

TRs
OBJECTIVES
Co-Audit Course

L. RON HUBBARD

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TO THE STUDENT

This course pack contains all of the written issues of the TRs and Objectives Co-audit Course. Your new course pack includes such features as:

- A complete table of contents by page number,
- Illustrations of drills and processes,
- Each issue professionally printed in clear, easy-to-read type,
- A clear and concise glossary,
- 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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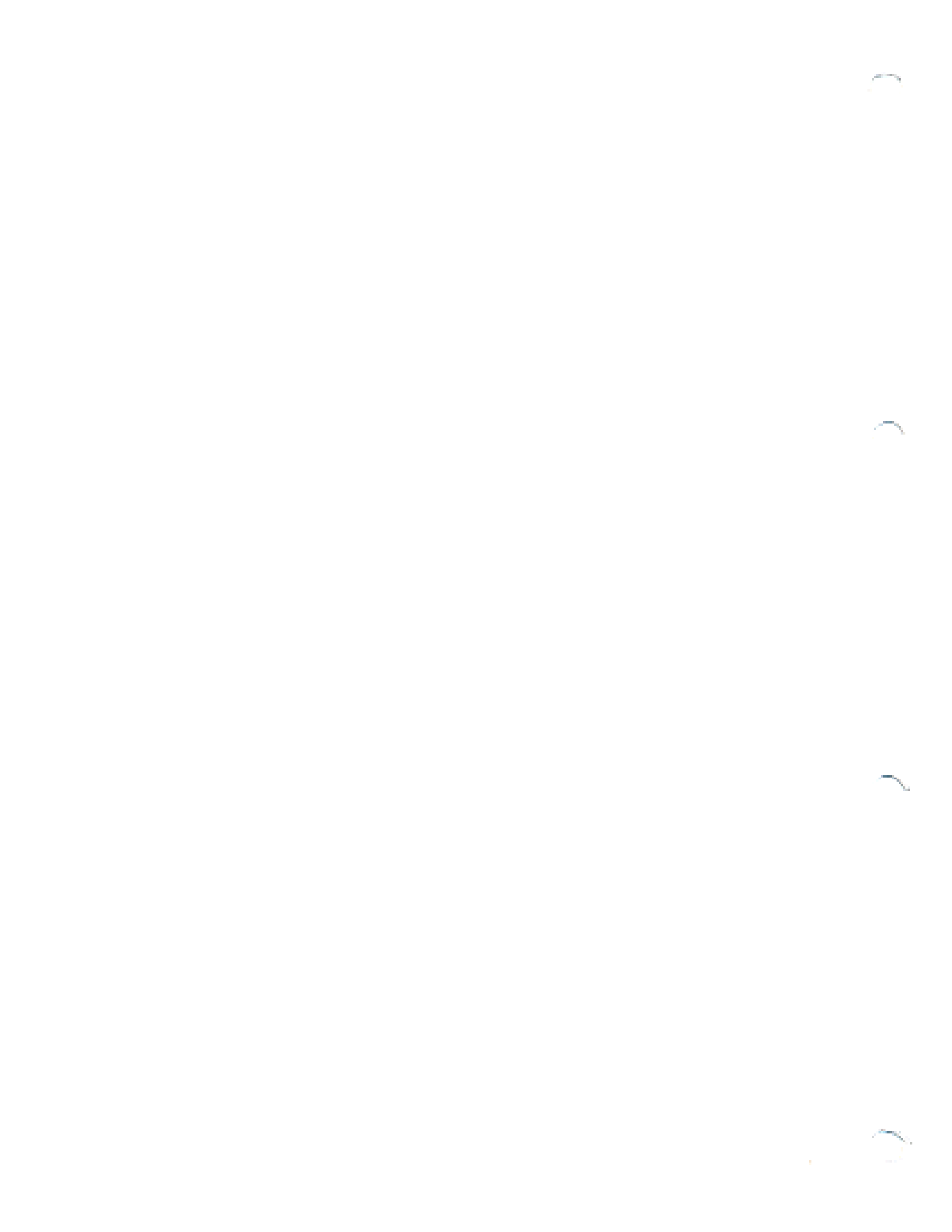
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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965

Remimeo
Sthil Students
Assoc/Org Sec
Hat
HCO Sec Hat
Case Sup Hat
Ds of P Hat
Ds of T Hat
Staff Member
Hat
Missions

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 faces of people make them defend themselves against anything they confront, good or bad, and seek to make it wrong. (e) The bank seeks to knock out the good and perpetuate the bad.

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

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

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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970RB

Issue I

REVISED 25 OCTOBER 1983

Remimeo
Applies to all
SHs and
Academies
HGCs
Missions

URGENT AND IMPORTANT

Keeping Scientology Working Series 5R

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, 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

HCO BULLETIN OF 25 JUNE 1971R
REVISED 25 NOVEMBER 1974

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

Word Clearing Series 3R

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 spinnny, 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.

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.

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 misunderstandings, 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 of 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

BARRIERS TO STUDY



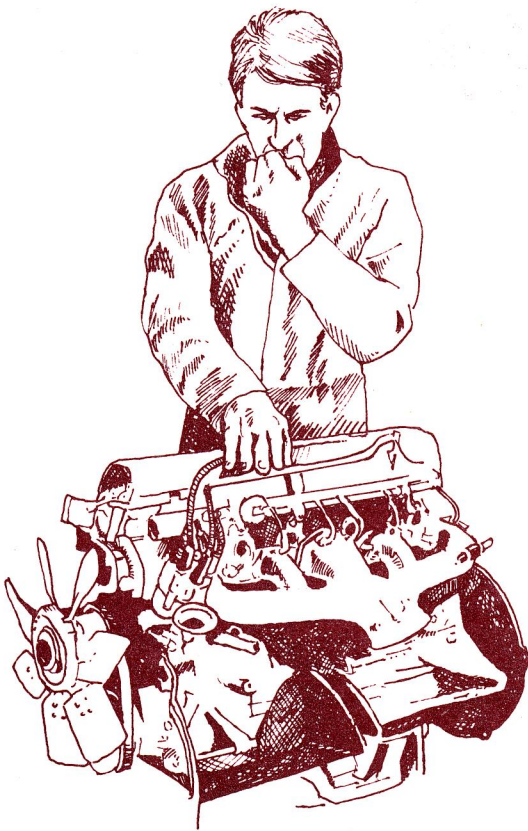
Absence of mass

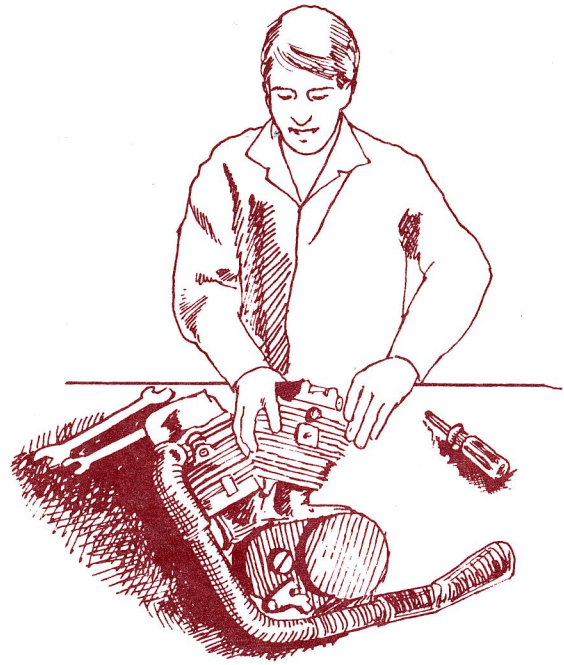


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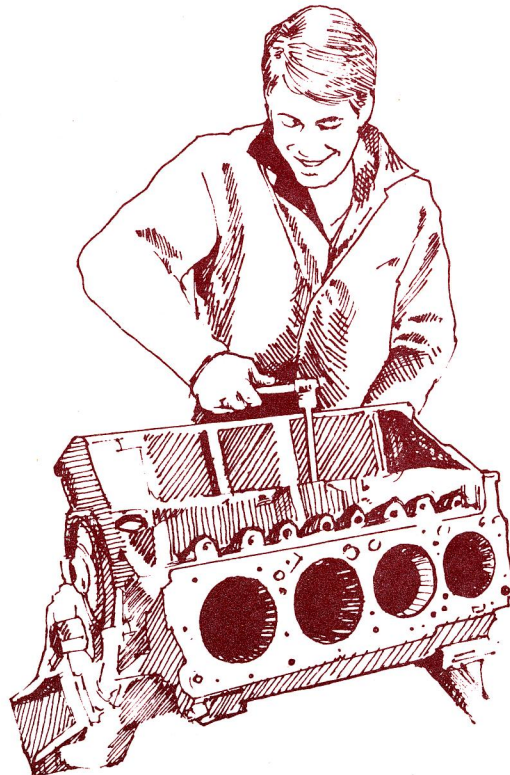


Too steep a study gradient

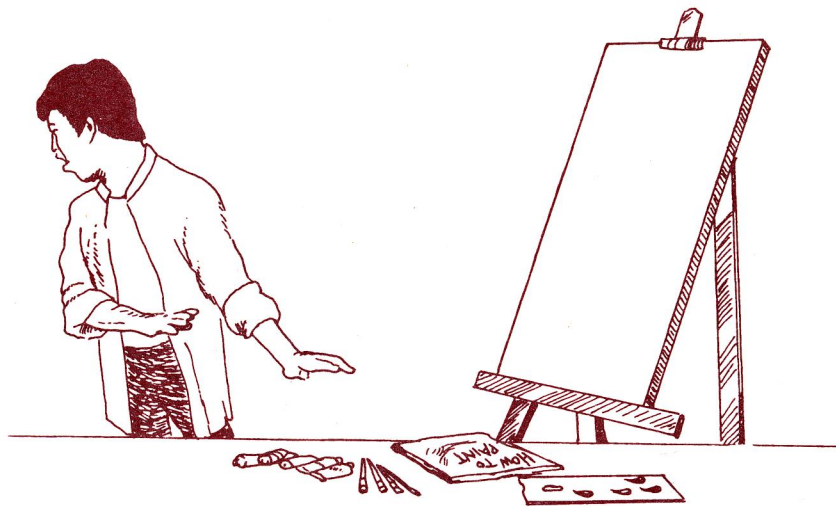
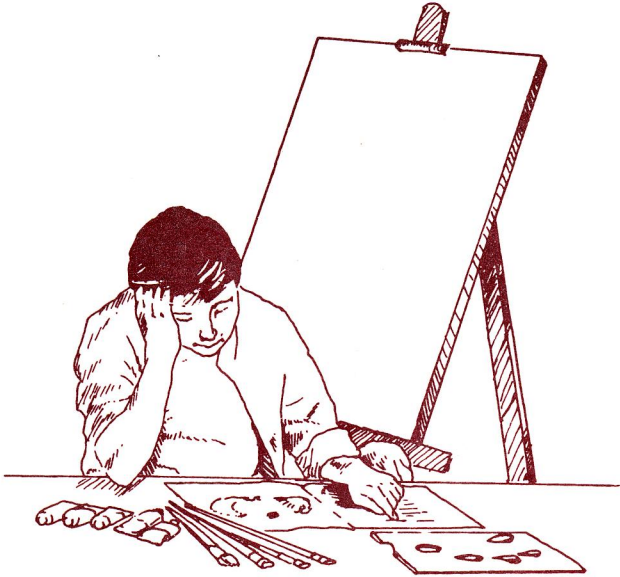




Cutting back the gradient



The misunderstood word





Student brightens up when he finds the misunderstood word.



HCO BULLETIN OF 16 AUGUST 1971R

Issue II

REVISED 5 JULY 1978

Remimeo
Courses
Checksheets

TRAINING DRILLS REMODERNIZED

Revises 17 April 1961.

This HCOB cancels the following:

| | | |
|----------|---------------------|----------------------------|
| Original | HCOB 17 Apr. 61 | TRAINING DRILLS MODERNIZED |
| Reissued | 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% 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 react in any way to anything the coach says or does and has reached a *major stable win*.

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

NUMBER: TR 1 (REVISED 1961)

NAME: Dear Alice.

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

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

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

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

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

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

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

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

NUMBER: TR 2 (REVISED 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 a new coaching after a "That's it."

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an 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

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.

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 has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty.

NUMBER: TR 4 (REVISED 1961)

NAME: Preclear Originations.

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

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

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

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

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

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

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

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

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

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

TRAINING NOTE

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

L. RON HUBBARD
Founder

PRECLEAR ORIGATION SHEET

I have a pain in my stomach.

The room seems bigger.

My body feels heavy.

I had a twitch in my leg.

I feel like I'm sinking.

The colors in the room are brighter.

My head feels lopsided.

I feel wonderful.

I have an awful feeling of fear.

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

I think I've backed up from my body.

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

This is silly.

I feel all confused.

That was a very good session yesterday.

I've got a sharp pain in my back.

When are we going to do some processing?

I feel lighter somehow.

I can't tell you.

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

WOW—I didn't know that before.

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You surely are a good auditor.

That wall seems to move toward me.

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

I feel like something just hit me in the chest.

You surely have a nice office here.

I feel warm all over.

By the way, I won that tennis tournament yesterday.

My head feels like it has a tight band round it.

When are you going to get a haircut?

I seem to see the wall behind my body.

This processing is worth the fee.

I feel like I was all hemmed in somehow.

Who is going to win the Cup Final?

It seems like I'm as tall as this building.

This chair is so comfortable I could go to sleep.

I feel like I could just suddenly break something.

I keep thinking about that copper who blew his whistle at me this morning.

I can see facsimiles better.

Things suddenly look a lot brighter.

Aren't we finished with this yet?

I feel like I'm floating.

It looks like the wall is caving in on me.

That wall looks real thin.

WOW!!! W-O-W!!!!!!!

How long do we have to do this processing?

OUCH! OH, OUCH!

My face tingles.

I'm getting sleepy.

This is the first time I have ever really been in-session.

I'm starving. Let's go to lunch.

I remember a time when I fell down and hurt my zorch.

Can I have a cigarette?

What does this have to do with religion?

Suddenly, I'm so tired.

Everything is getting blurry.

What time do we get through?

I thought we were going to use Dianetics.

Is this room rocking?

How much longer do we have to run this process?

You are by far the worst auditor I've ever had.

Your eyes stink.

I just realized how wrong I've been all my life.

Do these processes work differently on men than on women?

I feel like there is a spider's web on my face.

My left knee hurts.

I feel so light!

Isn't it getting hotter in here?

I just remembered the first time I went swimming.

My back has been aching like this for years.

How much do you weigh?

Are you Clear?

Can you make your body rise up in the air?

I kind of ache all over. That's a somatic, isn't it?

How many engrams have you had run out?

What is this "assist" I keep hearing about?

What does Scientology say about ghosts?

Have you ever seen an Operating Thetan?

How are you going to prove to me that I have a soul?

I feel like killing myself.

How long will it take me to get Clear?

I just realized how terrible my mother actually was.

Are you married?

Hold my hand.

I feel so lonesome.

How many hours have you been processed?

I feel like I can't talk.

My body is starting to shake all over.

My ribs hurt.

I feel just like the time I got run over by that car.

Everything seems to be getting dark.

Could we stop and talk for a little while?

Don't you get tired of listening to someone like me?

Can you make my hair curly?

How long will it take me to lose twenty pounds?

Kiss me.

You are my reincarnated husband of 20,000 years ago.

Why are you talking so much?

That last process isn't flat. I'm sick.

You're dead.

I'm dead too.

We are all dead.

I love death.

Kill me.

Beat me.

No—no, no, no, NO!!!!!!

Moo Gum Guy Pan.

Sum Gum War Sue Up.

Fizzle Wizzle Bum Crum.

I am going to vomit on you if you don't stop.

I absolutely love the way you handle originations.

You are sweet.

OTTR 0





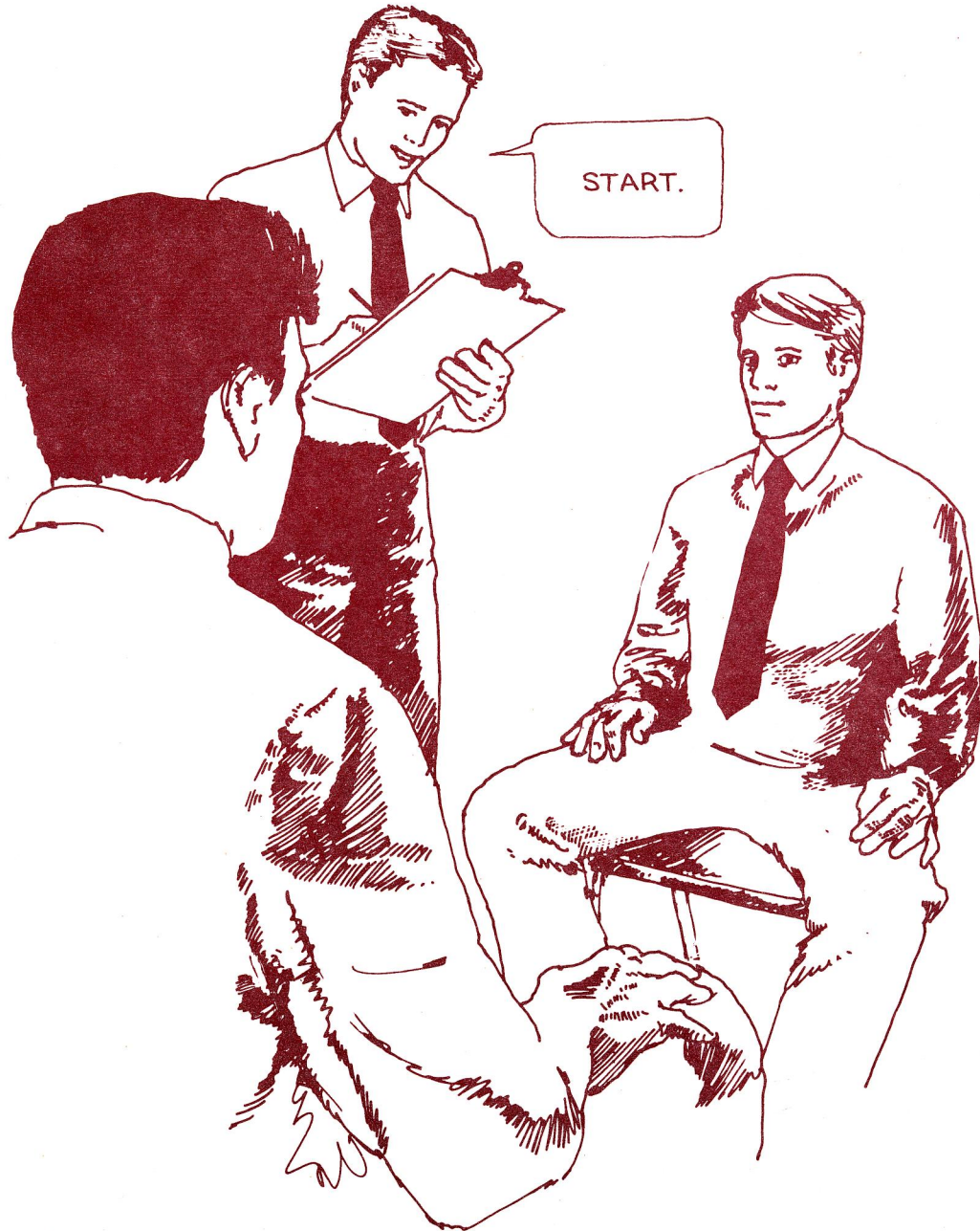
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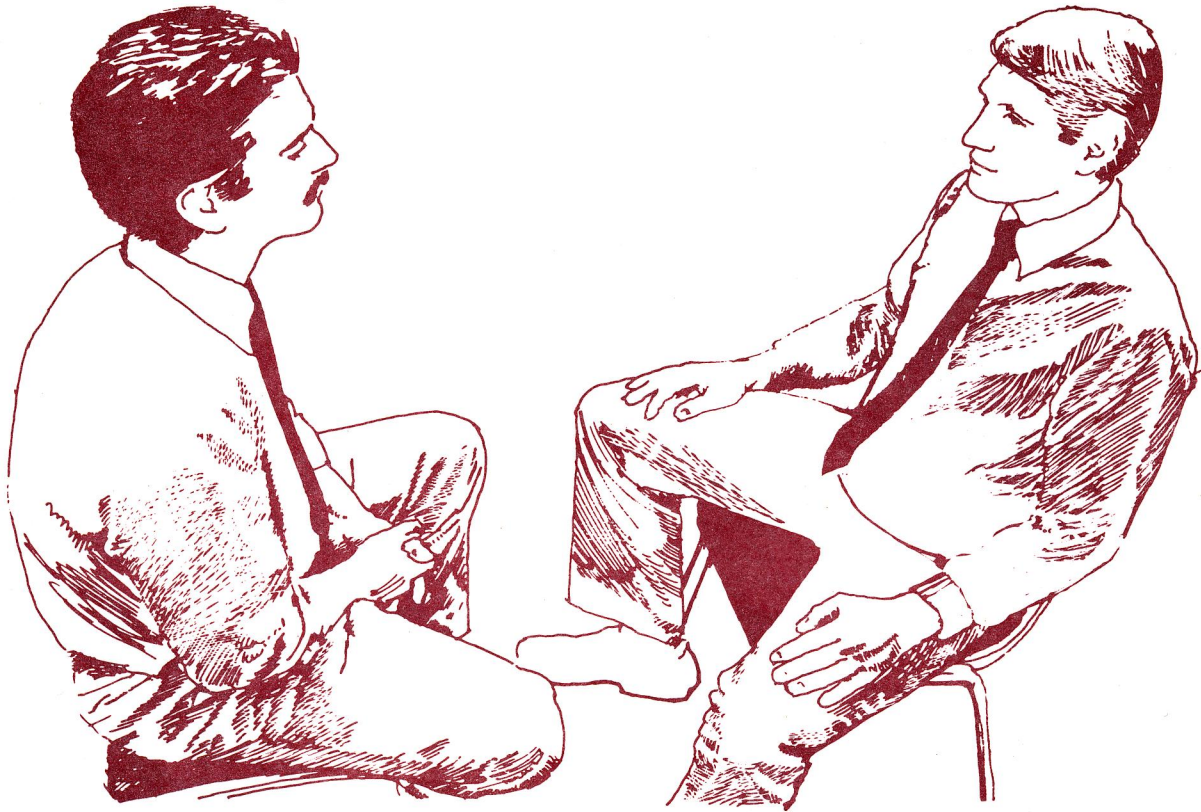


Be there comfortably.



