEMO: Why you can't help someone if you are afraid to hurt him
- c. CLAY DEMO: "Courage could be summed up in, one, being willing to cause something and, two, going ahead to achieve the effect one has postulated against any and all odds."
- d. DEMO: Why does a person agree that there is such a thing as failure?
- e. DEMO: The procedure for using Self-Analysis for Creative Processing
- f. DRILL: See if you can spot a time when your self-confidence was very high. If it is no longer that high, take a look at exact times since then that you have told people that you had no self-confidence, or have been very careful not to have any, or have falsely and needlessly sought for somebody's opinion on something. Do this until you feel good about it.

43. PDC TAPE 43

- a. TAPE: 5212C13 - PDC 43 On Auditing: How to Succeed/Fail; Assess
- b. DEMO: Why it is better to give someone just one thing to do at a time
- c. DRILL: Give a twin a fast series of actions to do and don't let him finish any of them. Then give him the same series, but let him complete each cycle before you give him a new one. Briefly note your observations. Do this to a win.

44. PDC TAPE 44

- a. TAPE: 5212C13 - PDC 44 S.O.P.: Assessment (Continued)
- b. DEMO: How to resolve a "maybe"
- c. READ: Read the texts in Self Analysis that precede the following lists:

- List 4 "Standard Processing"
- List 5 "Assists to Remembering"
- List 6 "Forgetter Section"

*Clay demo the universe physical level of remembering*

- d. DRILL: To a twin, demonstrate the action level of "forget" and "remember" with a physical universe object
- e. DEMO: The sequence from a thetan not impinged on the MIST universe, down to interest, conviction, down through D, E, I. Use a real example.

- f. READ: Read the text in Self Analysis that precedes List 11, "Invalidation".
- g. ~~DRILL: Try to convince someone that an empty space between you is solid, to a win.~~
- h. CLAY DEMO: How a thetan uses force to convince others he exists.
- i. DEMO: The difference between knowingness and conviction.

45. PDC TAPE 45

- a. TAPE: 5212C13 - PDC 45 Development of Scientology: Characteristics of Living Science
- b. DEMO: The difference between Scientology and a natural science like physics or biology
- c. DRILL: List out ten things you don't do because you "shouldn't". List out ten things you do do because you "should".
- d. DEMO: Why a thetan won't be stably free if he has any fear of force. What does the "Body Lifting" exercise do for a thetan?

46. PDC TAPE 46

- a. TAPE: 5212C13 - PDC 46 Goal: Rehabilitation of Thetan, Case Step I  
(Note details of handling a step one as you listen to the tape.)
- b. DEMO: How lack of perception is lack of force.
- c. DEMO: Why a thetan's perception exterior might be different from his perception through the body
- d. CLAY DEMO: The way to keep a body operating well.
- e. DEMO: The steps of handling a Step One case

47. PDC TAPE 47

- a. TAPE: 5212C15 - PDC 47 S.O.P.: Issue 5
- b. ~~DRILL: Look around at some MEST and get the idea that it is convincing you that it is there and that it is solid, to a win.~~

*Demo*  
*Recall having wanted something to be, and then having let yourself be convinced of its existence, and then felt you had to have it, and finally felt you couldn't have it. Write down what you thought of. Repeat if needed.*

~~Recall having wanted something to be, and then having let yourself be convinced of its existence, and then felt you had to have it, and finally felt you couldn't have it. Write down what you thought of. Repeat if needed.~~

- d. DEMO: Why you must be willing to lose before you could win
- e. ~~DRILL: Think of examples from your own experience of someone who was afraid to have something for fear it would be taken away. To a cog.~~
- f. DEMO: How do you bring about a higher level of certainty in someone without trying to convince him? Write out how you could use this data in handling the people you deal with in life.
- g. DEMO: Why is it more important to have certainty in your non universe than to have certainty of the MEST universe?

48. PDC TAPE 48

- a. TAPE: 5212C15 - PDC 48 S.O.P.: Spacation  
~~(Note well the exact steps of a full spacation.)~~
- b. DEMO: Each step of a full Spacation
- c. CLAY DEMO: How loss of MEST objects can cause finally, a collapse of a person's space
- d. DEMO: "Loss" is loss of space. Give a real life example to demonstrate this.
- e. CLAY DEMO: A preclear can afford to lose anything he has as long as he does not lose as well his ability to create.
- f. DEMO: How you are subject to a great deal of loss if you depend upon the MEST universe for anchor points, ~~and~~ <sup>DEMO</sup> also how the reverse is true if a thetan is not dependent on the MEST universe for space and particles.