TR 0





No talking,



no blinking,



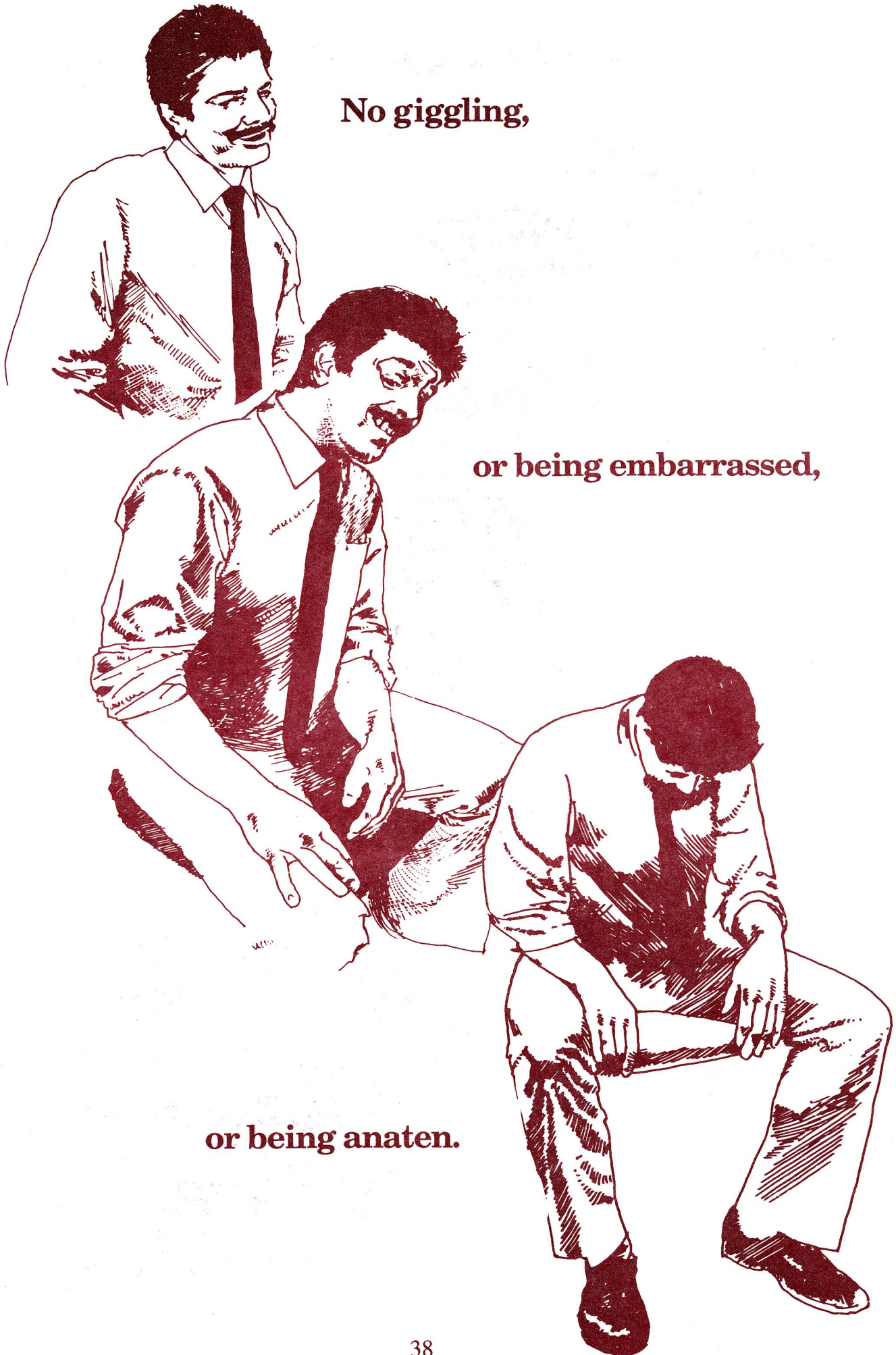
no fidgeting.



No giggling,

or being embarrassed,

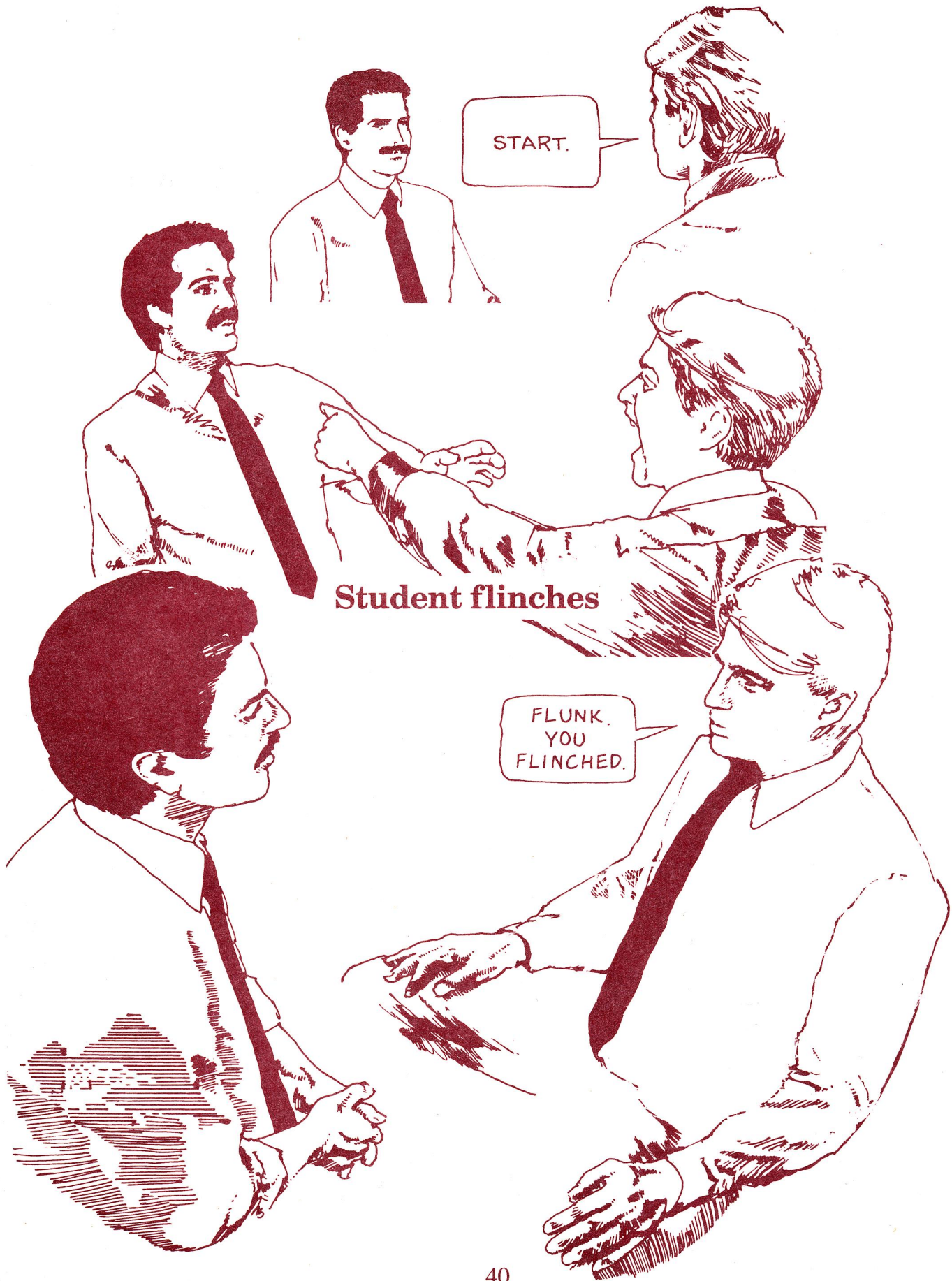
or being anaten.

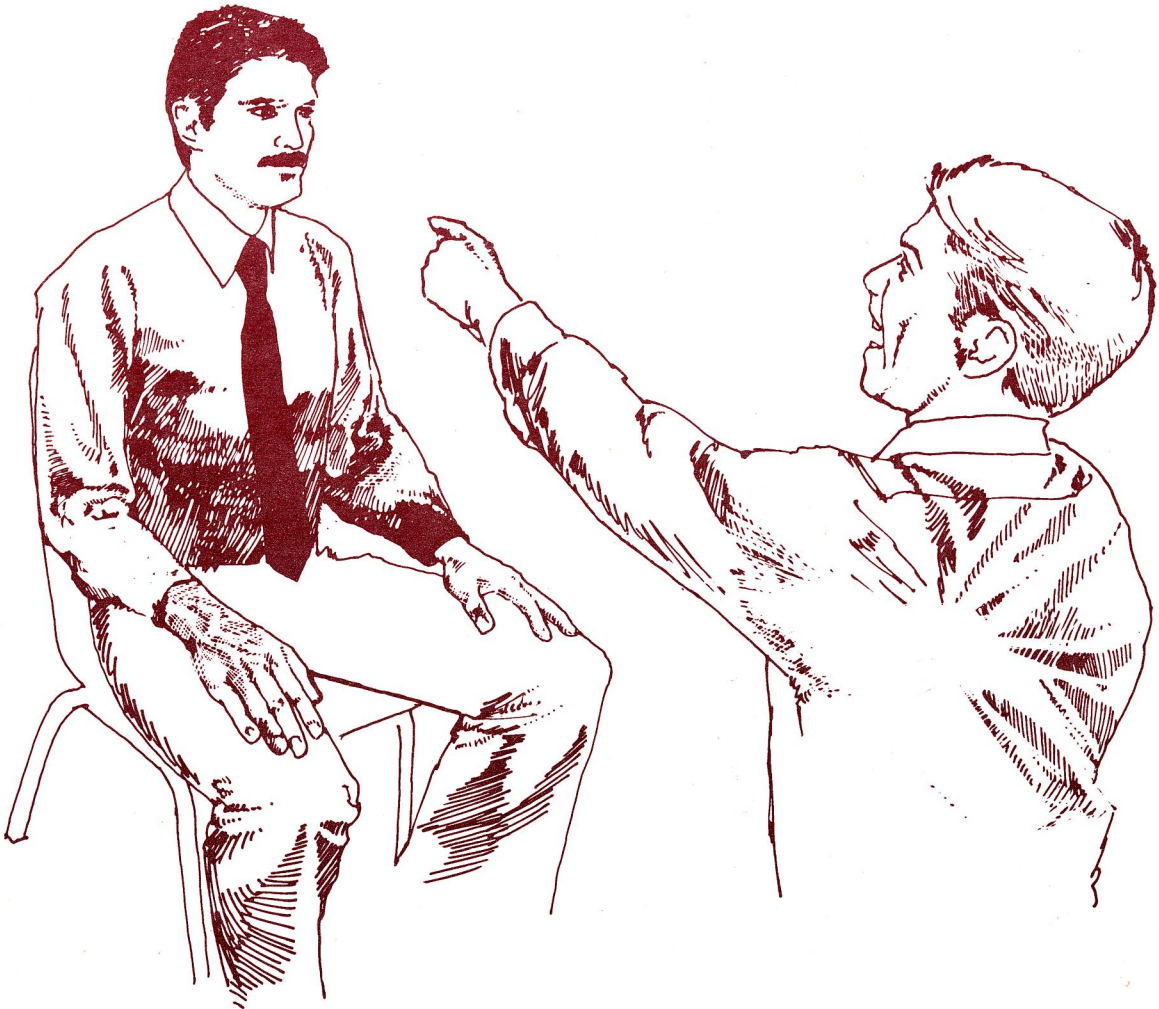
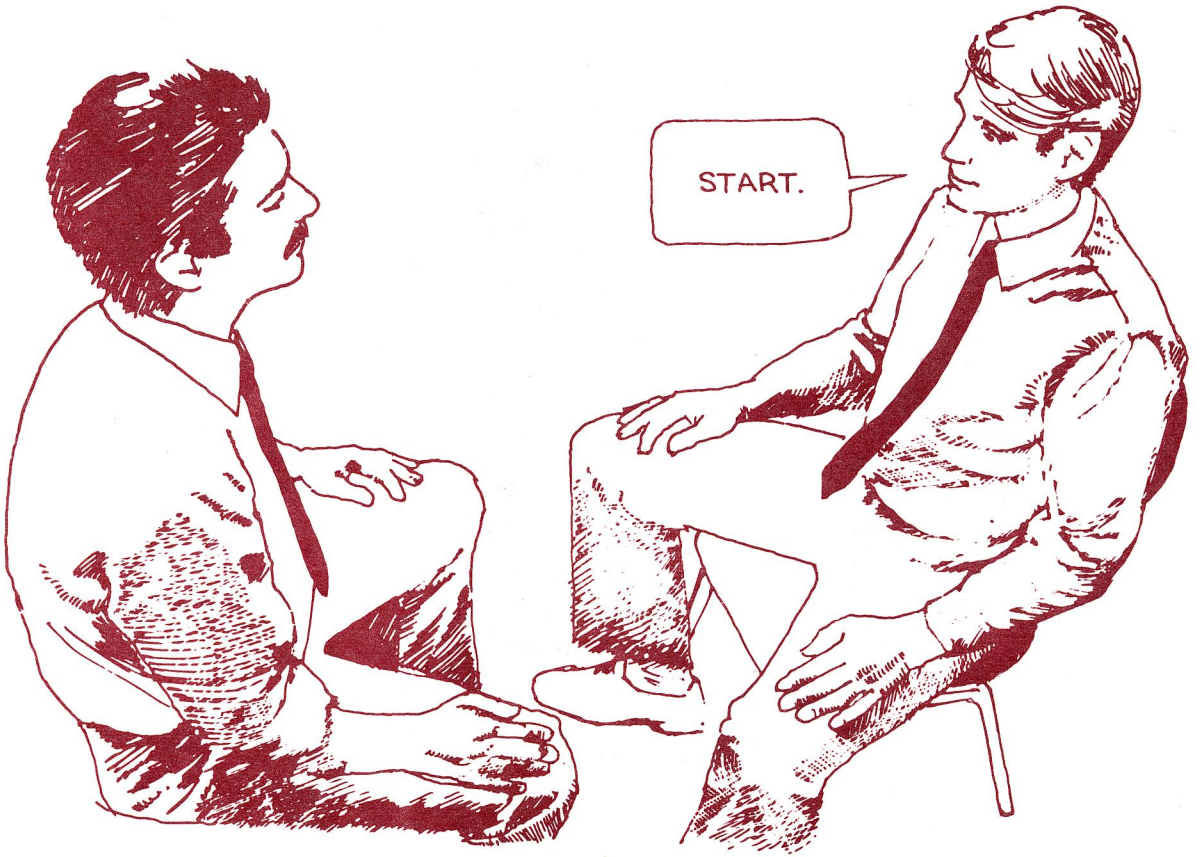


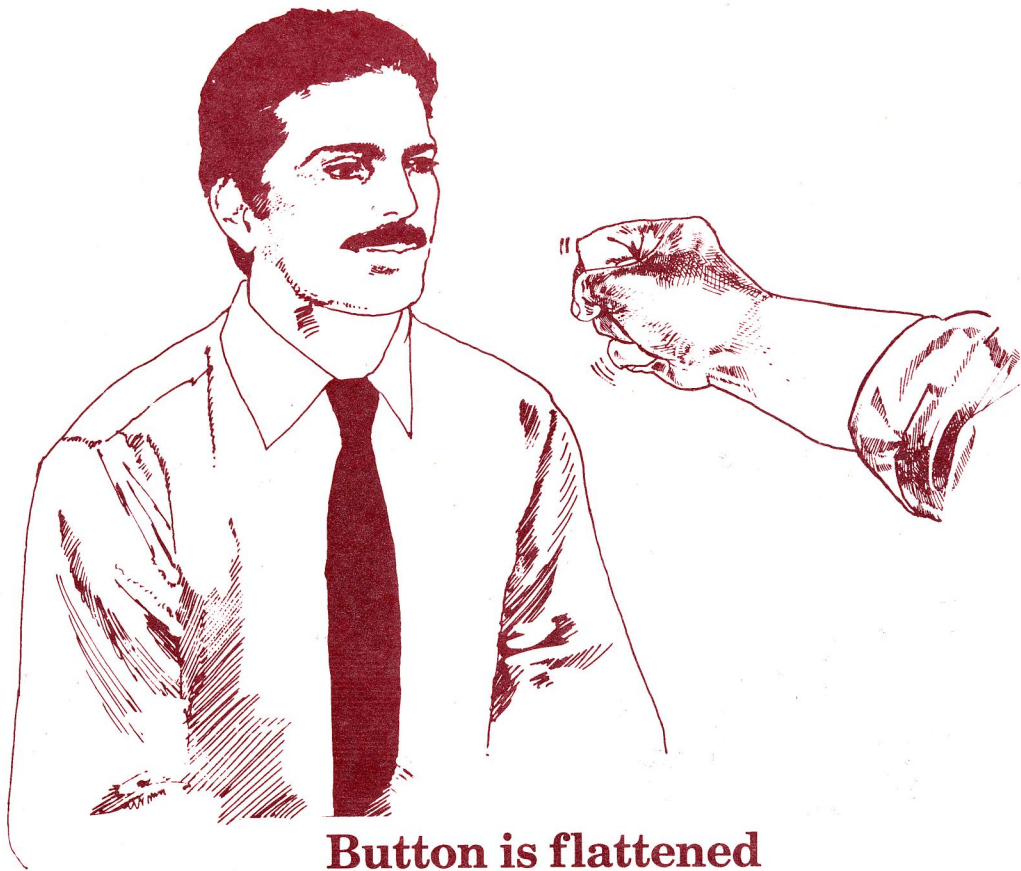


Just be there and confront.

TR 0 BULLBAIT





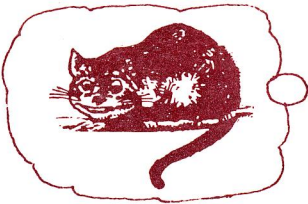


Button is flattened

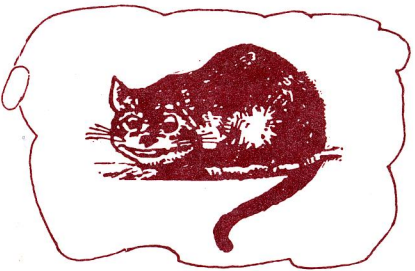


TR 1

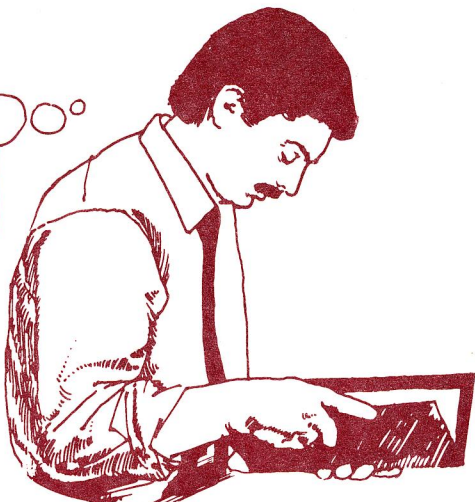
IT'S A
CHESHIRE CAT.



IT'S A
CHESHIRE CAT.

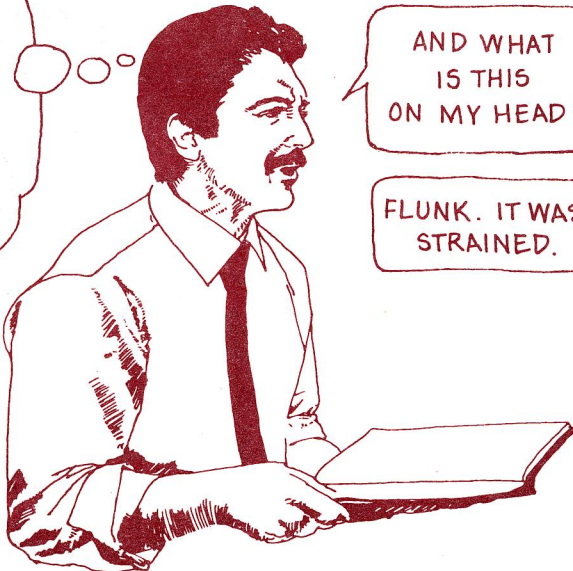


AND WHAT IS THIS ON MY HEAD?



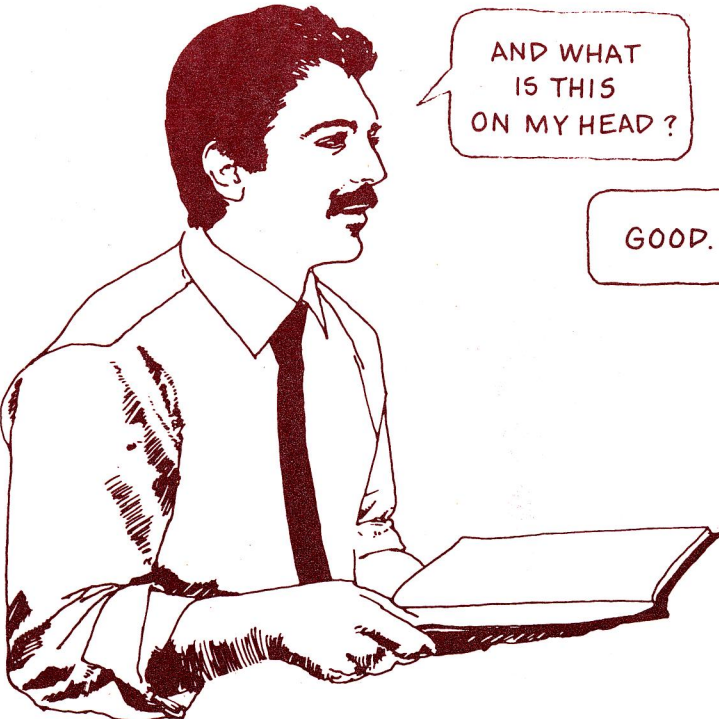
AND WHAT IS THIS ON MY HEAD?

FLUNK. IT WAS STRAINED.

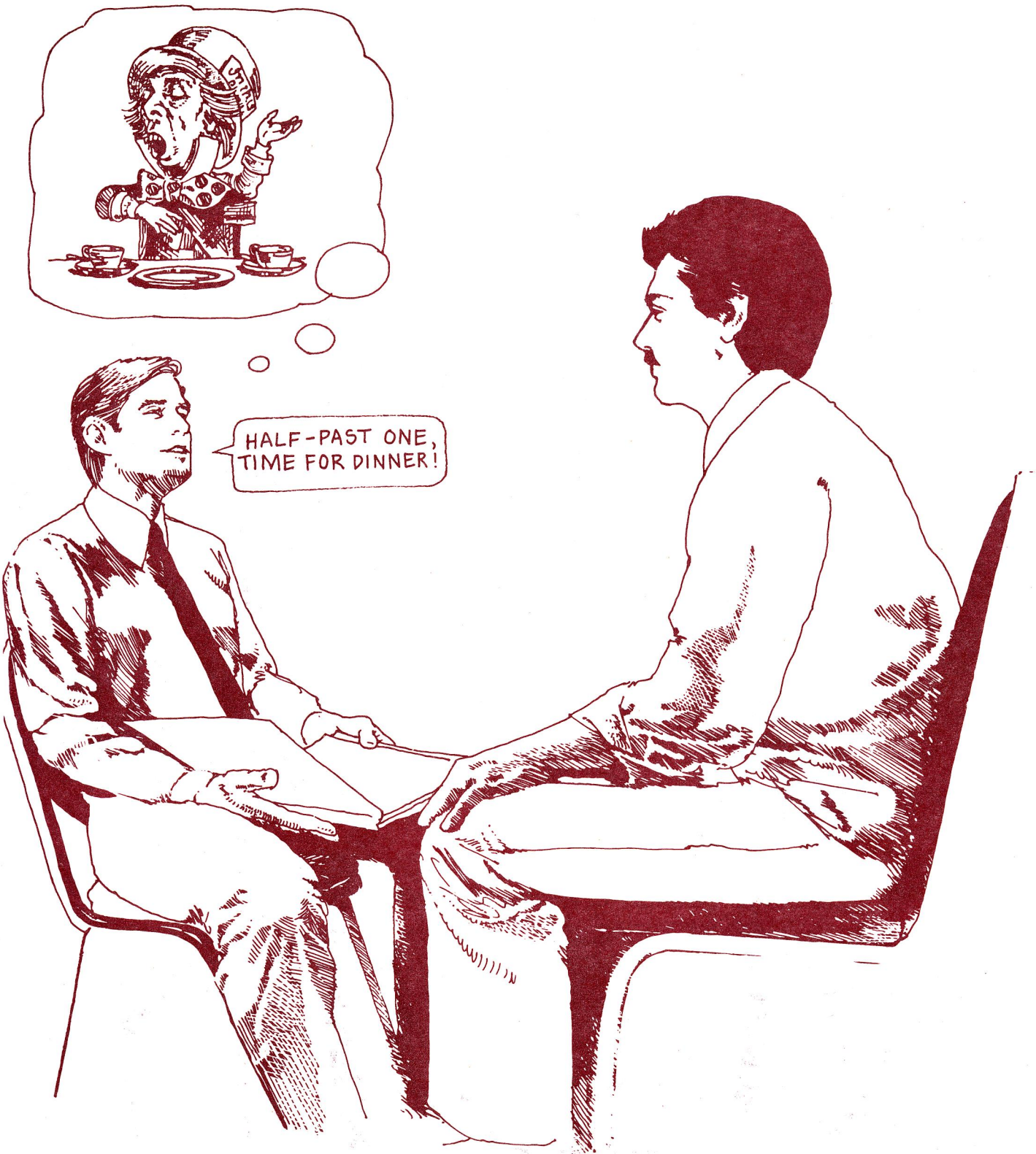


AND WHAT IS THIS ON MY HEAD?

GOOD.



TR 2





GREAT.

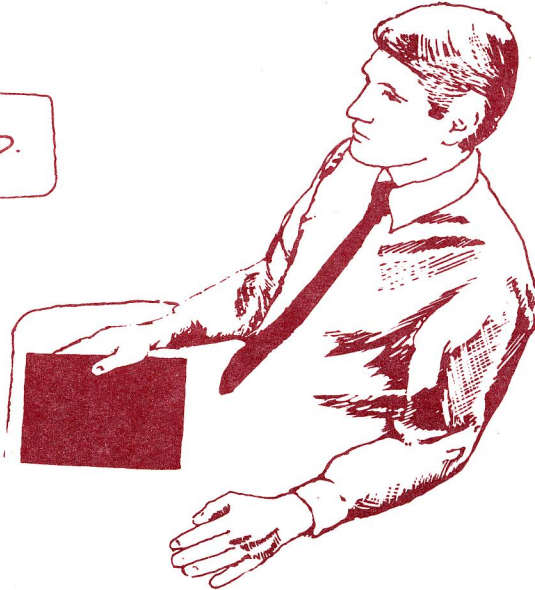




DON'T BE NERVOUS.

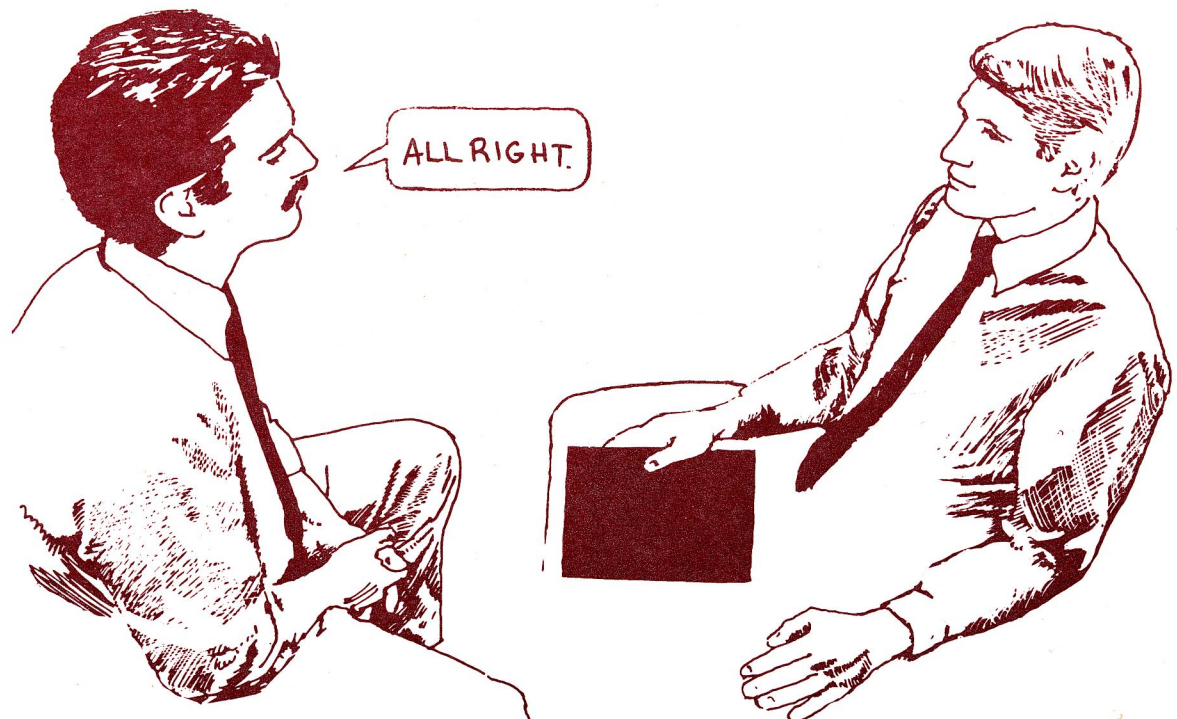


GOOD.



FLUNK.
THAT'S NOT
APPROPRIATE.









WHAT DID
I SAY?



YOU SAID,
"I WOULD LIKE
SOME TEA".



TR 2 1/2







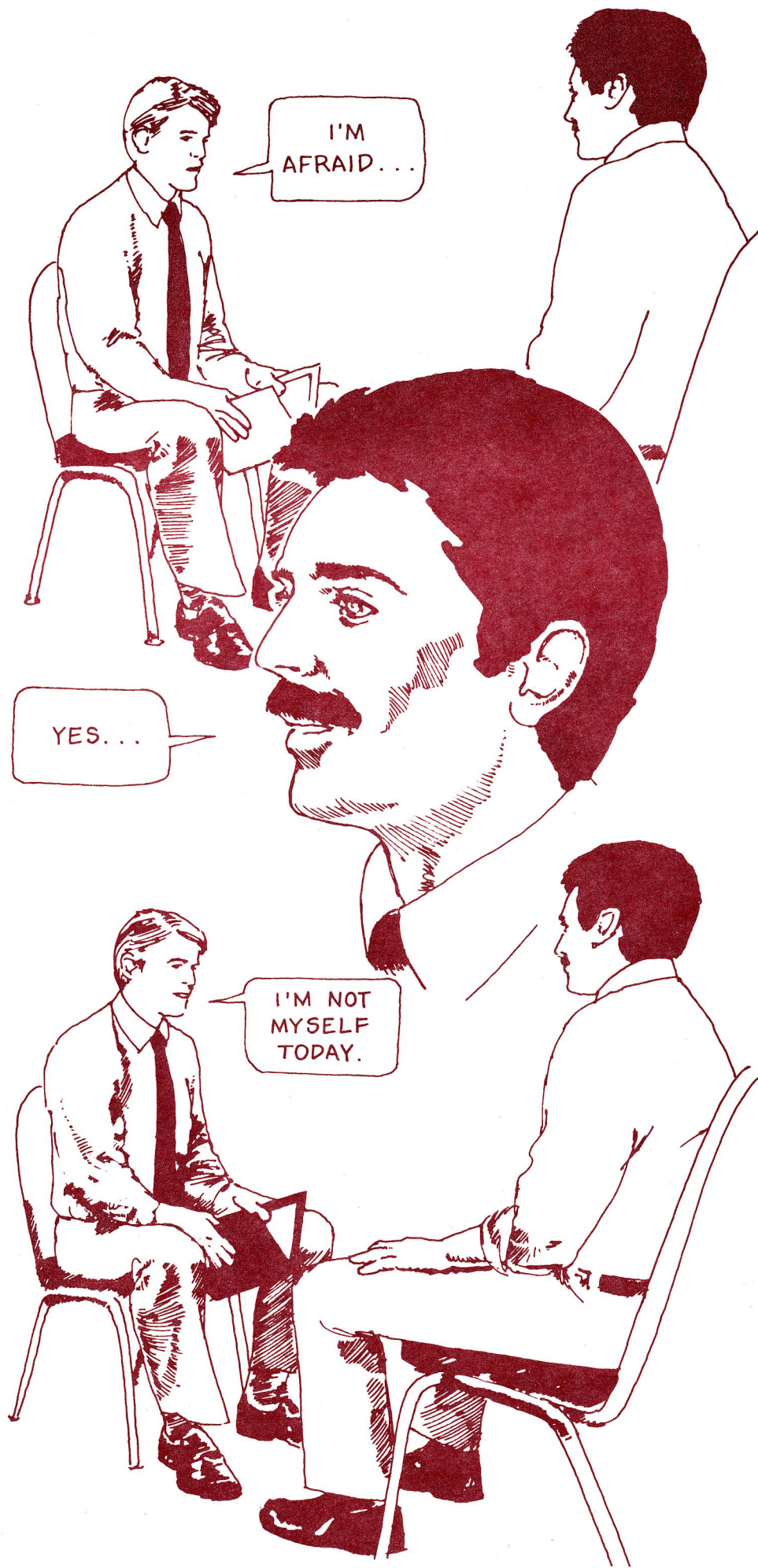
I'M
AFRAID...



I UNDERSTAND.



FLUNK. IT
WASN'T
APPROPRIATE.





TR 3





DO BIRDS
FLY?



GOOD.



DO BIRDS
FLY?



DON'T YOU WISH
YOU COULD FLY?

GOOD. DO BIRDS FLY ?

FLUNK. YOU DIDN'T
GET AN ANSWER TO
THE QUESTION.

DO BIRDS FLY ?

DON'T YOU WISH
YOU COULD FLY ?

I'LL REPEAT
THE AUDITING
QUESTION.
DO BIRDS FLY ?

YES.

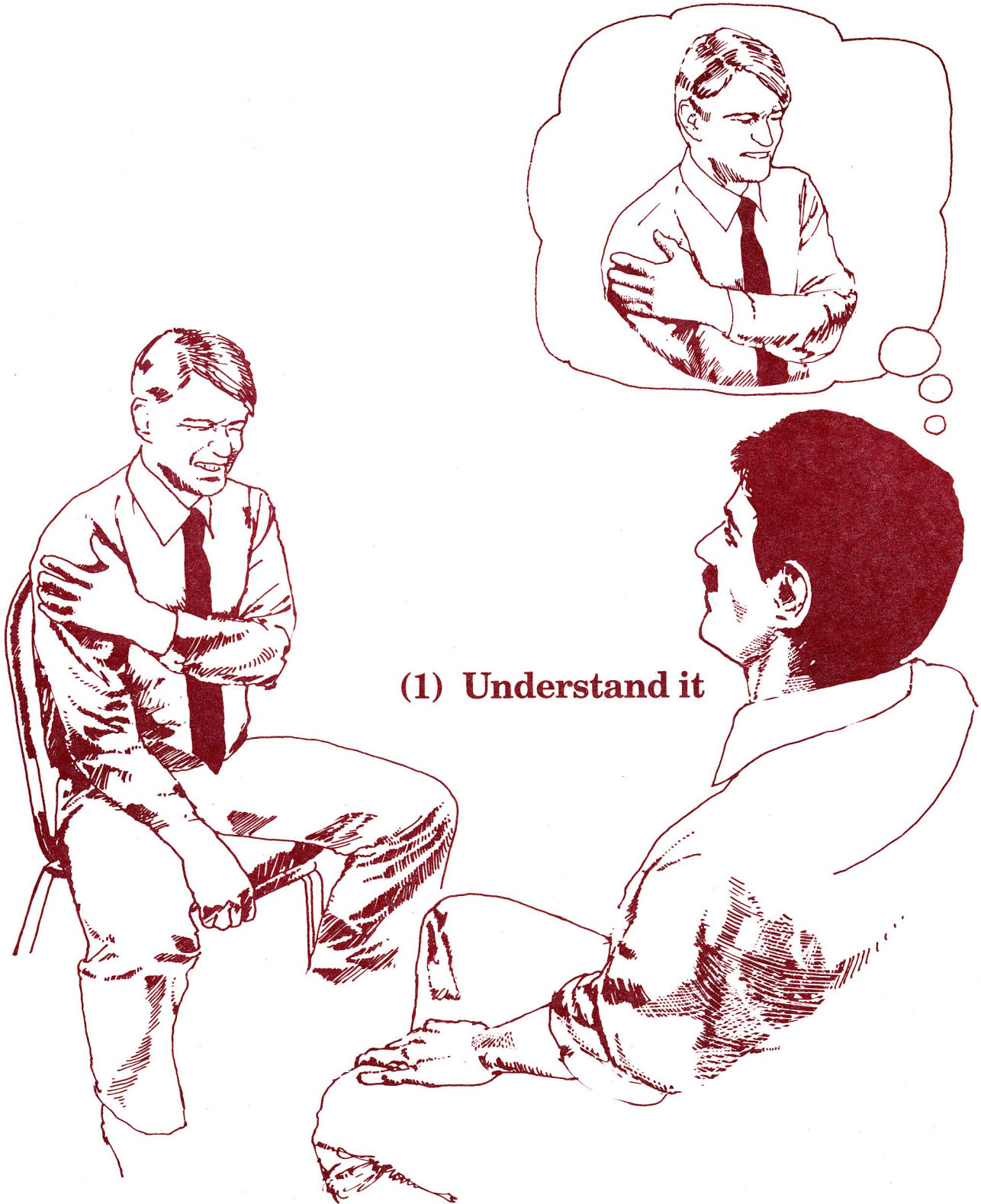
THANK YOU.

TR 4





Preclear originates

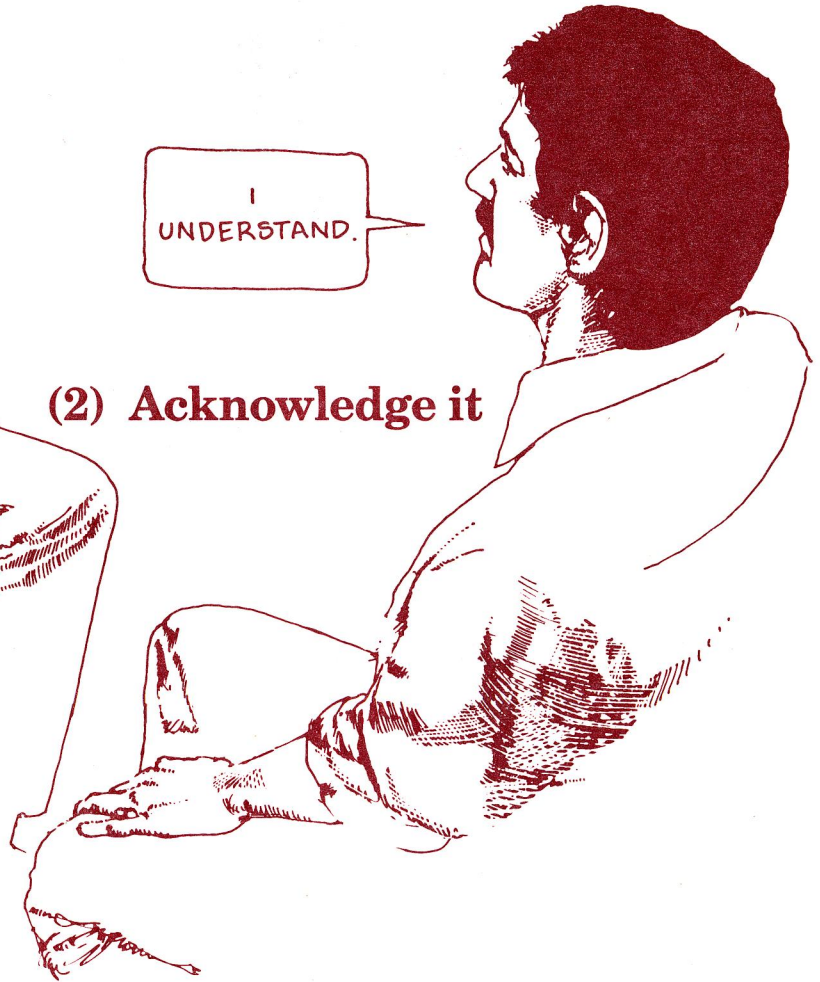


(1) Understand it



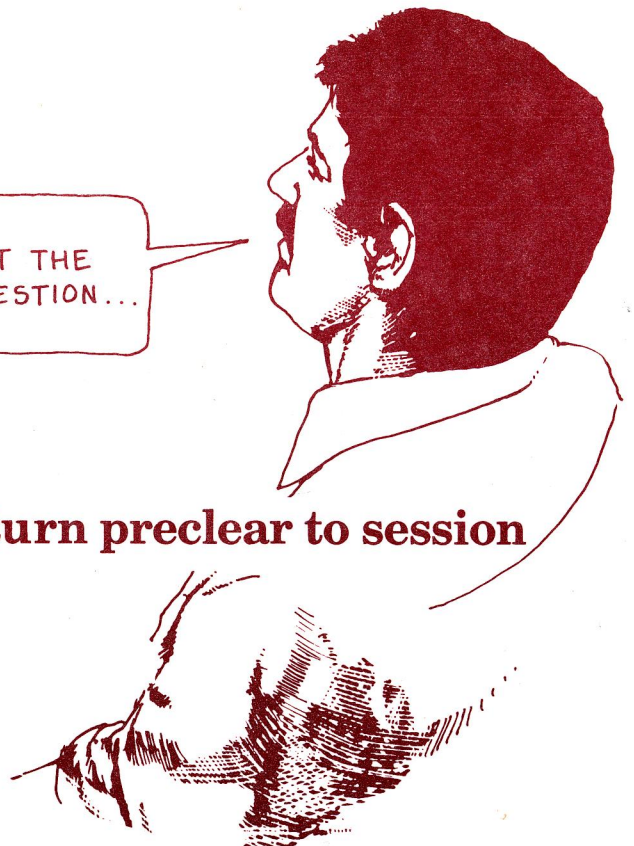
I
UNDERSTAND.

(2) Acknowledge it



I'LL REPEAT THE
AUDITING QUESTION...