49. PDC TAPE 49

- a. TAPE: 5212C15 - PDC 49 S.O.P.: Spacation (Continued)  
(Note well the actual procedures for handling case levels 2, 3, 5, 6 and 7)
- b. DEMO: How it will affect a person's behavior if he has his anchor points in another place from the one where his body is.
- c. DEMO: What will be the result of continually pulling sensation out of the MEST universe on a one-way flow
- d. DEMO: The rationale behind the sequence of steps of S.O.P.
- e. EXERCISE: Have a twin hold on to some object very hard and refuse to let it go. Handle him per the data on the tape, until he is willing to let it go. Then have him refuse to let the object near him. Handle again per the tape until he is willing to accept it. ~~(Don't over-do this -- do it until you have reality on the phenomenon.)~~
- f. ESSAY: How you could use this principle in handling specific situations in life.
- g. DEMO: Show the exact procedures for handling case levels 2, 3, 5, 6 and 7.

50. PDC TAPE 50

- a. TAPE: 5212C16 - PDC 50 S.O.P.: Spacation Step 3, Flow Precessing
- b. DEMO: What is the primary desire that keeps a thetan connected to a body? How is it remedied?
- c. DEMO: What will happen if a thetan leaves his goals and interests in the body when he himself leaves the body?
- d. EXERCISE: Make up a list of some things it would be fun to be without a body. Some things it would be fun to do without a body. Some things it would be fun to have without a body. Make a list of games that would be fun to play without a body. Take it to a win.



51. PDC TAPE 51

a. TAPE: 5212C16 - PDC 51 S.O.P.: Issue 5

b. DEMO: The difference between "primary anchor points" and "secondary anchor points"

c. DEMO: What a person would be experiencing if he had moved his primary anchor points some distance from his body.

d. DRILL: Try using the bodies of people in a busy place for anchor points and notice what this does to your space. Then shift to using fixed points at the far boundaries of that space and notice the difference it makes in the space for you. Do this until it is easy and you have had a win.

e. DEMO: How does Give and Take processing help orient a thetan?

f. DEMO: The steps of handling a Step 4 case

52. PDC TAPE 52

a. TAPE: 5212C16 - PDC 52 Memory (Not Human Memory)

b. DEMO: How using flows to get memory will result in "loss of memory"

c. DEMO: The difference between "human memory" and "O.T. memory".

d. CLAY DEMO: How one can know and recall without using energy

e. ESSAY: Give an example from your own experience of a datum that was on automatic and therefore not useful to you

f. DEMO: How a thetan can learn and apply without accumulating data about the thing first

53. PDC TAPE 53

a. TAPE: 5212C16 - PDC 53 Memory and Automaticity

b. DEMO: How flows are produced by differences in potential

c. DRILL: Give some examples you have seen of differences between people or things producing flows, until you can see it.

d. DEMO: Show how you could apply the datum that "the direction to go is toward basic simplicity."

e. ESSAY: Show by examples the difference in complexity of knowingness between the top and the bottom of the Tone Scale

f. DRILL: Go out and observe some automaticities in people in the MEST universe, until you have observed a wide range of automaticities.

g. DEMO: How interest can lead down to automaticity.

h. DEMO: How to recover cause and interest in an area of automaticity

54. PDC TAPE 54

- a. TAPE: 5212C17 - PDC 54 Summary to Date: Handling Step I and Demo
- b. DRILL: Give some examples of unwanted conditions that would be fixations on the "start" end of a cycle of action; some that would be fixations on change; some that would be fixations on stop. Do this until they are easy to spot.
- c. DEMO: How running an unwanted condition on a cycle of action will handle it
- d. DEMO: If you have some unwanted and fixed condition, thing or attitude, first spot where it is fixed on a cycle of action, then work out how, on a gradient if needed, you could shift it on the cycle of action. To

55. PDC TAPE 55

- a. TAPE: 5212C17 - PDC 55 Demonstration of Step I (Cont.ined)
- b. DEMO: Why it would be that something being unsubstantial in mockup would mean that it was too scarce