(3) Return preclear to session






Comment




Comment is disregarded

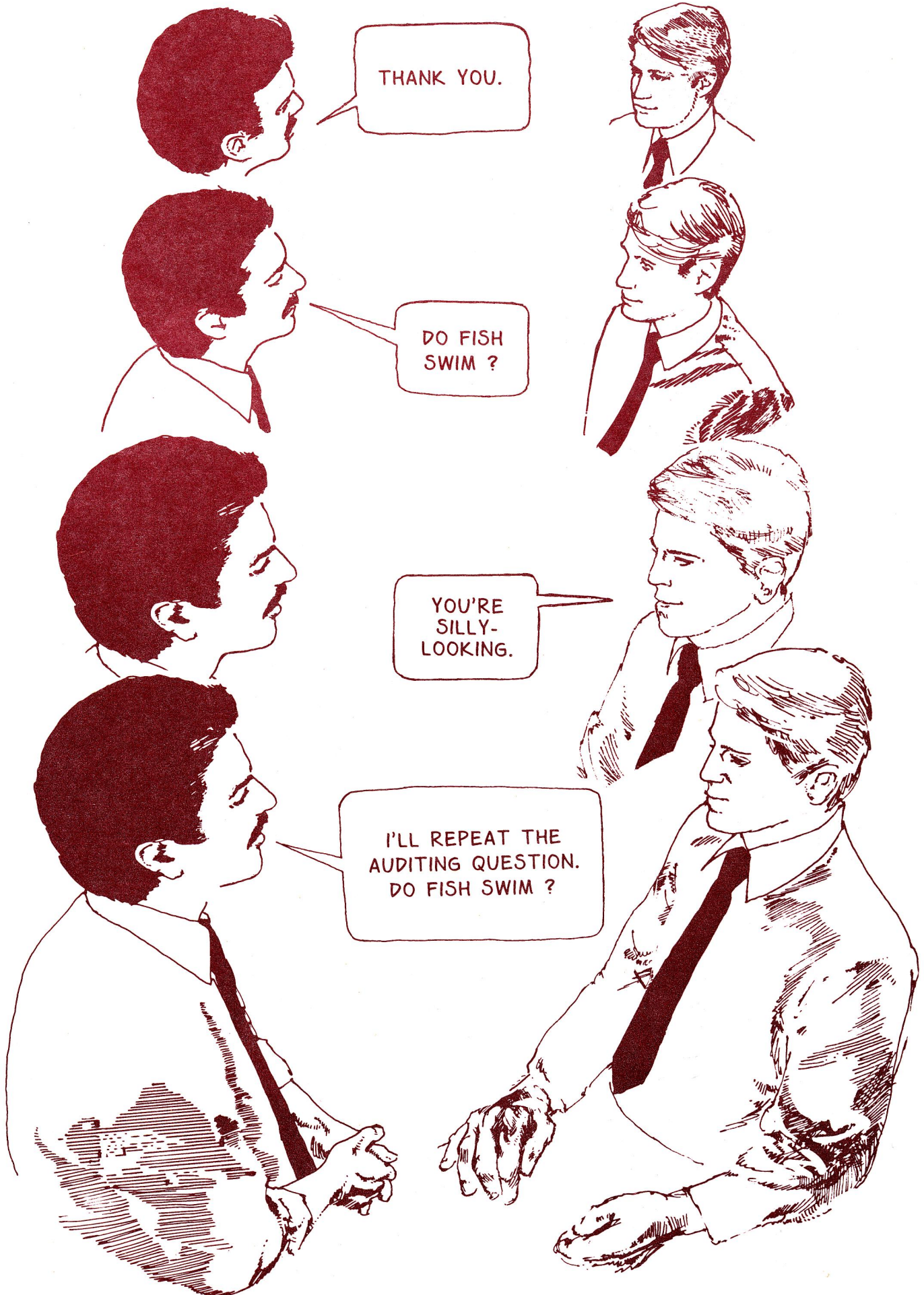




DO FISH
SWIM?



YES.



THANK YOU.

DO FISH SWIM ?

YOU'RE SILLY-LOOKING.

I'LL REPEAT THE AUDITING QUESTION. DO FISH SWIM ?



NO!

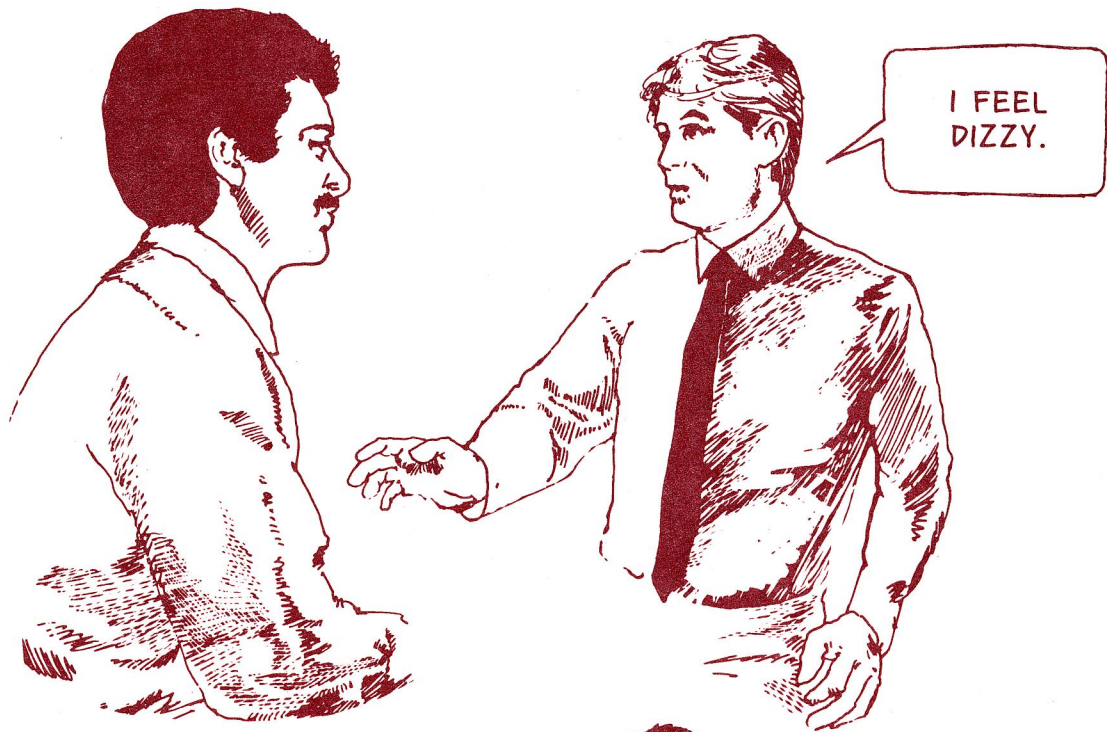


OKAY.



DO FISH SWIM?





GOOD.
I'LL REPEAT
THE AUDITING
QUESTION.
DO FISH
SWIM?



YES!





HCO BULLETIN OF 24 MAY 1968

Remimeo

COACHING

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

1. Coach with a purpose.

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

2. Coach with reality.

a. Be realistic in your coaching. When you give an origination to a student, really make it an origination, not just something that the sheet said you should say, so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the 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 because. Talking about such things at great length does not accomplish very much. The only thing that does accomplish the goals of the TR and resolves any differences is doing the training drill. You will get further by doing it than by talking about it.

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

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

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

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

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

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

L. RON HUBBARD
Founder

UPPER INDOC TRs

Ref: LRH Technical Training Film number TR Seven, Upper Indoc TRs

Following are the Upper Indoc TRs 6 to 9 inclusive.

NUMBER: TR 6

NAME: 8-C (Body Control)

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

The commands to be used for 8-C are:

"LOOK AT THAT WALL." "THANK YOU."

"WALK OVER TO THAT WALL." "THANK YOU."

"TOUCH THAT WALL." "THANK YOU."

"TURN AROUND." "THANK YOU."

The student points to show which wall each time.

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

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

TRAINING STRESS: Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the

session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

HISTORY: Developed by L. Ron Hubbard in Camden, New Jersey, in October 1953, modified in July 1957 in Washington, DC, and the commands were modified in HCOB of 16 Nov. 65 II.

NUMBER: TR 7

NAME: High School Indoc

COMMANDS: Same as 8-C (Control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error and "That's it" to end the coaching session. No other remarks by the coach are valid to student. Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him. If the student falters, comm lags, fumbles a command or fails to get execution on part of coach, coach says "Flunk" and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

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

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

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

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

NUMBER: TR 8

NAME: Tone 40 on an Object

COMMANDS:

"STAND UP." "THANK YOU."

"SIT DOWN ON THAT CHAIR." "THANK YOU."

These are the only commands used.

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

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

TRAINING STRESS: TR 8 is begun with student holding the ashtray which he manually makes execute the commands he gives. Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time. First, locate the space which includes himself and the ashtray but not more than that much. Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting.

The coach's patter would run something like this:

"LOCATE THE SPACE."

"LOCATE THE OBJECT IN THAT SPACE."

"COMMAND IT AS LOUDLY AS YOU CAN."

"ACKNOWLEDGE IT AS LOUDLY AS YOU CAN."

"COMMAND IT AS LOUDLY AS YOU CAN."

"ACKNOWLEDGE IT AS LOUDLY AS YOU CAN."

That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object. Next, have the student do the drill while using the wrong commands—i.e., saying "Thank you" while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgment. The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student using any verbal means he could to knock the student off Tone 40. Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention in the object for each command and for each acknowledgment, the drill is flat.

There are other ways to help the student along. The coach occasionally asks,

"ARE YOU WILLING TO BE IN THAT ASHTRAY?"

When the student has answered, then,

"ARE YOU WILLING FOR A THOUGHT TO BE THERE INSTEAD OF YOU?"

Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is,

"DID YOU REALLY EXPECT THAT ASHTRAY TO COMPLY WITH THAT COMMAND?"

There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows:

"THINK THE THOUGHT—I AM A WILDFLOWER." "GOOD."

"THINK THE THOUGHT THAT YOU ARE SITTING IN A CHAIR." "GOOD."

"IMAGINE THAT THOUGHT BEING IN THAT ASHTRAY." "GOOD."

"IMAGINE THAT ASHTRAY CONTAINING THAT THOUGHT IN ITS SUBSTANCE." "GOOD."

"NOW GET THE ASHTRAY THINKING THAT IT IS AN ASH-TRAY." "GOOD."

"GET THE ASHTRAY INTENDING TO GO ON BEING AN ASH-TRAY." "GOOD."

"GET THE ASHTRAY INTENDING TO REMAIN WHERE IT IS." "GOOD."

"HAVE THE ASHTRAY END THAT CYCLE." "GOOD."

"PUT IN THE ASHTRAY THE INTENTION TO REMAIN WHERE IT IS." "GOOD."

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

HISTORY: Developed by L. Ron Hubbard in Washington, DC, in 1957 to train students to use intention when auditing.

NUMBER: TR 9

NAME: Tone 40 on a Person

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

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

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

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

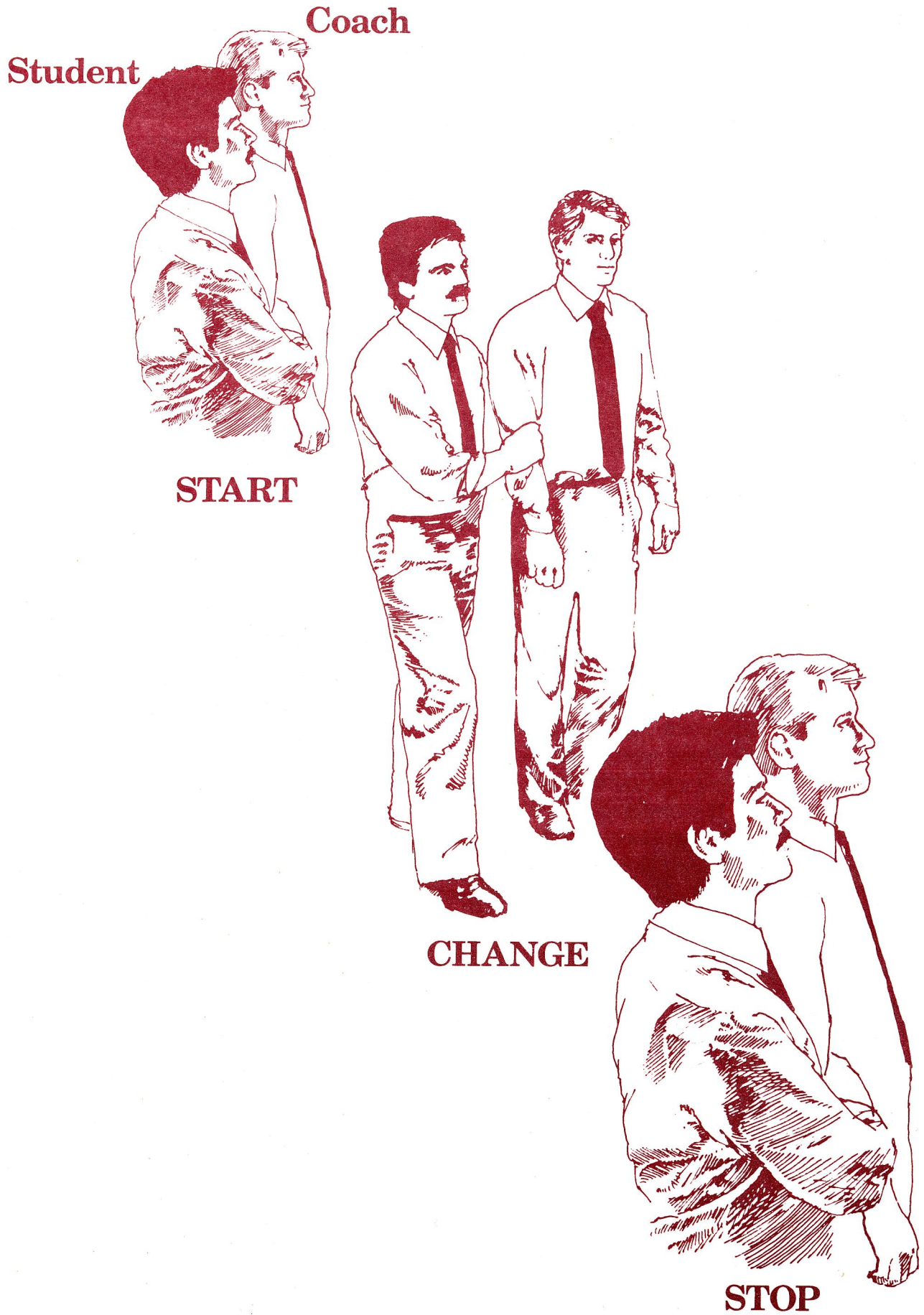
HISTORY: Developed in Washington, DC, in 1957 by L. Ron Hubbard.

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

L. RON HUBBARD
Founder

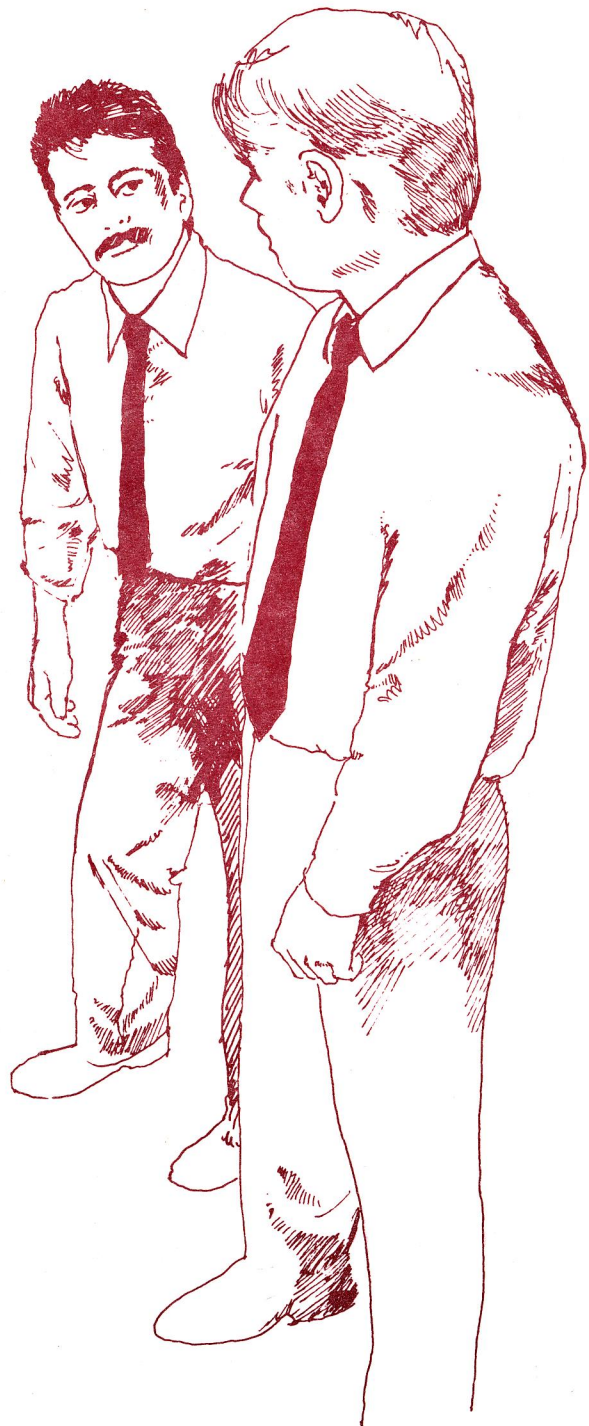
Revision assisted by
LRH Technical Research
and Compilations

TR 6 First Part





FLUNK FOR NERVOUSNESS.

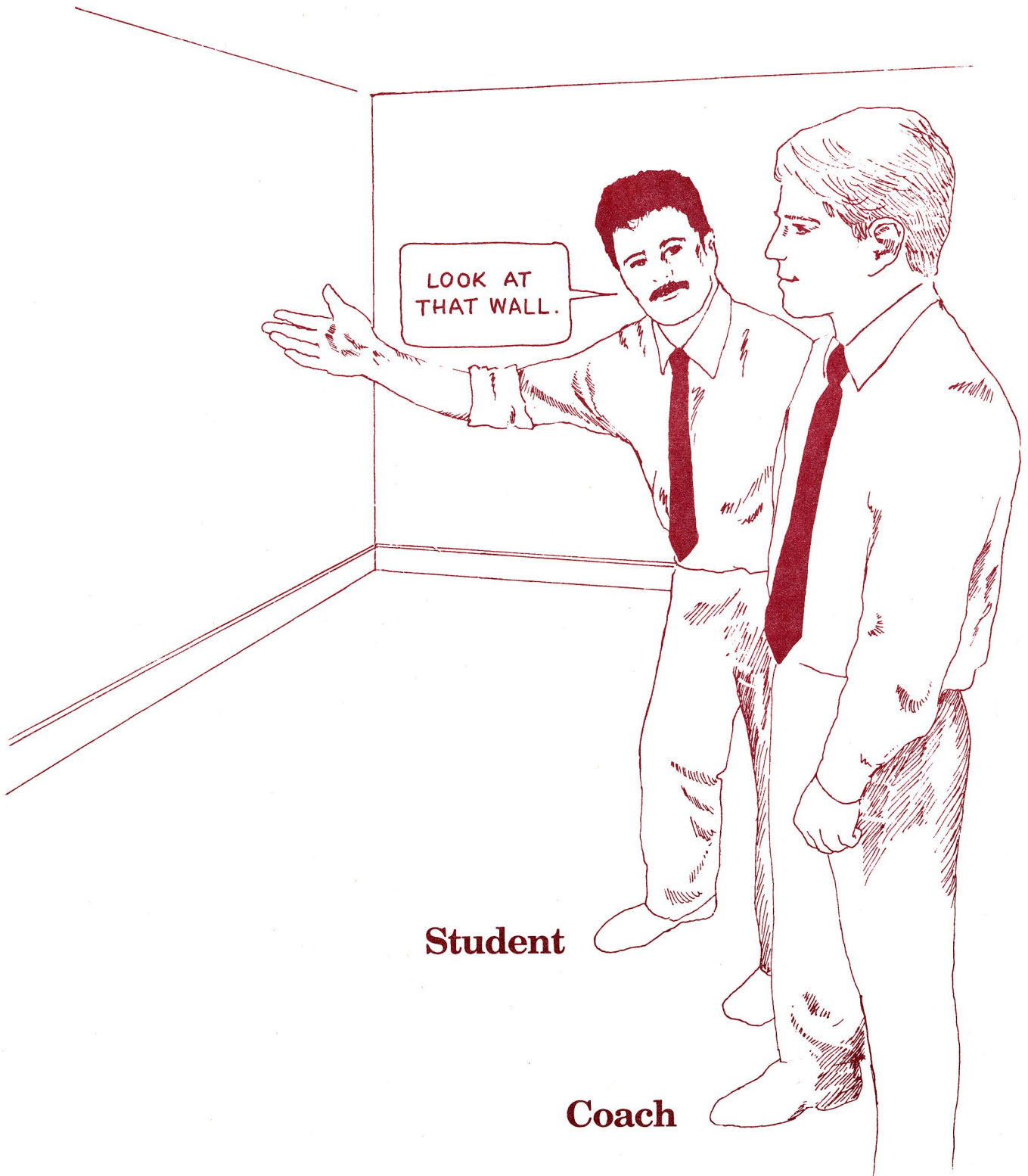








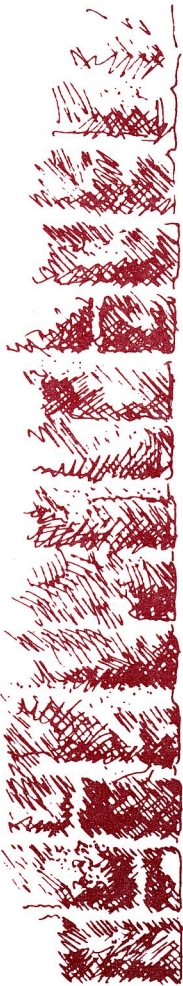
TR 6 Second Part

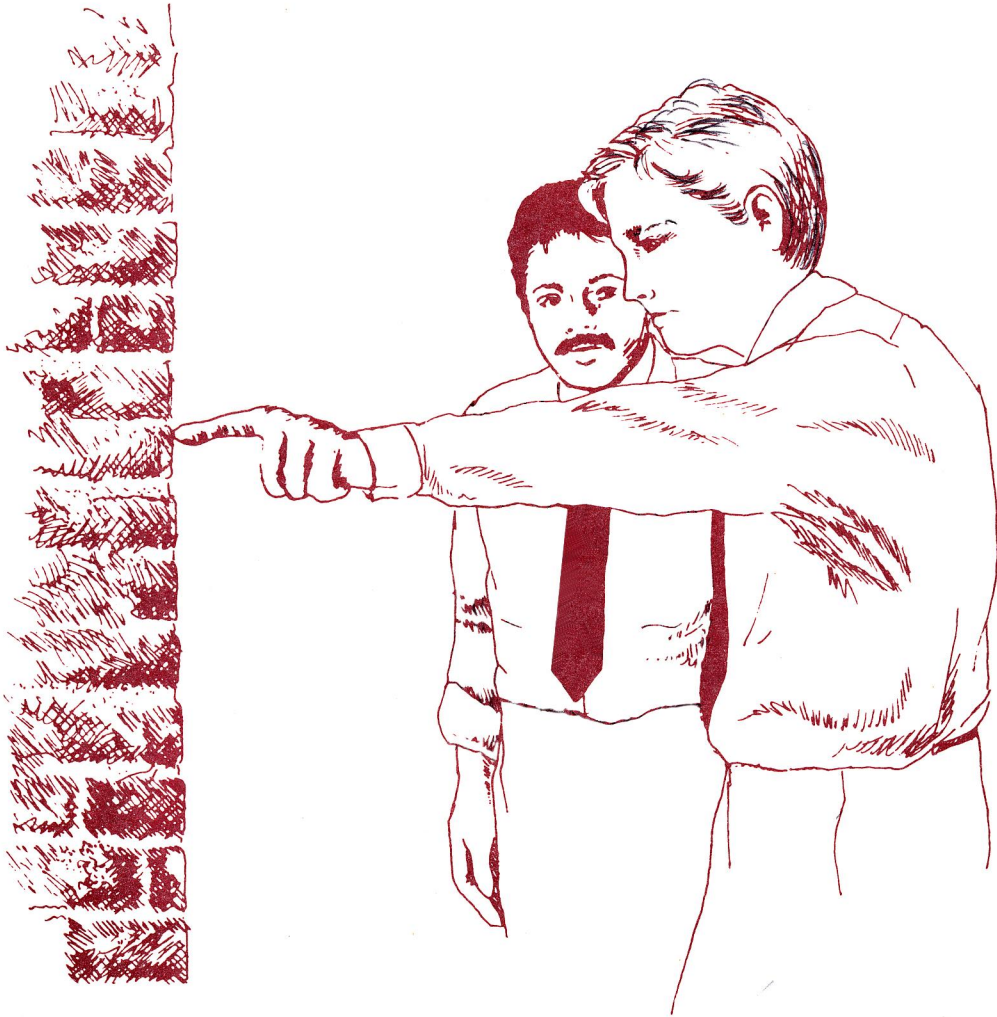






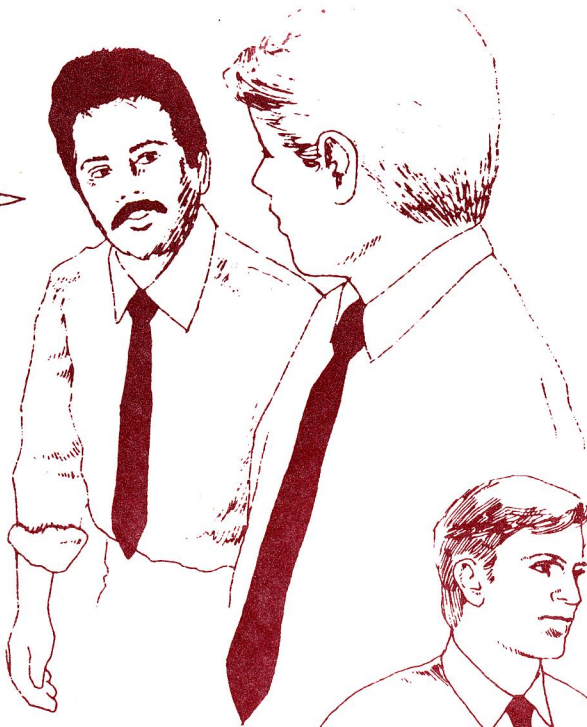








TURN
AROUND.



THANK
YOU.



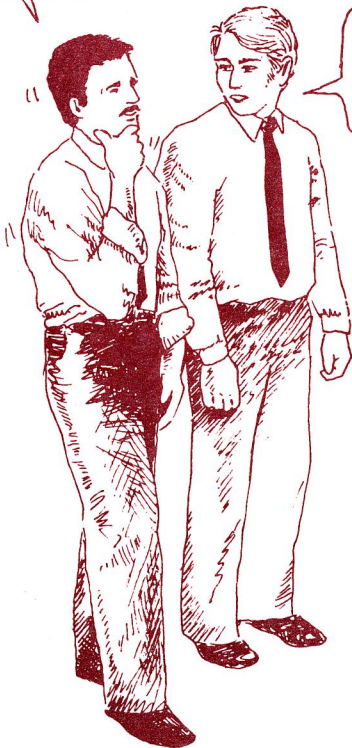
LOOK
AT THAT WALL.



Examples of flunks



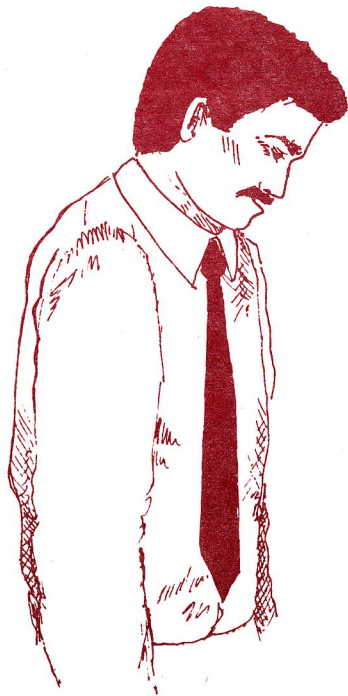
ER...AH...LOOK AT
AT THAT WALL...



FLUNK. YOU
FLUBBED THE COMMAND.

THANK YOU.

FLUNK ON
TR O.



LET ME SEE. HMMM...
LOOK AT THAT DOOR,
I MEAN, WALL.

FLUNK FOR
HESITATION AND
FLUBBING THE COMMAND.



I FEEL SICK. I
WANT TO LIE DOWN.

UH... LOOK
AT THAT WALL.

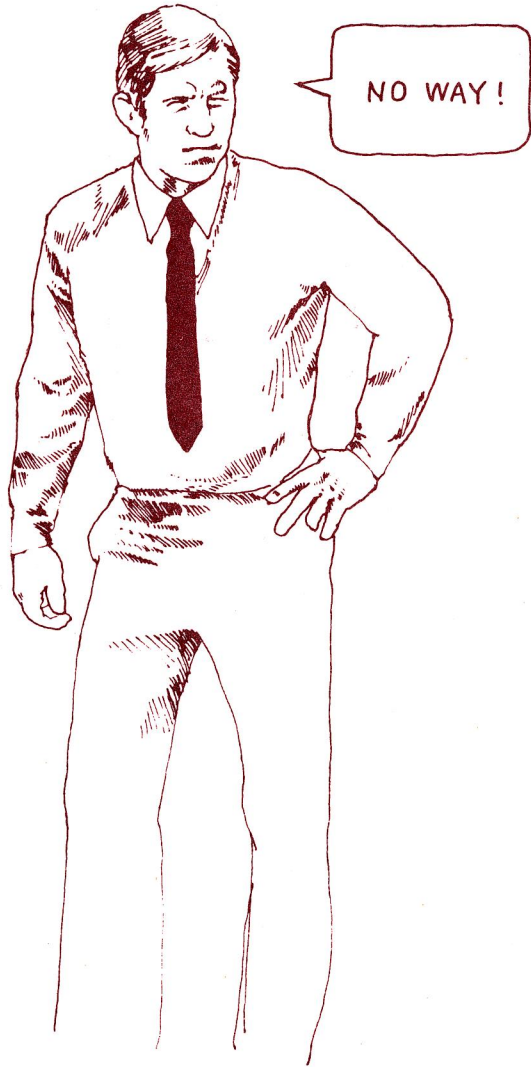


FLUNK FOR
FAILING TO HANDLE
AN ORIGINATION.



TR 7



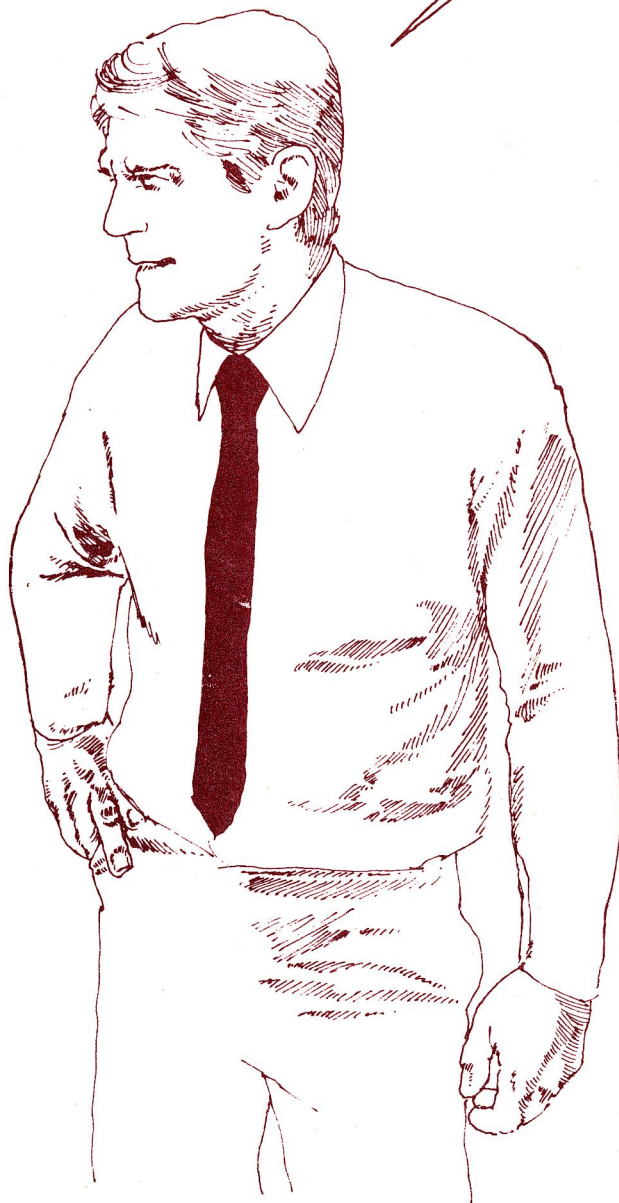








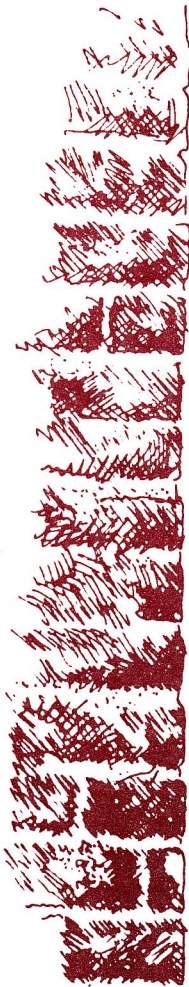
I'VE ALREADY WALKED
TO THE WALL 10 TIMES.
I'M NOT DOING IT AGAIN.



I DON'T WANT
TO GO THERE !









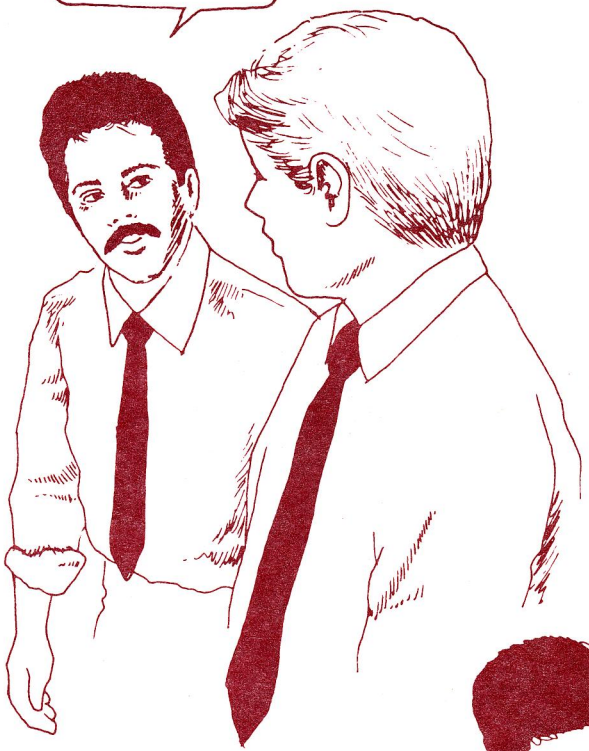
HMM... WHAT IS THAT
ON YOUR COLLAR?

HEY... HOW DID YOU
GET MY HAND ON
THAT WALL?





TURN
AROUND.



I'M
LEAVING!





LOOK AT
THAT WALL.



TR 8

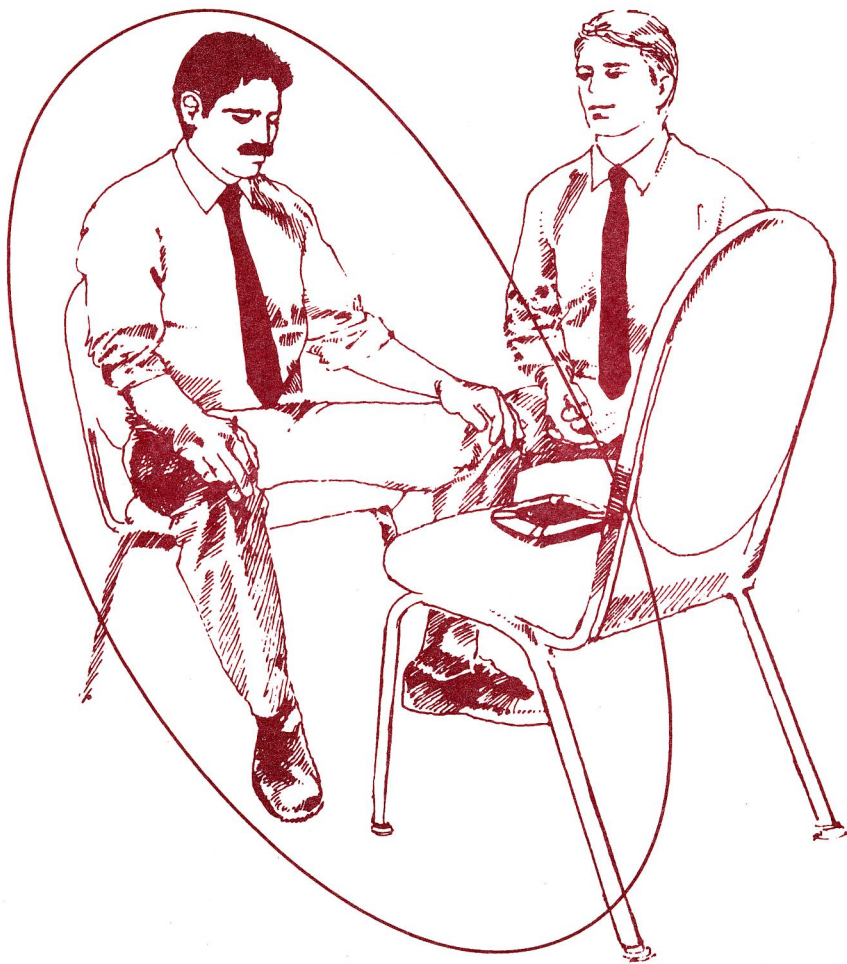
Student

Coach



LOCATE
THE SPACE.









Shouting







ACKNOWLEDGE IT AS LOUDLY AS YOU CAN.



THANK YOU!



COMMAND IT AS
LOUDLY AS YOU CAN.



SIT DOWN ON
THAT CHAIR!





THANK YOU!