56. PDC TAPE 56

- a. TAPE: 5212C17 - PDC 56 Discussion of Demo: Above Agreement With Flows
- b. DEMO: A thetan moving things by beams
- c. DEMO: A thetan moving things by postulate
- d. DEMO: Why simply going out and using force on everything wouldn't take one through the force band up to no need to use force

57. PDC TAPE 57

- a. TAPE: 5212C17 - PDC 57 Continued Demonstration Step 4
- b. DEMO: How you could use the data from this tape in running mockups from Self Analysis

58. PDC TAPE 58

- a. TAPE: 5212C18 - PDC 58 About the "Press" Tone Level: Psychometry
- b. DRILL: Look at newspapers or magazines and estimate the tone level of the audience they address, until it is easy to do.
- c. DRILL: Look at the Chart of Human Evaluation and make up some mockups of subjects that would interest a person at each level of the Chart, from .5 to 4.0. Be on level until it is easy to do.
- d. DEMO: How one would get back into this universe if he got out and then couldn't find his way back
- e. CLAY DEMO: "Position in P.T. is regulated by an agreement of co-havingness."
- f. DEMO: Time in relationship to rate of change of havingness
- g. DEMO: Why a person must be free on all 8 dynamics before he can leave this universe without penalty

59. PDC TAPE 59

- a. TAPE: 5212C18 - PDC 59 Chart of Havingness
- b. DEMO: Why the future is hard to change for someone low on the Tone Scale
- c. ESSAY: On why you do not give data to someone about Scientology unless you are teaching it to them. Give some specific examples of how you could communicate Scientology to people at various levels of the Tone Scale, using an aesthetic in putting the data into action.

d. DRILL: Think if you ever, about a time you saw someone "explaining" the truth to someone. Then think of a time you saw someone putting the truth into action. Write down your observations comparing the effectiveness of the two actions.

60. PDC TAPE 60

- a. TAPE: 5212C18 - PDC 60 How to Talk About Scientology
- b. DEMO: How it is that someone's past experience really has no bearing on what happens to him in P.T.
- c. DEMO: How it is that someone using energy to think isn't likely to get very good solutions
- d. DEMO: Show an example demonstrating that a postulate is the best "solution"
- e. DEMO: Why a person will fail if he always tries to estimate the future by looking at the past. Give an example to show this.
- f. DEMO: How past, present and future come to be energy masses in the person's space and what can be done to remedy that

61. PDC TAPE 61

- a. TAPE: 5212C18 - PDC 61 How to Talk to Friends about Scientology
- b. DRILL: Write down some examples of times you have seen someone convinced by effective action where reasoning with them had failed, (to a cog) *Om*

c. DRILL: Look at a piece of meat and get the thought in it. Continue this to a *win*

d. DEMO: What causes a man to regret his competence

e. DRILL: Have a twin mock up challenging you and criticizing Scientology, and handle him by reverse vectors until you are comfortable doing so, and have no impulse to reason with him.

62. PDC TAPE 62

- a. TAPE: 5212C18 - PDC 62 Your Own Case, To You the Student
- b. ESSAY: On an ideal group member

63. PDC SUPPLEMENTAL TAPE O-A

- a. TAPE: 5301CM12A - PDC O-A Agree and Disagree
- b. DEMO: Why people cannot agree by flows

- c. DEMO: Why using flows to get agreement will result in making it seem that your postulates won't stick
- d. CLAY DEMO: The mechanism by which others get someone to pull in his anchor points

64. PDC SUPPLEMENTAL TAPE O-C

- a. TAPE: 5301CM12C - PDC O-C Anchor Points -- Driving Them In and Out
- b. DEMO: How a person comes to "hate himself"
- c. CLAY DEMO: How a person gets smaller and smaller in ratio to the number of things he detests
- d. DEMO: What you could do about it if you found yourself contracting and disliking many things in your environment

65. PDC SUPPLEMENTAL TAPE 1

- a. TAPE: 5301C14A .. PDSC 1 Introduction
- b. DEMO: The difference between a mockup and a facsimile
- c. DEMO: Where should a pc put a mockup
- d. DEMO: How you can tell if a mockup is made by an automaticity
- e. ~~DEMO: How a stuck picture would be handled~~
- f. DEMO: What is the test of a "good" mockup, and how solid does a mockup have to be to still improve a person's ability?
- g. CLAY DEMO: The difference between someone at Cause and a spectator