Normal tone of voice



Using wrong commands

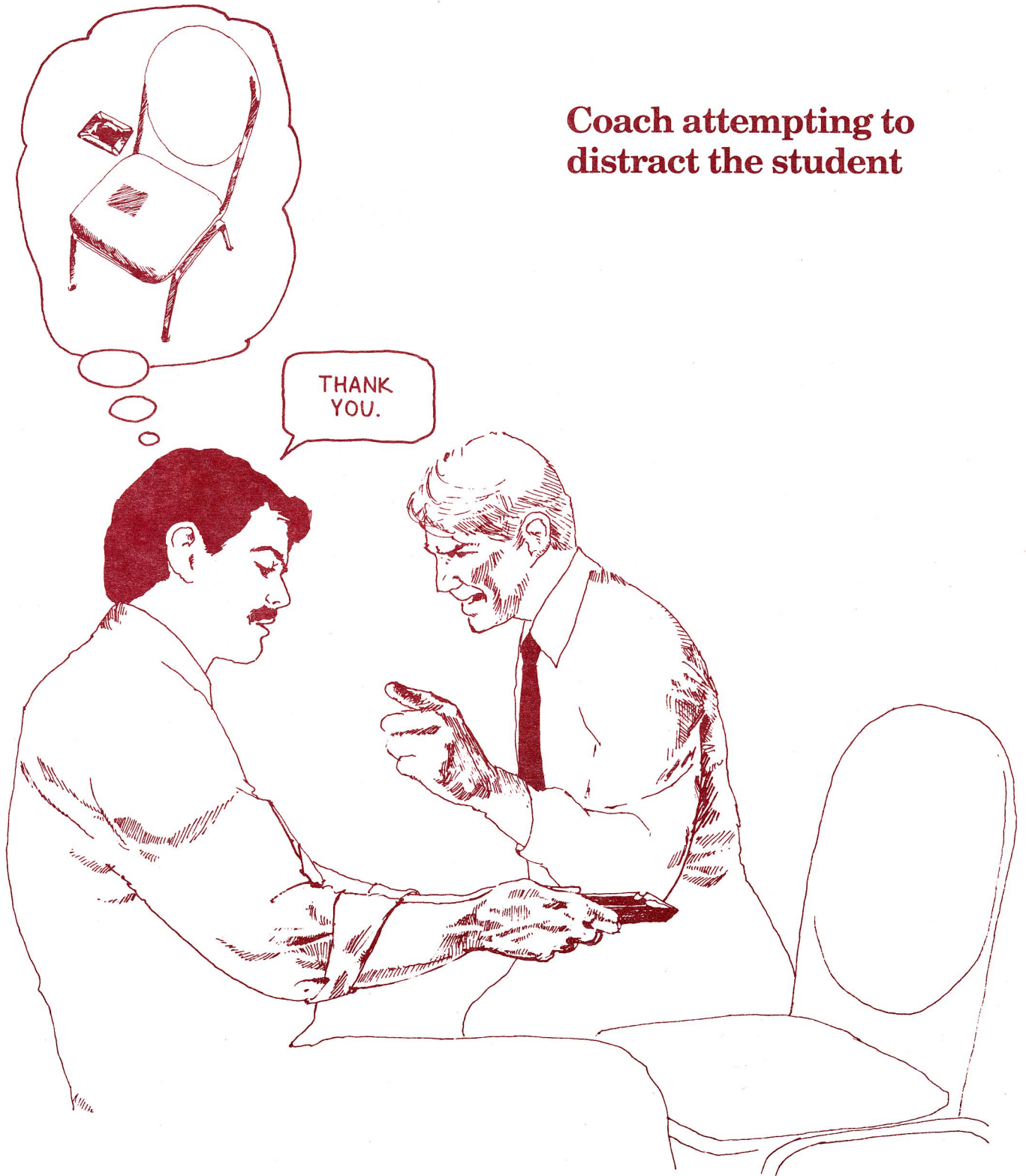




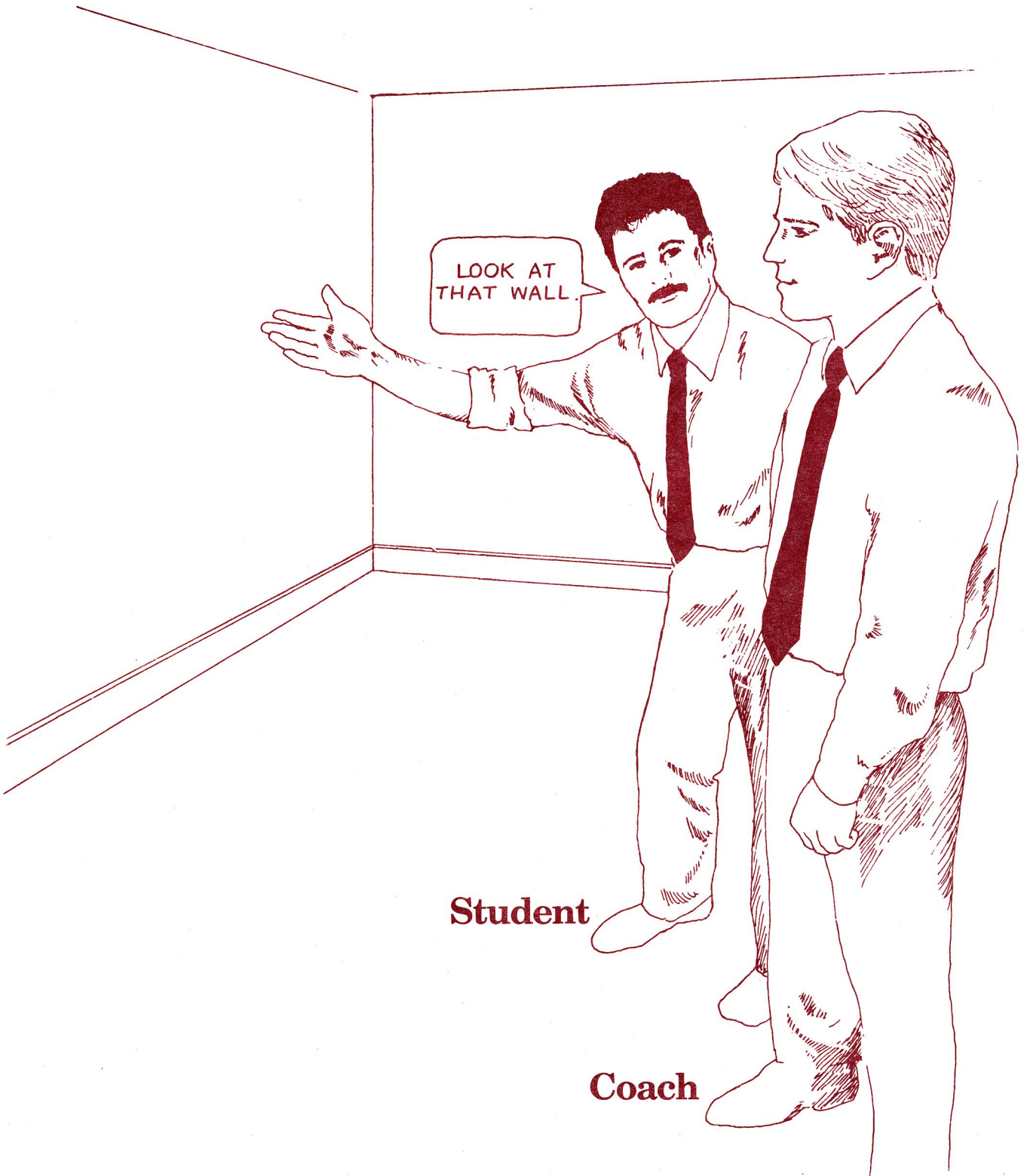
Silently



**Coach attempting to
distract the student**



TR 9



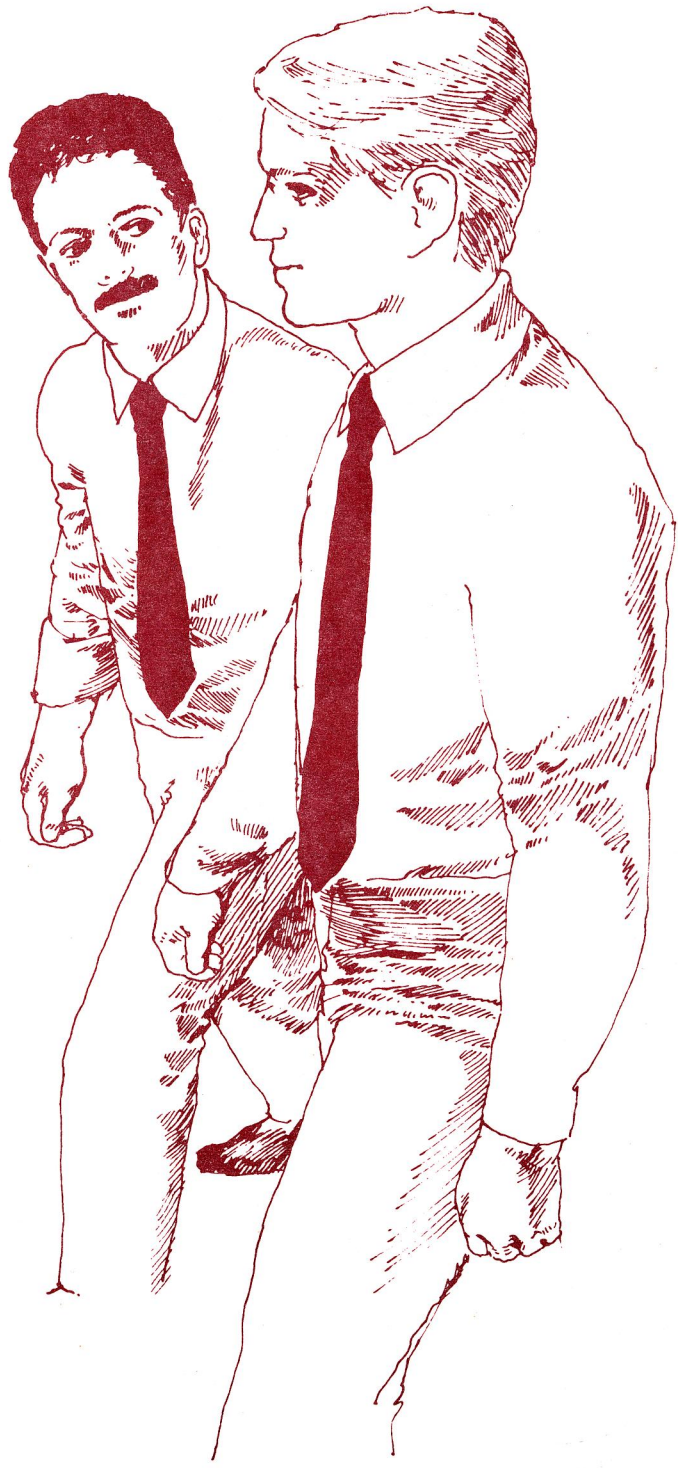


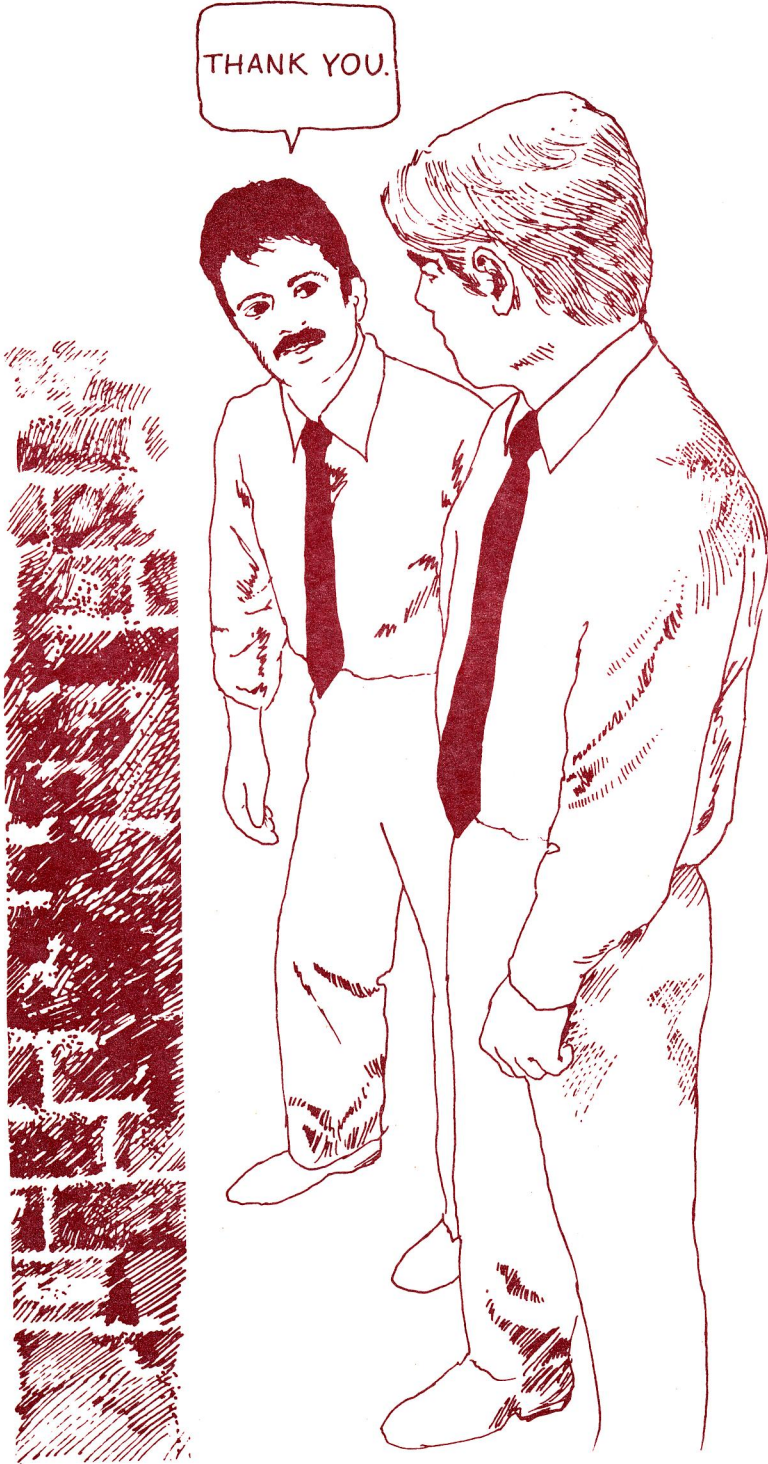
WALK OVER TO
THAT WALL.

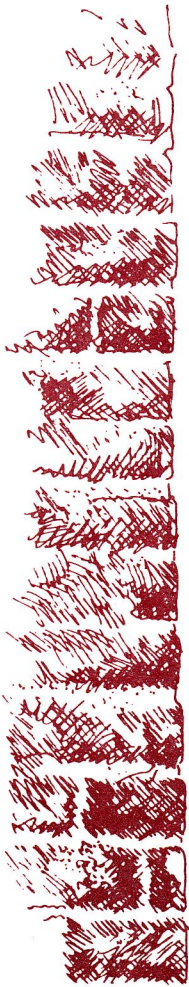


Student

Coach

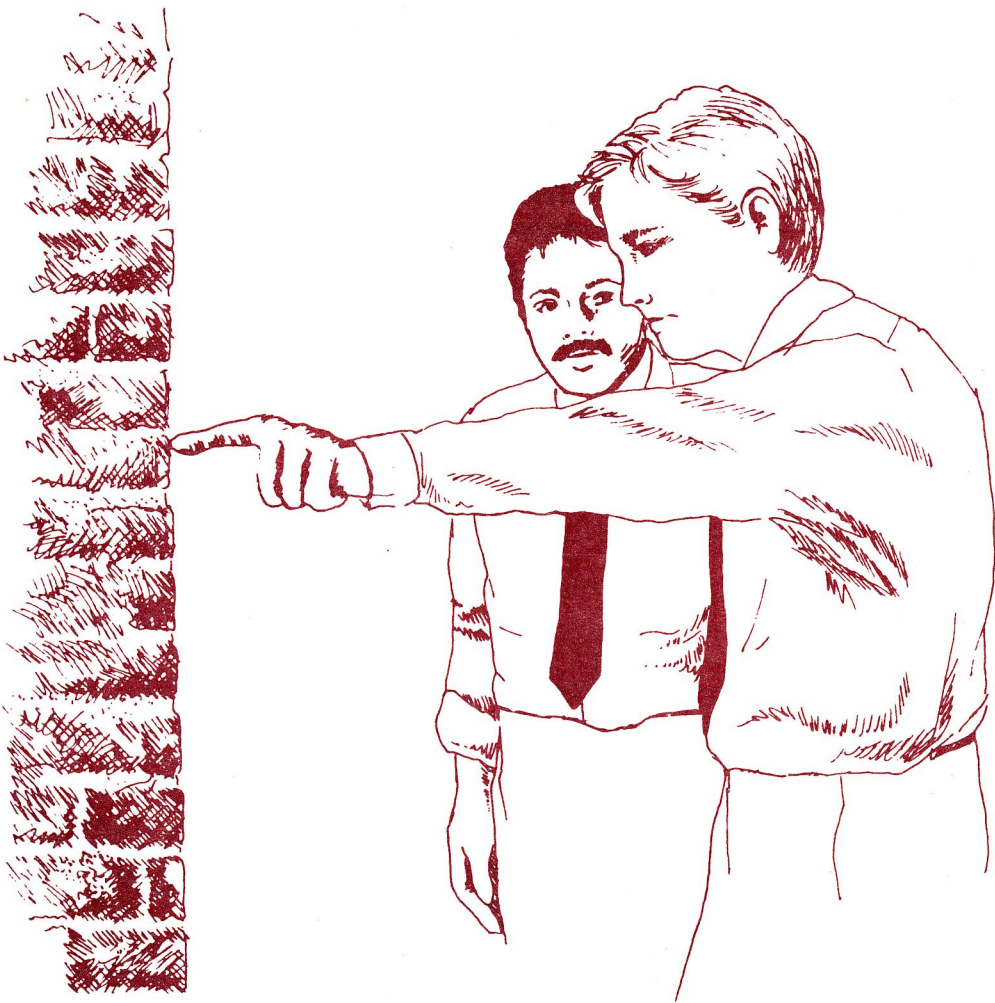






TOUCH THAT WALL.







HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 OCTOBER 1968RA

REVISED 19 JUNE 1980

Remimeo
Class VIIIs
All Auditors

(Also HCOB 19 June 1980)

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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 MAY 1965

Remimeo
Sthil Class VII
Course Students
Sthil Staff
Ethics Hats
Star-rated Check

Qual & Tech Divs, All Hats

HCO Div, All Hats

Keeping Scientology Working Series 31

PROCESSING

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

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

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

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

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

WHAT TURNS IT ON WILL TURN IT OFF.

This is the oldest rule in auditing.

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

The oldest rules we have are:

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

These now are expressed as POLICY.

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

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

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

The purpose of ethics is to open the way for and get in tech.

Then we can do our job.

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

Therefore, in the eyes of Ethics all auditing failures are ethics failures—PTS, suppressive persons as pcs or noncompliance with tech for auditors.

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

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

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

L. RON HUBBARD
Founder

HCO BULLETIN OF 4 APRIL 1990

Remimeo
Tech/Qual
TRs and Objectives
Co-audit Course
Co-audit Supervisors
C/Ses

**MODEL SESSION
FOR OBJECTIVES CO-AUDITS**

There is a step-by-step procedure for starting and ending an Objectives session for nonprofessional co-auditors.

1. Get the pc's folder and read the C/S instructions for the session.
2. Ensure that you have read, drilled and received a checkout on the process you are about to run.
3. Inform the Supervisor that you are going to be starting a session.
4. Select and set up a session space in the course room.
5. Get a clipboard, ballpoint pens, an Auditor's Report Form, sheets of worksheet paper and a simple dictionary.
6. Bring the pc to the session space.
7. Have the pc sit in his or her chair. You sit facing the pc.
8. Ask the pc if it is all right to do the session in the part of the room you are both in, and if not, make things right by adjusting the room or location of the session to another part of the room if needed.
9. Check if the pc is well fed and well rested.
10. When it is established there is no reason not to begin session, start the session with, **"THIS IS THE SESSION"** (Tone 40).
11. Start your worksheet and note on it the time you started the session.
12. Tell the pc that you will clear the process command with him. Clear the command backwards by first clearing in turn each word in the command in backwards sequence. Ask the pc **"WHAT IS THE DEFINITION OF _____?"** If the pc doesn't know the definition of the word, clear it up with a good simple dictionary.

Once the words of the command are cleared, clear the command itself by asking, **"WHAT DOES THIS COMMAND MEAN TO YOU?"** Do this for each command of the process. 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, reclear the obvious word (or words) using a dictionary. Have him use each word in a sentence until he understands it, and then clear the command again. Indicate on your worksheet that you have cleared each command.

13. Tell the pc, **“WE ARE NOW GOING TO RUN (name of process).”** Then write down the time on your worksheet and place your clipboard on the floor.
14. Run the process on the pc.
15. When the pc has reached the end phenomena of the process, end off and have the pc sit down (if not already sitting).
16. Write briefly on your worksheet what happened at the end of the process.
17. Put your hand up to signal the Supervisor. He will read what you have written on the worksheet thus far and tell you what to do next.

If you have run the process to its end phenomena, the Supervisor will have you end the session and take the pc to the Examiner.

If the end phenomena of a process does not occur in one session, the same process will be continued in a later session until it is achieved.

18. a. When you are ready to end the session, tell the pc that you will be ending the session.
- b. Then ask:

“IS THERE ANYTHING YOU WOULD CARE TO SAY OR ASK BEFORE I END THIS SESSION?”

Pc answers.

Acknowledge the pc and note down his answer.

If the pc asks a question, acknowledge and say, **“I WILL NOTE THAT DOWN FOR THE C/S.”**

- c. End the session with **“END OF SESSION”** (Tone 40).

19. Take the pc to the Examiner.

The Examiner will have the pc sit down at a table and hold onto two electrodes which are connected to an E-Meter. While on the meter the pc may say anything he would like to about the session he has just had. The Examiner will listen and note down what he says and he will also notice the movement of the needle on the meter. If the pc has just had a cognition and has very good indicators on the process, the Examiner will probably see a floating needle and will indicate it.

20. After the pc has finished his exam, pick up the Exam Form and take the pc back to the course room.

After the session, write up on your worksheets any other data on what occurred during the session that you were unable to write while running the Objective Process, and write up your Auditor's Report Form. Put your worksheets beneath the Auditor's Report Form and staple them together. Then place your worksheets, Auditor's Report Form and the Exam Form in the pc's folder and turn the folder in to the Supervisor.

If the end of the course time comes up before the end phenomena of the process has been reached, do the following:

- A. Tell the pc, **“THE SESSION TIME IS ABOUT OVER. WE’LL BE ENDING SHORTLY.”**
- B. After giving the pc another command or two and having him carry them out, tell him, **“WE’RE ENDING THE SESSION NOW.”**

Then end off the session per steps 17, 18, 19 and 20 above.

NOTE: If you get into an impasse in session and can’t make any progress, or if the pc becomes upset or other confusions arise, put your hand behind your back to attract the attention of the Supervisor who will assist in the situation.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

MODEL SESSION FOR OBJECTIVES CO-AUDIT



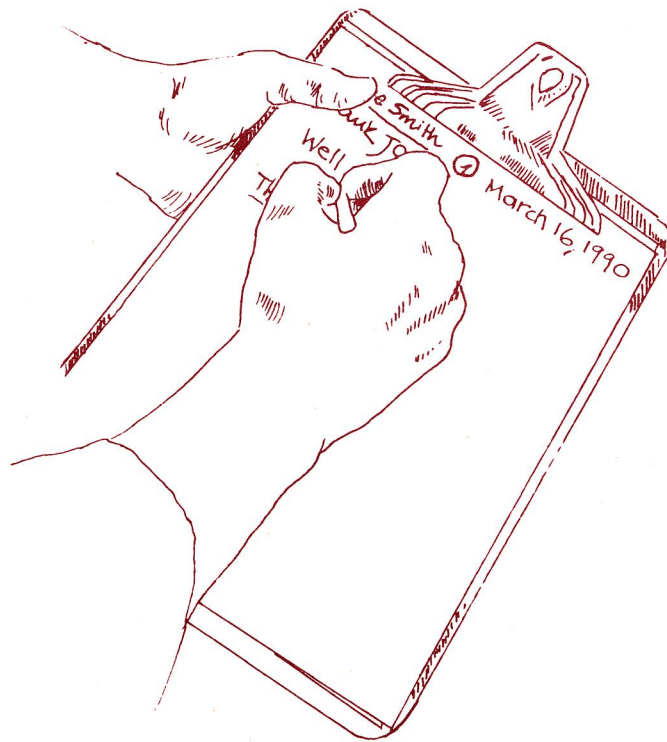






THIS IS THE SESSION.

GREAT!



FIRST WE'LL CLEAR THE WORDS TO THE PROCESS COMMAND. WHAT IS THE DEFINITION OF "FOOT"?

IT MEANS "THE PART OF YOUR BODY AT THE END OF YOUR LEG THAT TOUCHES THE GROUND."

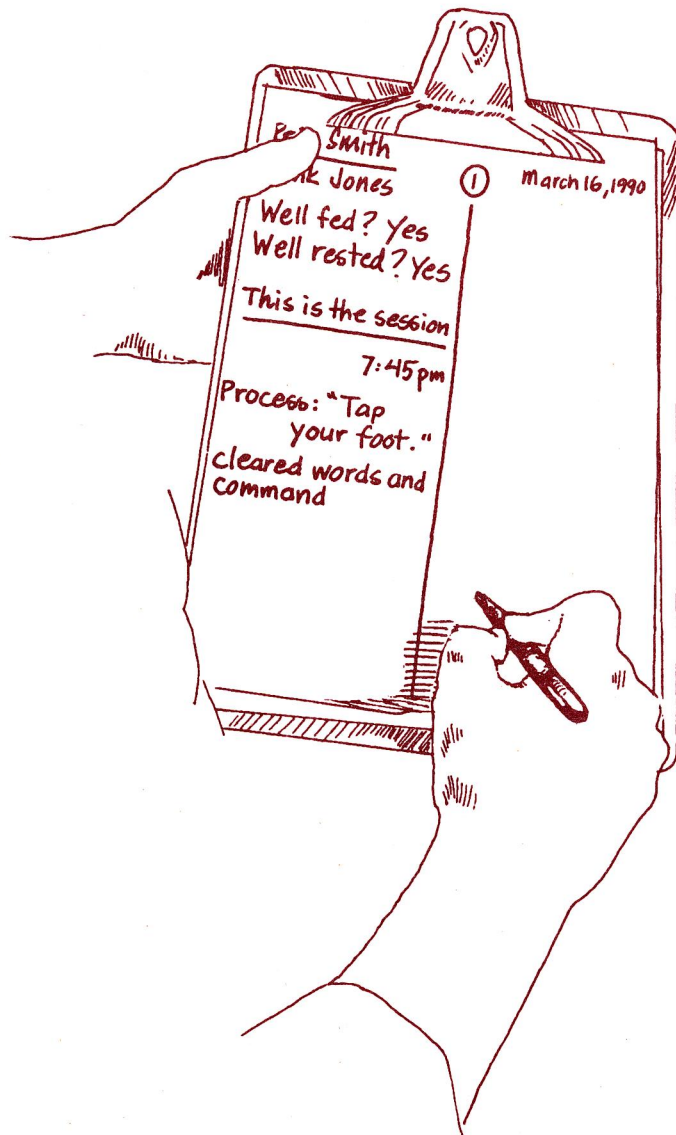
VERY GOOD.