66. PDC SUPPLEMENTAL TAPE 2

- a. TAPE: 5301C14B - PDSC 2 Processing a Step I. Cyclic Proceeding of Scientology. Research -- Handling of the Body -- Introduction
- b. DEMO: Why a person might not be able just to change a postulate and make it stick
- c. DEMO: What you could do to handle a body that was not responding to your wishes
- d. CLAY DEMO: The difference between using MEST universe effort and using your own created energy

67. PDC SUPPLEMENTAL TAPE 3

- a. TAPE: 5301C16A - PDSC 3 SOP 5 Long Form Step 3
- b. DEMO: How a thetan who is not using energy changes position in space
- c. DEMO: Why would someone be afraid of what people think?
- d. DEMO: How you would get others to perceive an illusion you wanted them to see?
- e. DEMO: How could a thetan still be involved in games without having to use energy?

68. PDC SUPPLEMENTAL TAPE 4

- a. TAPE: 5301CM16B - PDSC 4 Demonstration

- b. **DRILL:** Think of something you feel you would have a hard time controlling. Make up and write down a workable gradient of things you could control about the thing, up to a point of being able to control the whole thing. Do this again, if needed, until it is easy.
- c. **DEMO:** Show how you keep the environment visible to yourself.

69. **PDC SUPPLEMENTAL TAPE 5**

- a. **TAPE:** 5301C19A - PDSC 5 SOP Long Form Step 3 -- Differentiation on Theta Clearing
- b. **DEMO:** How space is used to keep people identified, separate from each other
- c. **DEMO:** The difference between putting things in space and looking for things in space
- d. **DEMO:** What stops a being from pervading a space

70. **PDC SUPPLEMENTAL TAPE 6**

- a. **TAPE:** 5301C19B - PDSC 6 Space: Step III (Continued)
- b. **DEMO:** How the mockups of Self Analysis can be used to establish a Spacation
- c. **DEMO:** How the PC is to mock up a time he did pet a dog (for example), without getting facsimile, and how this is different from just mocking up petting a dog.
- d. **DEMO:** How you could break bad news to someone without driving in their anchor points.
- e. **DRILL:** Think of a few examples you have seen of people making a career of controlling that which drives in their anchor points, and write down what you recalled. To a win.
- f. **DEMO:** How space gives you an identity
- g. **CLAY DEMO:** How a thetan could be many places at once and yet still have full attention on what he was doing

71. **PDC SUPPLEMENTAL TAPE 7**

- a. **TAPE:** 5301C21A - PDSC 7 SOP 5 Long Form Step 4: Gita, Space, Case Conditions
- b. **DRILL:** (giving the commands for Creative Processing from the book Self Analysis. Drill what you would say if the "doll" can't see the mockups. Do it until you can handle what comes up easily and with certainty.
- c. **CLAY DEMO:** "A person is as free in space as he is willing to be anything in that space."
- d. **DRILL:** Look around the space you are in and take objects or people one at a time, and with each one, get the idea that it is ok for you to be that thing or person. To a win.

72. PDC SUPPLEMENTARY TAPE 8

a. TAPE: 5301TC21B - PDC 8 SOP Long Form Step 4

b. DRILL: Look around at some MEST and see if you can spot some "have" MEST and some "Not Have" MEST. Do it until you can do it easily.

c. DEMO: How a thetan abandons space to have energy.

d. DEMO: How anchor points become particles

c. DRILL: Make your space bigger until you notice you have gone up tone

F. FURTHER DATA

1. READ: Phoenix lectures up to page 198 (through "Axioms Part 4")

2. READ: The Scientology Axioms (in book, Scientology 0-8)

3. CLAY DEMO: each Scientology Axiom

4. J.O.S. 24-G 31 Jan 54 "SOP A-C: The Rehabilitation of the Human Spirit" (Tech Vol II, page 10)

5. BOOK: Scientology 8-8008

6. READ and study the Know to Mystery Scale (Scientology 0-8, page 116)

*Clay demo each  
axiom to mystery  
scale*

7. Advanced Course Data Sheet (Tech Vol II, page 41)

8. HCOB 5 May 72R The Remedy of Havingness

9. DEMO: The Know to Mystery Scale and how the being descends this scale

10. DRILL: Give several examples of activities that typify each level, until you have a good grasp of the Know to Mystery Scale

11. J.O.S. Issue 16-G mid-June 1953 "This is Scientology. The Science of Certainty"

12. DEMO: Each of the Factors

13. PAR 40 26 Nov 1954 "The Code of Honour"

14. CLAY DEMO: Each line of The Code of Honour

15. ESSAY: Show with examples what each line of the Code of Honour has to do with operating as an OT

16. READ: The Code of a Scientologist. (in book, Scientology 0-8)

17. DEMO: Each line of the Code of a Scientologist

END sheet

OMIT ALL OF TAPE TWO PART TWO

PRACTICAL DRILLS

A. TRS AND METERING

*omit*

1. RTB 12 Dec 71R Solo Auditors TRs 1-4 Revised

2. HCOB 26 April 71 1st IT Solo Cognitions

3. DRILL: Solo TRs Solo TR 1

Solo TR 2

Solo TR 3

Solo TR 4

4. SEE: The Emotional Tone Scale on page 108 of Scientology 0-8

5. RTB 13 March 75R TR Training Breakthrough

6. DRILL: Do Solo TRs 1-4 in each mood from the bottom of the Tone Scale to the top

67. HCOB 11 May 69 Meter Trim Check \_\_\_\_\_  
 78. HCOB 18 Mar 74 E-Meters Sensitivity Errors \_\_\_\_\_  
 98. BTB 12 Dec 71R Iss III Solo Meter Drills \_\_\_\_\_  
 102. DRILL: Solo Meter Drills: \_\_\_\_\_

8 _____	15 _____	20 _____
9 _____	16 _____	21 _____
10 _____	17 _____	22 _____
11 _____	18 _____	23 _____
14 _____	19 _____	26 _____

107. HCOB 21 July 78 What is a Floating Needle? \_\_\_\_\_  
 112. DRILL: Put people on the meter and observe their needles until you are certain that you can recognize an FN when you see one. \_\_\_\_\_

B. FOLDER ADMIN

1. HCOB 22 July 71 Iss II Solo Auditor Admin \_\_\_\_\_
2. BTB 6 Nov 72R Iss II Auditor Admin Series 9R "The Program Sheet" \_\_\_\_\_
3. BTB 6 Nov 72R Iss VI Auditor Admin Series 13R "The Auditor Report Form" \_\_\_\_\_
4. BTB 6 Nov 72R Iss VII Auditor Admin Series 14R "The Worksheets" \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

C. FLYING RUDIMENTS

*mut*

1. ~~HCOB 11 Aug 78 Iss II~~ Model Session \_\_\_\_\_
2. BTB 11 April 74 ARC Break Handling \_\_\_\_\_
3. HCOB 15 Aug 69 Flying Ruds \_\_\_\_\_
4. ~~BTB 16 April 78 PTP Rudiments~~ Definitions and Pattern \_\_\_\_\_
5. DRILL: (on a doll) Use full admin.  
 Flying an ARC Break \_\_\_\_\_  
 Flying a PTP \_\_\_\_\_  
 Flying a MWH \_\_\_\_\_  
 Flying a rud \_\_\_\_\_  
 Flying all 3 ruds \_\_\_\_\_
6. DRILL: Running a complete Solo session, using "Do Birds Fly?" as the process. Start with flying 3 ruds, run the process to EP, then end the session and write it up. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

D. PROCESS DRILLS FROM PDC

1. Review your notes from PDC lecture #49 \_\_\_\_\_
2. DEMO: How you would run Step 7 of Standard Operating Procedure \_\_\_\_\_
3. DRILL: Run a doll on locating things in the PT environment to EP \_\_\_\_\_
4. Review the Chapter called "Creative Processing" on page 104 of Scientology: 8-8008. \_\_\_\_\_
5. Review the Table of Relationships on page 115 of Scientology 0-8 \_\_\_\_\_
6. DEMO: Each thing a person must be able to do with an illusion \_\_\_\_\_