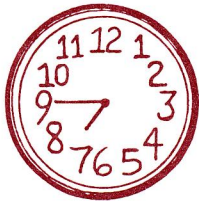
Note: In this illustration the process being run is, "Tap your foot." This is not an actual process, but is only used for the purpose of this illustration.

When the words of the process have been cleared, clear the command itself:





Run the process on the pc:



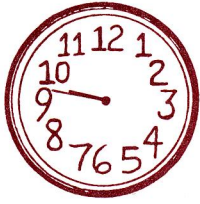
TAP YOUR FOOT.



VERY GOOD.

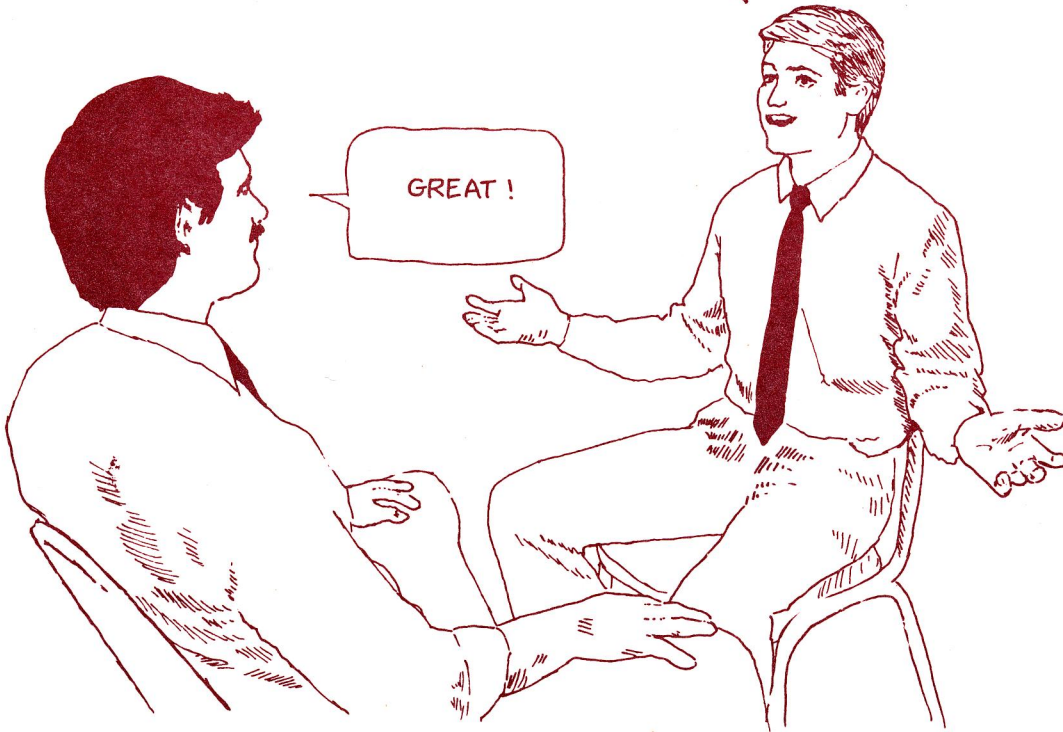


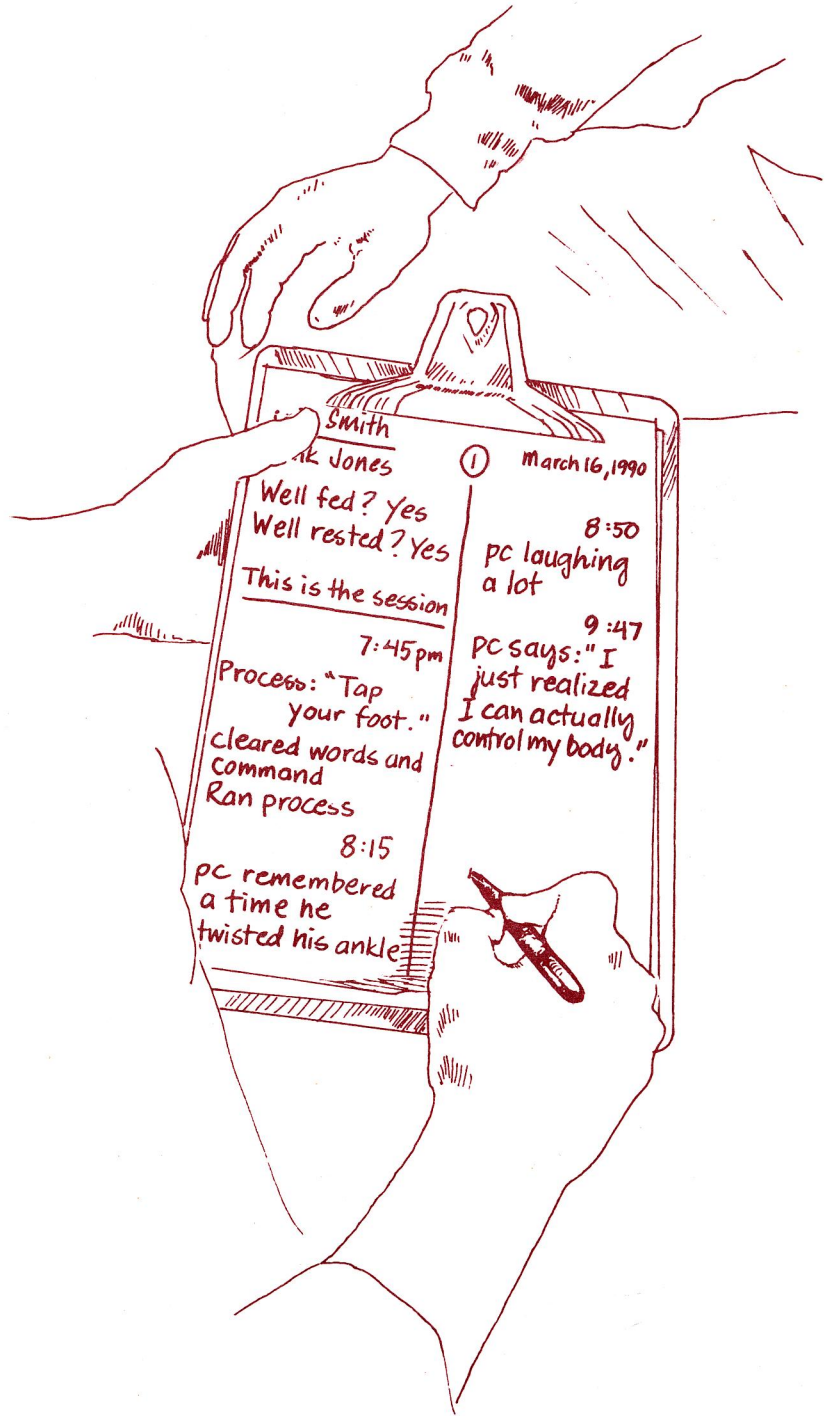
Run the process to the end phenomena:



YOU KNOW, I JUST REALIZED I CAN ACTUALLY CONTROL MY BODY. I WASN'T DOING IT BEFORE. THAT'S REALLY SOMETHING! WOW!

GREAT!





Smith
Jones
Well fed? Yes
Well rested? Yes
This is the session
7:45 pm
Process: "Tap your foot."
cleared words and command
Ran process
8:15
pc remembered a time he twisted his ankle

1 March 16, 1990
8:50
pc laughing a lot
9:47
pc says: "I just realized I can actually control my body."

**Signal the Supervisor, who will read
your worksheet:**

EXCELLENT. YOU CAN
END THE SESSION AND
TAKE PETE TO THE EXAMINER.



WE'LL BE ENDING HERE. IS THERE ANYTHING YOU WOULD CARE TO SAY OR ASK BEFORE I END THIS SESSION?

IT WAS FUN. THANK YOU.

YOU'RE WELCOME!







HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 APRIL 1971RA

Issue II

REVISED 2 APRIL 1990

Remimeo
TRs and Objectives
Co-audit

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

AUDITOR'S REPORT FORM

An Auditor's Report Form should contain:

Date

Name of auditor

Name of pc

Time session started

Condition of pc at session start

What process was run—LISTING THE EXACT COMMAND

Whether any difficulties or upsets occurred. Was Supervisor called?

Whether process is complete or not

Time session ended

Condition of pc at session end

Pc gains or comments

Length of session.

WORKSHEETS

A worksheet is supposed to be the complete running record of the session from beginning to end.

A worksheet is always 8 x 13 or 8½ x 14 inches, written on both sides and each page is numbered. Pc's name is written on each separate sheet.

The auditor should not be skipping from one page to another but should just be writing page after page after page as the session goes along. The auditor writes the wording of the process being run on the worksheet. Most Objective Processes are run with both auditor and pc ambulant, and so it is not practical to try and keep a worksheet and do the process at the same time. But when the process is completed or when the session time is up, the auditor should then note

down what happened during the process, including any cognitions voiced by the pc, any difficulties that were encountered, etc.

Some Objectives have more than one part to the process. When running one of these, the auditor can make notes before shifting from one part to the next one.

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

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

When the session is completed, the auditor writes in any additional data on the worksheets in a different colored pen. The worksheets are put in proper sequence and stapled with the Auditor's Report Form on top from beginning to end of session.

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

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

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

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

To add the obvious, it is a **CRIME** to give any session or assist without making an auditor's report or to copy the original actual report after the session and submit a copy instead of the real report. Assist reports that use only Contact or Touch Assists may be written after a session and sent to Qual.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Example of a Session Worksheet for a CCH Session

1

March 16, 1990

Pete Smith

Hank Jones

Well fed? Yes

Well rested? Yes

This is the session

7:45 pm

Great! Can't wait to do more!

Start CCHs 1-4

Clear words & command for CCH 1 -
"Give me that hand."

(Ran CCH 1 to a flat point - little
reaction.)

8:00 pm

Clear words & commands for CCH 2 -
"You look at that wall."
"You walk over to that wall."
"You touch that wall."
"Turn around."

(Ran CCH 2 to a flat point - little
reaction.)

8:23 pm

Clear words & commands for CCH 3 -
"Put your hands against mine, follow
them and contribute to their motion."
"Did you contribute to their motion?"

"Put your hands facing mine about 1/2
inch away, follow them and contribute
to their motion."

(Ran CCH 3 to flat point - little
reaction.)

8:45 pm

(Ran CCH 4 to flat point - little
reaction.)

8:55 pm

(Ran CCHs 1-4 again - on CCH 2
Said starting to feel tired. Very little
reaction on the other CCHs.)

9:30 pm

(Ran through CCHs again. On CCH 4,
pc laughing a lot, said, "This is fun,
I'm more aware of the book.")

Supervisor called - shown the
worksheet, had us continue process.)

9:41 pm

(Ran CCH 4 - R-factor - ending
session.)

9:51 pm

Say or ask?

I feel very good. Thank you for the
session tonight.

End of session.

9:53 pm



HCO BULLETIN OF 19 JUNE 1978

Remimeo

New Era Dianetics Series 3

OBJECTIVE ARC

I have recently added a new process to be done before the full battery of Objective Processes. It is called Objective ARC.

Objective ARC is the first Objective Process to be done on a pc. It is followed by CCHs 1-10, SCS on an Object, SCS, SOP 8-C and Op Pro by Dup as covered in HCOB 11 June 57, TRAINING AND CCH PROCESSES; PAB 80; PAB 97; PAB 34 and HCOB 4 Feb. 59, OP PRO BY DUP.

The commands of Objective ARC are run 1-2-3, 1-2-3, three commands given repetitively.

The commands are:

“LOOK AROUND HERE AND FIND SOMETHING THAT IS REALLY REAL TO YOU.”

“LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND COMMUNICATING WITH.”

“LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND BEING AROUND.” (An alteration of the original command because the original command was too steep.)

The pc and auditor are ambulant.

This process will bite suddenly and bring a person up to present time. It has been known to crack cases.

Of all Objectives, this process tends to be the shortest. It often ends with a very bright cog after only a few commands.

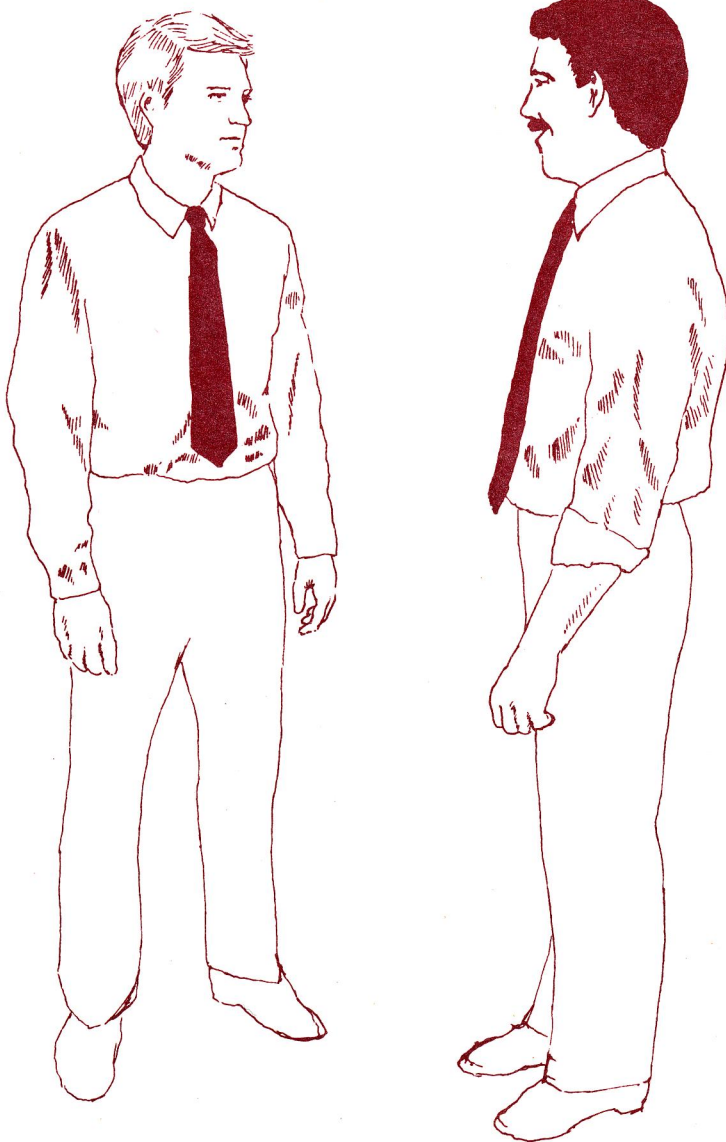
The end phenomena of this process would be person in present time, cognition and very good indicators, accompanied by an F/N.

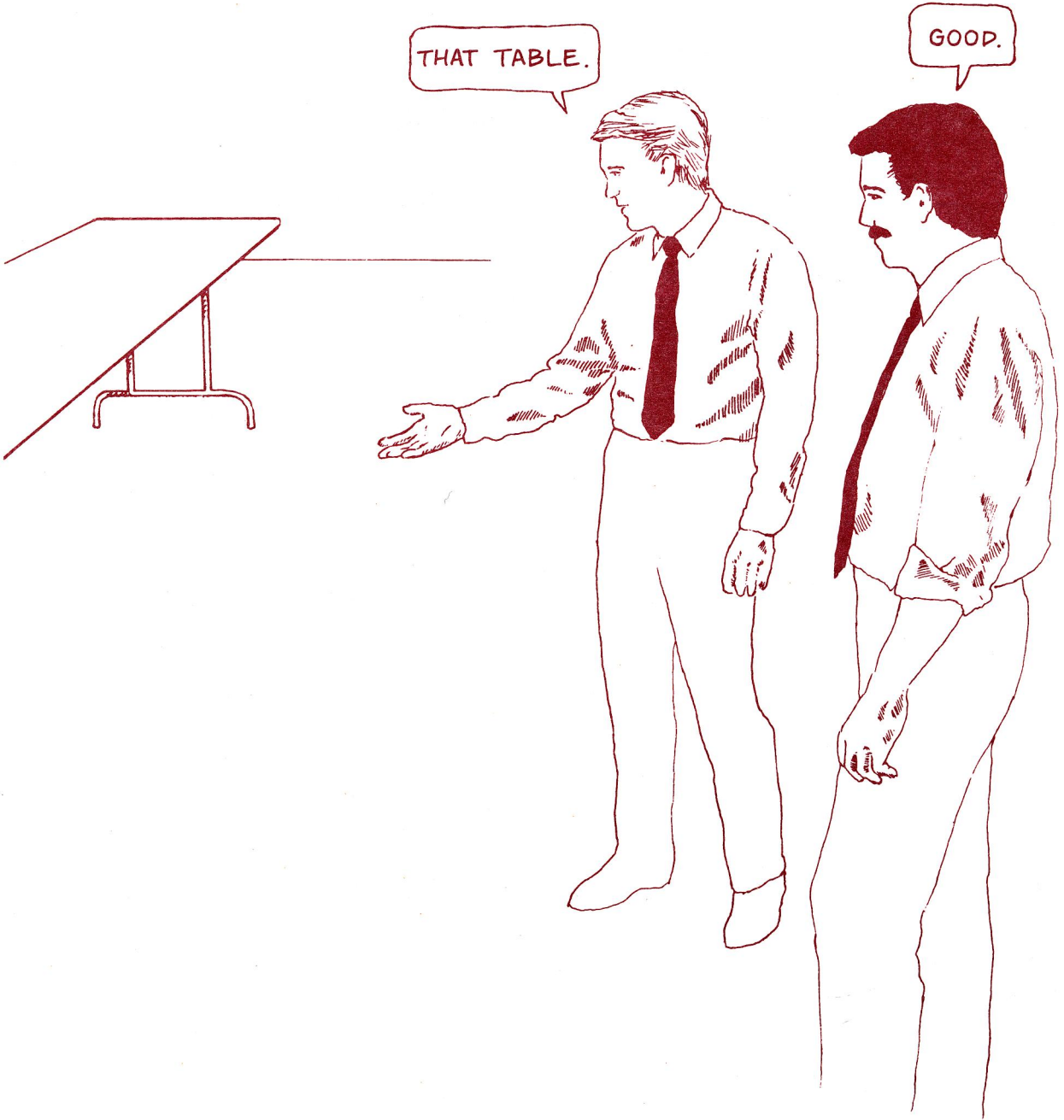
The above will accomplish a great deal for the pc if done correctly and with flawless TRs.

L. RON HUBBARD
Founder

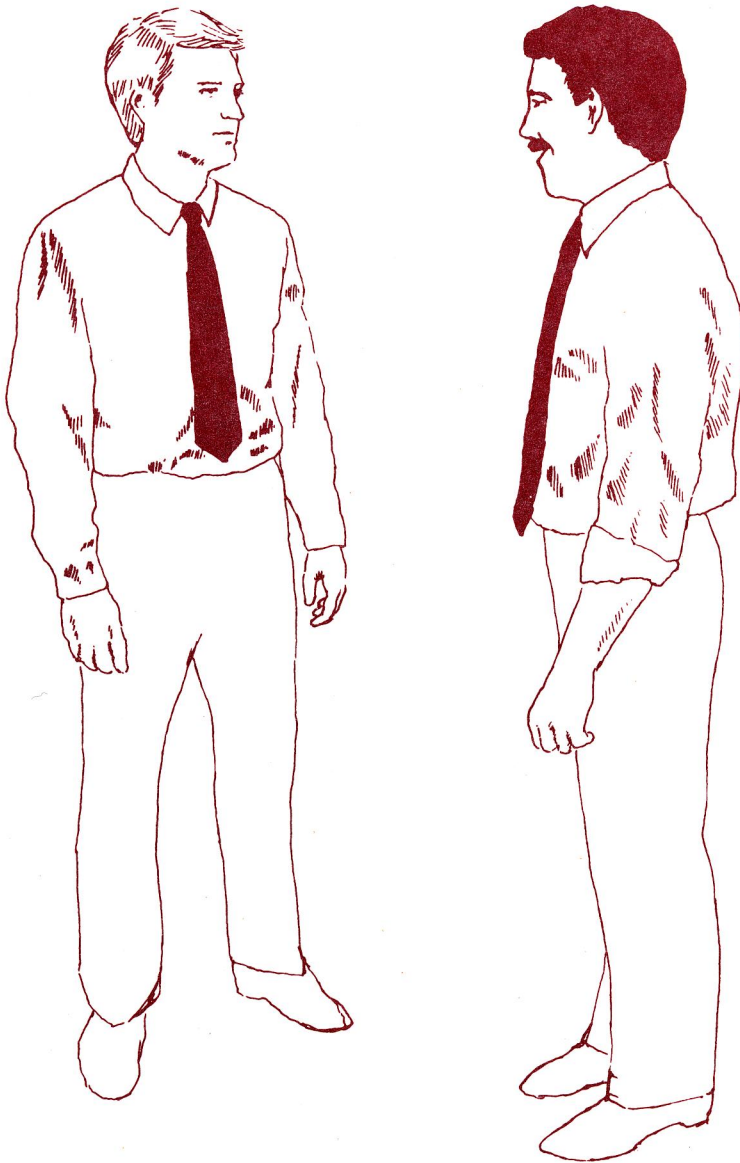
OBJECTIVE ARC

LOOK AROUND HERE
AND FIND SOMETHING THAT
IS REALLY REAL TO YOU.





LOOK AROUND HERE AND FIND
SOMETHING YOU WOULDN'T MIND
COMMUNICATING WITH.



THE CLOCK!



ALL RIGHT.