7. **DEMO:** The various forms of Cycle of Action a mock up could be put through
8. **HCOB 2** June 71 lss I Study Series ? "Confronting"
9. **ESSAY:** On how you would use the principle of gradients on a mockup that was hard to handle.
10. **SEE:** Step 5 of SOP Issue 3 in Scientology: 8-8008, page 88
11. **Review** your notes from PDC lecture #49
12. **DEMO:** The procedure for running Black and White Control Processing
13. **DRILL:** Run a doll on Black and White Control Processing with a twin giving the responses for the doll. Run the doll to an EP of great positiveness on the control of the spots.
14. **Review** your notes for PDC lecture #51
15. **DEMO:** The full procedure for running the person's childhood home in Step 4
16. **SEE:** Handbook for Preclears page 124 for the list of relatives given there.
17. **DEMO:** The full procedure for running Give and Take Processing on the list of items LRH gives in the lecture. (the opposite sex, friends, bodies that may have been his own, parents and relations, graves, buildings and homes, food, raiment, money, jewels, weapons and energy beams, communications, emotions, sensations. -- NOTE: this is NOT a complete statement for these items. Refer to your notes from the tape for the actual wordings given by LRH on the tape.)
18. **READ:** Self Analysis from the Preface through Chapter 5.
19. **Review** your notes on PDC lecture #13
20. **DRILL:** With a twin giving the responses for the doll, have a doll mock up an object in front of him and put each emotion in turn into it from 0.0 through 4.0. On each level of the Tone Scale, after he has put the emotion into the object, have him feel the emotion back. Then go on to the next tone level.
21. **Review** your notes for PDC lectures #42, 57 and PDC Supplementary lecture #7
22. **DRILL:** Beginning at item one, List One, with a twin giving the responses for the doll, run the doll on mockups from Self Analysis, changing, moving, handling, etc. any mockup the doll "has trouble with", to an EP of the doll's being able to do anything he wishes with any mockup you give him; with certainty and positiveness and speed.
23. **SEE:** Step III "Space Processing" on page 87 of Scientology: 8-8008.
24. **DRILL:** Run a doll on the steps of "Space Processing"
25. **Review** your notes from PDC lectures #48 and 49
26. **DEMO:** The steps of a Spacation
27. **DRILL:** With a twin speaking for the doll, run the doll on a full Spacation
28. **DEMO:** The procedure for handling a preclear by Step II -- "Orientation" (locating the inside of his forehead and pushing himself out by beams, etc.)



- 29. DRILL: Run the doll on a Step II with a twin answering for the doll. \_\_\_\_\_
- 30. Review your notes from PDC Lecture #46 \_\_\_\_\_
- 31. DEMO: How to handle a thetan who is exterior but who sees blackness \_\_\_\_\_
- 32. DRILL: On a doll, drill handling blackness with mockups on a exterior thetan. Have a twin answering for the doll. \_\_\_\_\_
- 33. DRILL: Have the doll run mockups on all kinds and forms of energy until you feel confident with the procedure. Have a twin answering for the doll. \_\_\_\_\_
- 34. SEE: Handbook for Preclears page 90 for the list of body parts \_\_\_\_\_
- 35. DRILL: Running the doll on mockups of his body parts and body. Use a twin. \_\_\_\_\_
- 36. DRILL: Running the doll on the Lifting Exercise, until you can handle anything that comes up during the drill. \_\_\_\_\_
- 37. Review pages 99 (The Create-Conserve-Destroy Cycle) and page 110 of Scientology: 8-8008. \_\_\_\_\_
- 38. Review your notes on PDC lectures 3, 41 and 49 regarding the assessment for "can't's". \_\_\_\_\_
- 39. DRILL: With a twin squeezing the cans for reads, and giving answers for the doll, run a doll on a short assessment of "can't's", "musts" and "desires" and list reading items. Drill this until you can smoothly and easily think of questions to ask that find items that will improve the "pc's" ability. \_\_\_\_\_
- 40. Now go back over these steps and clear up with the tapes or with more drilling, anything you have uncertainty on regarding these procedures, or the theory behind them, until you feel free and certain in applying the data. \_\_\_\_\_

PART THREE

SOLO DRILLS

*Drill on self*  
*Part 1*

A. INTRODUCTION

You are now going to actually apply some of the data from the Philadelphia Doctorate Course Lectures on yourself. The idea is to regain certainty in your own universe, not just to get through some drills.

If you have a twin and you both wish to do so, you may do these drills on each other, rather than doing them Solo.

Do the drills while on the meter, using Solo cans, unless otherwise stated in the drill. Do not end a drill if your needle is not floating, with VGIs, unless you have run into trouble and need to see the supervisor.

In doing the drills, use all you have learned from the tapes. Handle what you encounter in doing the drills by the basics you have studied. If you run into some phenomenon you simply cannot handle with gradients in Creative Processing, see your supervisor.