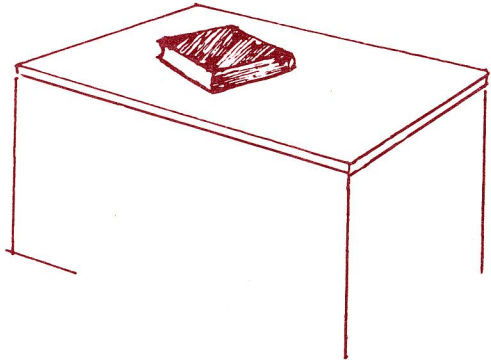
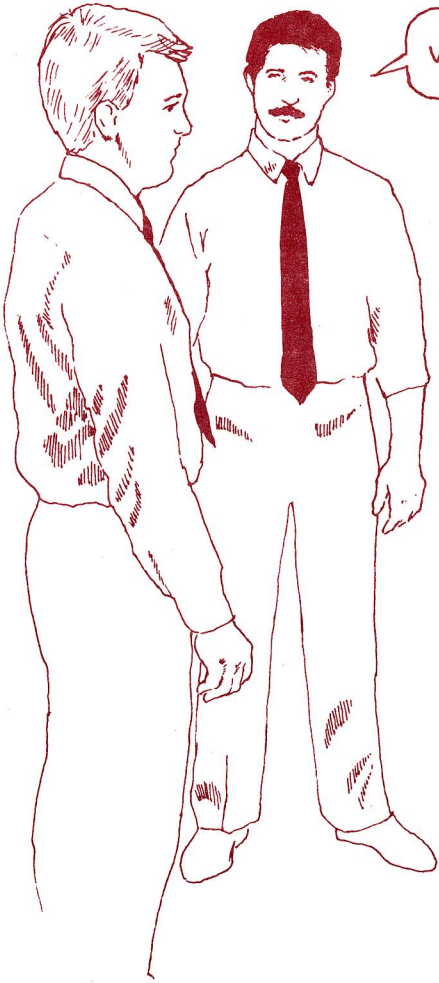


LOOK AROUND HERE AND
FIND SOMETHING YOU
WOULDN'T MIND BEING AROUND.



THE BOOK.

VERY GOOD.



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 DECEMBER 1965

Remimeo
All Students
Sthil Courses
All Staff

CCHs

As per HCO PL 17 May 65, the CCHs are processes.

They are *not* drills.

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

CONTROL—COMMUNICATION—HAVINGNESS PROCESSES

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

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

CCH 1

NAME: "GIVE ME THAT HAND" Tone 40

AUDITING COMMANDS: GIVE ME THAT HAND.

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

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

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

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

Never stop process until a flat place is reached. Freezes may be introduced at end of cycle, this being after the THANK YOU and before the next command, maintaining a solid comm line, to ascertain information from the pc or to bridge from the process. This is done between two commands, holding

the pc's hand after acknowledgment. Pc's hand should be clasped with exactly correct pressure. Make every command and cycle separate. Maintain Tone 40, stress on intention from auditor to pc with each command. To leave an instant for pc to do it by own will before auditor decides to take hand or make contact with it. Auditor indicates hand by nod of head.

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

CCH 2

NAME: TONE 40 8-C

AUDITING COMMANDS:

YOU LOOK AT THAT WALL. THANK YOU.

YOU WALK OVER TO THAT WALL. THANK YOU.

YOU TOUCH THAT WALL. THANK YOU.

TURN AROUND. THANK YOU.

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

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

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

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

CCH 1 and CCH 2 were developed by L. Ron Hubbard in Washington, DC, in 1957 for the 17th ACC.

CCH 3

NAME: HAND SPACE MIMICRY

AUDITING COMMANDS: Auditor raises two hands, palms facing pc's, about an equal distance between the auditor and pc and says,

**PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND
CONTRIBUTE TO THEIR MOTION.**

He then makes a simple motion with right hand then left.

DID YOU CONTRIBUTE TO THEIR MOTION?

Acknowledge answer. Auditor allows pc to break solid comm line. When this is flat, the auditor does this same with a half inch of space between his and the pc's palms. The command being:

**PUT YOUR HANDS FACING MINE ABOUT ½ INCH AWAY,
FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.**

DID YOU CONTRIBUTE TO THEIR MOTION?

Acknowledge. When this is flat, auditor does it with a wider space and so on until pc is able to follow motions a yard away.

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

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

Auditor should be gentle and accurate in his motions, all motions being Tone 40, giving pc wins. To be free in two-way communication. Process is introduced and run as a formal process. If pc dopes off in this process, auditor may take pc's wrist and help him execute the command one hand at a time. If pc does not answer during anaten to question "**DID YOU CONTRIBUTE TO THEIR MOTION?**" auditor may wait for normal comm lag of that pc, acknowledge and continue process.

Tone 40 motion = intention without reservation. Two-way communication = one question—the right one.

HISTORY: Developed by L. Ron Hubbard in Washington, DC, 1956, as a therapeutic version of Dummy Hand Mimicry. Something was needed to supplant "Look at me. Who am I?" and "Find the auditor" part of rudiments.

CCH 4

NAME: BOOK MIMICRY

AUDITING COMMANDS: **THERE ARE NO SET VERBAL COMMANDS.**

Auditor makes simple motions with a book. Hands book to the pc. Pc makes motion, duplicating auditor's mirror-imagewise. Auditor asks pc if he is satisfied that the pc duplicated the motion. If pc is and auditor is also fully satisfied, auditor takes back the book and goes to next command. If pc is not sure that he duplicated any command, auditor repeats it for him and gives

him back the book. If pc is sure he did and auditor can see duplication is pretty wrong, auditor accepts pc's answer and continues on a gradient scale of motions either with the left or right hand till pc can do original command correctly. This ensures no invalidation of the pc. Tone 40, only in motions, verbal two-way quite free.

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

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

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

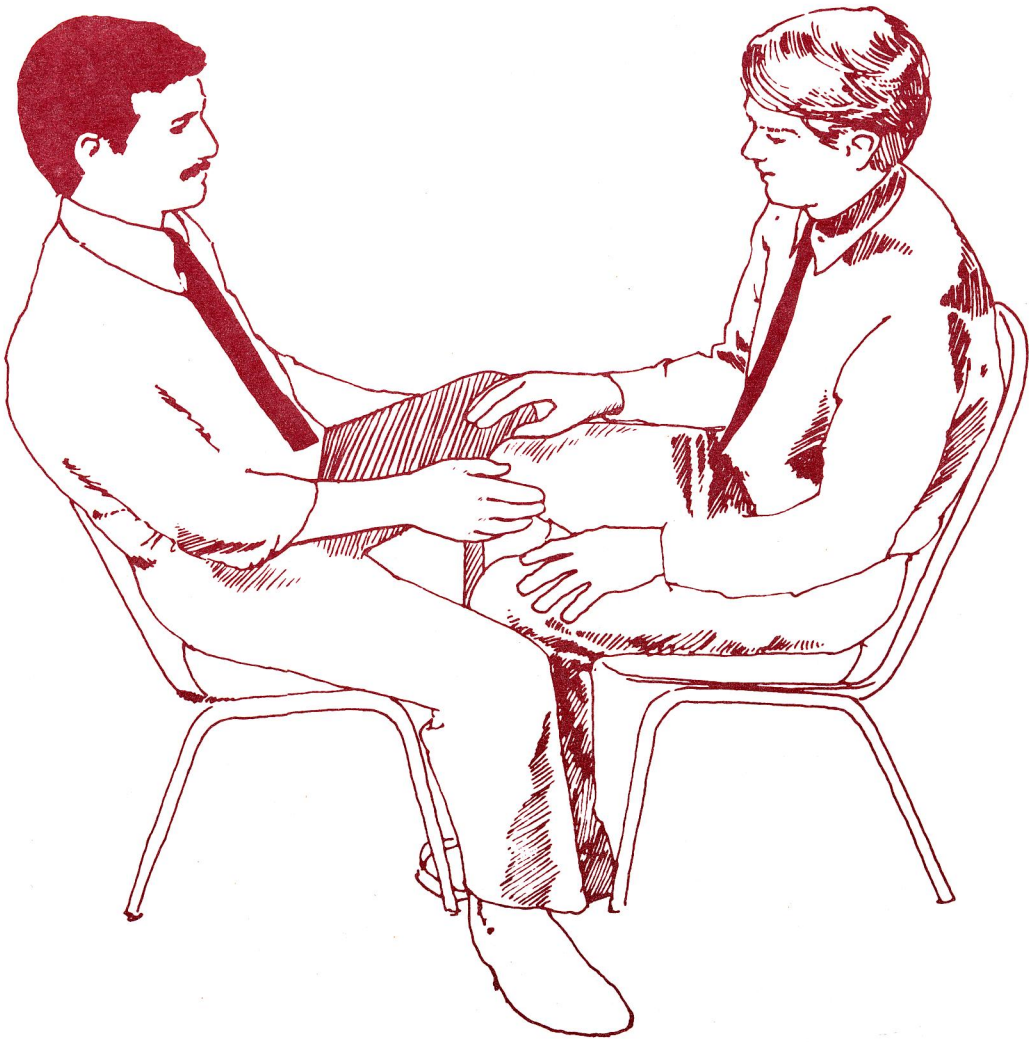
HISTORY: Developed by LRH for the 16th ACC in Washington, DC, 1957. Based on duplication. Developed by LRH in London, 1952.

L. RON HUBBARD
Founder

CCH 1

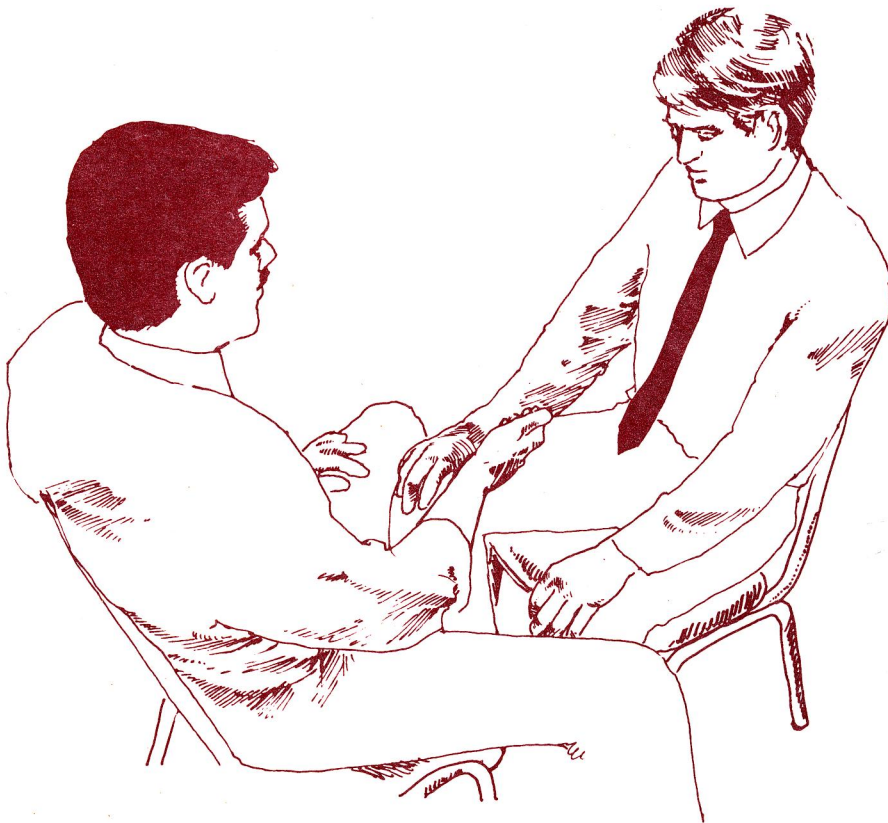






















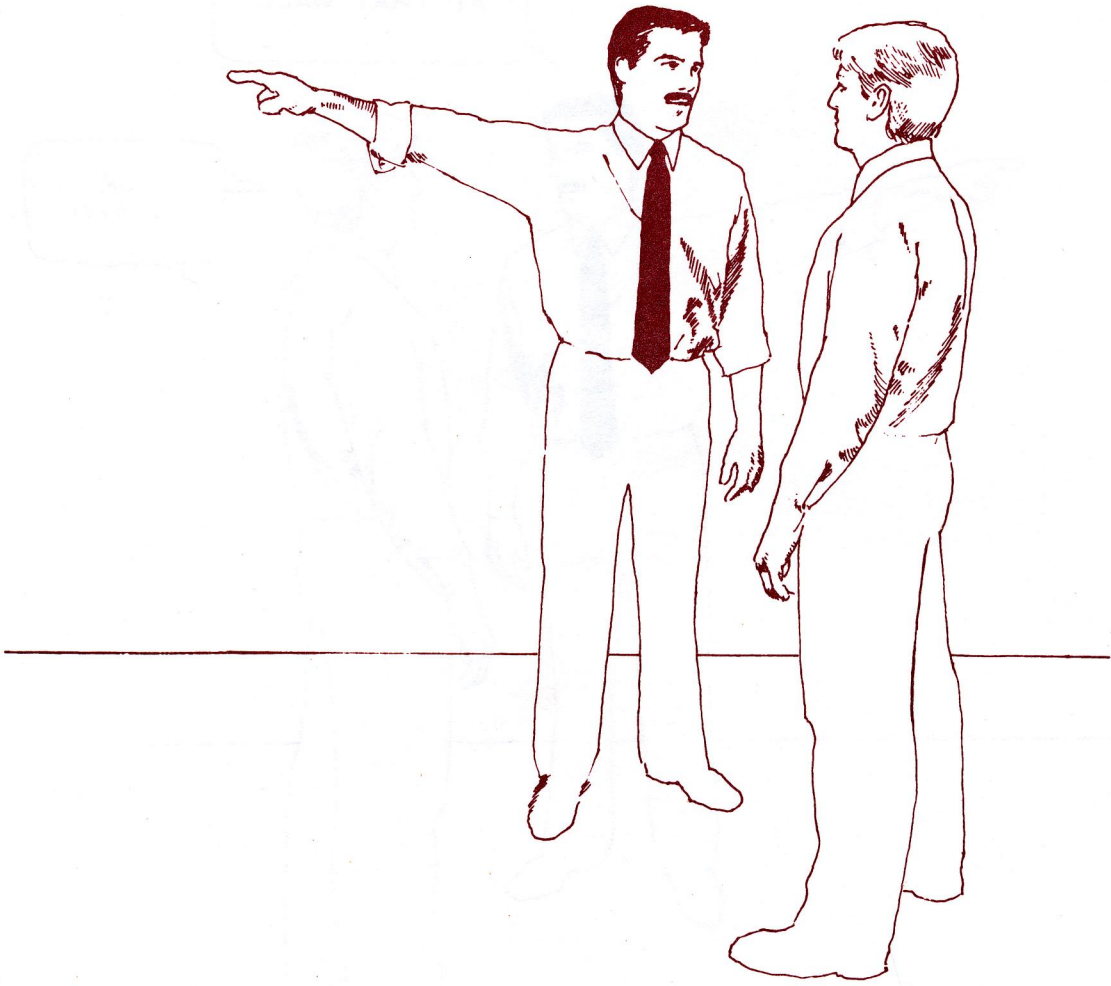


CCH 2



SHOO

THANK YOU.
YOU WALK OVER
TO THAT WALL.







YOU TOUCH
THAT WALL.



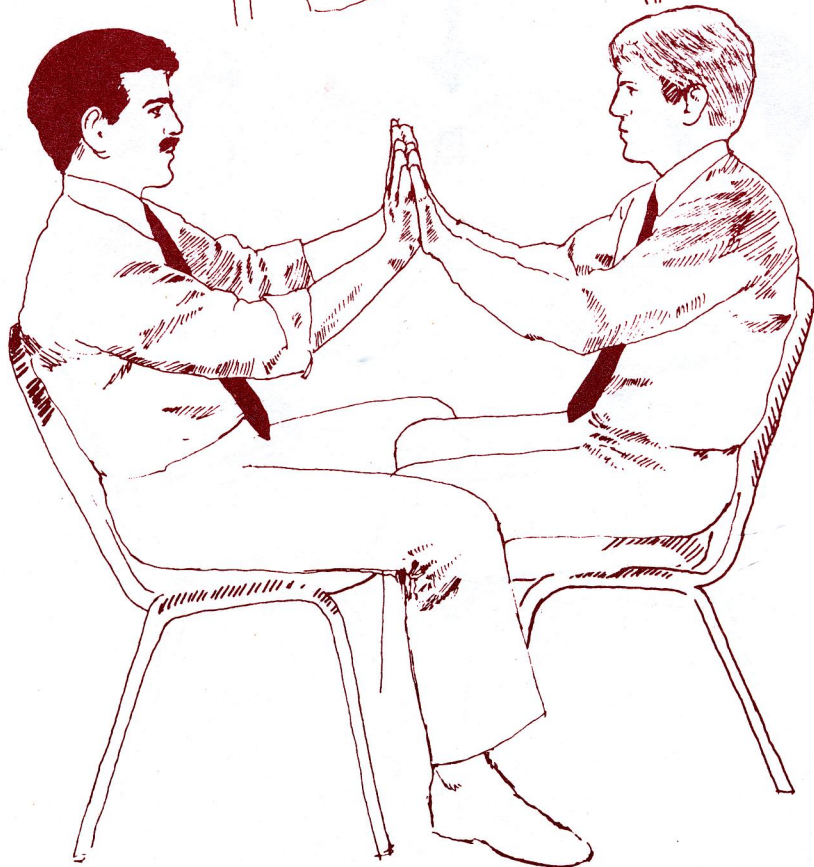


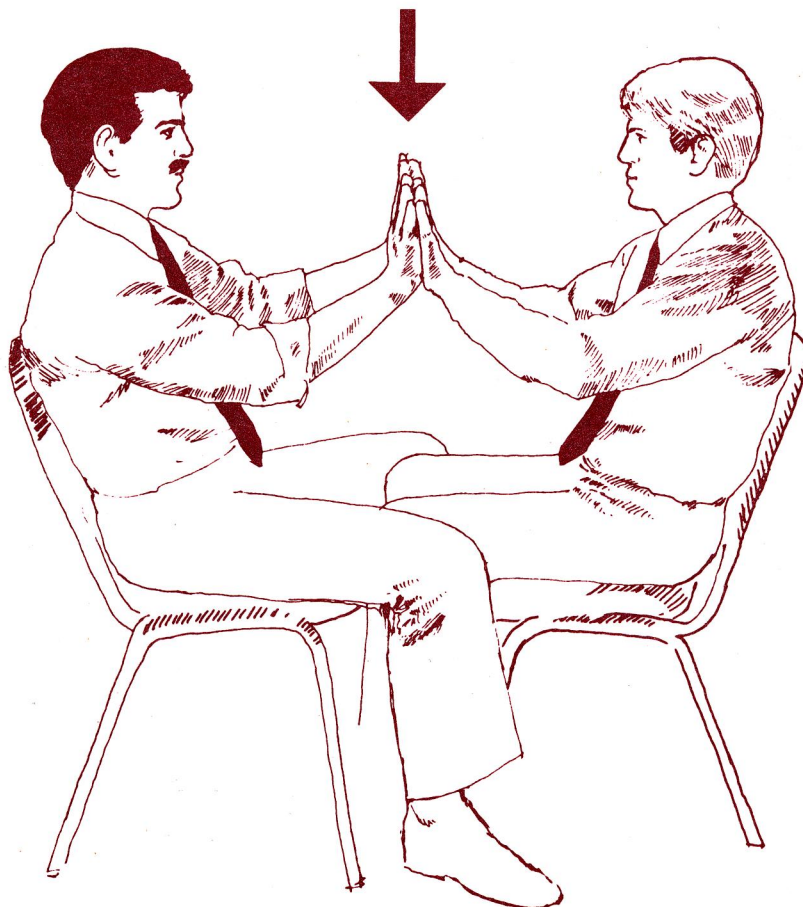
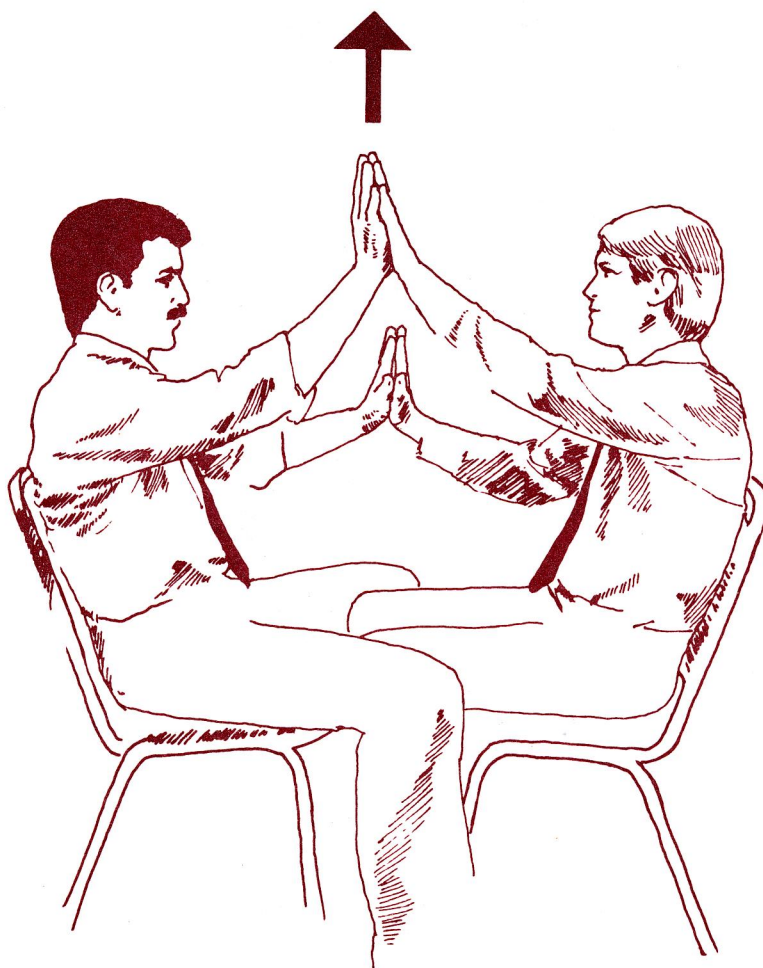