If you should go exterior while doing these drills, just continue them while exterior.

There is no requirement that you continue these drills past any point that you have had a big win on them, should you wish to end at that point.

If you want to do additional steps as given on the tapes for some of the levels of SOP, write it up for the supervisor's approval, giving the tape you are using as a reference and the exact steps you want to add as given on the reference tapes(s).

Before you begin, get a folder and mark it with your name and label it "CONFIDENTIAL: [ ] COURSE SESSION REPORTS" and put your name clearly on the folder. Write up a program of the drills you are going to do, and clip it to the inside front cover of the folder. Then before going into any session, write up a clear C/S of what drills and steps you are going to do, and see the supervisor and get checked out on those steps so you do not have any questions on what you are supposed to be doing while you are actually doing the drills.

Fly a rud before each session and see the examiner afterwards. Keep worksheets of the sessions and write Auditors Reports afterwards and then turn the folder in to the supervisor for inspection before doing the next session.

Take each drill to a very good certainly. Back down the gradient if you run into trouble.

Carry your materials in a locked briefcase, as with any Solo folder. Do the drills in a safe space where you will not be interrupted, with an "In Session" sign on the outside of the door.

Above all, give your "pc" wins. Build confidence. Treat it as a game.

#### B. THE PROGRAM OF DRILLS

1. Fly a rud (and fly one before each subsequent session).
2. Do Step 7, locating things in the P.T. environment. Do it by touch, or by spotting, as you wish, until you are oriented and FN VGTs. If you were off the cans to touch things, check for FN when you have had the EP.
3. Run Black and White Control Processing until you have great positiveness on the control of the spots. Run this on the cans, and check for FN VGTs at EP.
4. Run your childhood home per Step 4 of SOP. Run it in and out, changing it, and so forth, until you have full control over it and those anchor points are under your control, per the tapes. Do this on the cans, and check for FN at the EP.
5. Holding the cans, run Give and Take Processing on the full list of items given in PDC Tape #51.

If you need to run more Give and Take Processing to handle flow phenomena, use the items given on page 124 of Scientology: 8-8008. Then, if more are needed, use the list given in PAR 16 (Tech Vol I, page 492). Use any of the items that read on the meter to do more Give and Take processing until the whole subject EPs.

Each item run on Give and Take Processing should go to FN and the process as a whole should fully EP, and there should be no more items you cannot easily control in mockup.



PART FOUR

DRILLS SECTION COMPLETION

I attest that I have successfully done the Solo drills for this course and am happy and satisfied with the results.

STUDENT \_\_\_\_\_ DATE: \_\_\_\_\_

C/S: (examines student's reports of drills done and ensures nothing needing repair.)

C/S ATTEST \_\_\_\_\_ Date: \_\_\_\_\_

(C/S files reports in Student's auditing folder) \_\_\_\_\_

~~PART FIVE~~

STUDENT COURSE COMPLETION

I attest that I have successfully completed the requirements of this checksheet. I know and can apply the materials of the course.

STUDENT ATTEST: \_\_\_\_\_ Date: \_\_\_\_\_

I have trained this student to the best of my ability and he has completed the requirements of this checksheet, knows and can apply the checksheet data and is more able to operate as an OT as a result of doing this course.

SUPERVISOR: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT ATTEST AT C & A

I attest:

- a) I have enrolled properly on the course
- b) I have paid for the course.
- c) I have studied and understand all the materials on the checksheet
- d) I have done all the drills on this checksheet.
- e) I have improved my understanding and can better use my abilities as an OT to create desirable changes in the conditions of my life.

STUDENT ATTEST: \_\_\_\_\_ Date: \_\_\_\_\_

C & A: \_\_\_\_\_ Date: \_\_\_\_\_

CERTS AND AWARDS

[ \_\_\_\_\_ ] certificate issued.

C & A: \_\_\_\_\_ Date: \_\_\_\_\_

Route to Course Admin for filing in Student's folder.

• END OF CHECKSHEET •

Daly Dana JESSUP  
PDC Project I/C

16/01/94  
APPROVED  
BY THESE  
PERSONS

Approved by  
Lt David Mudge  
Snr C/S Plus  
Authorised and Approved by  
Lt Ron Hubbard  
Founder for the PDCS.

PDCS: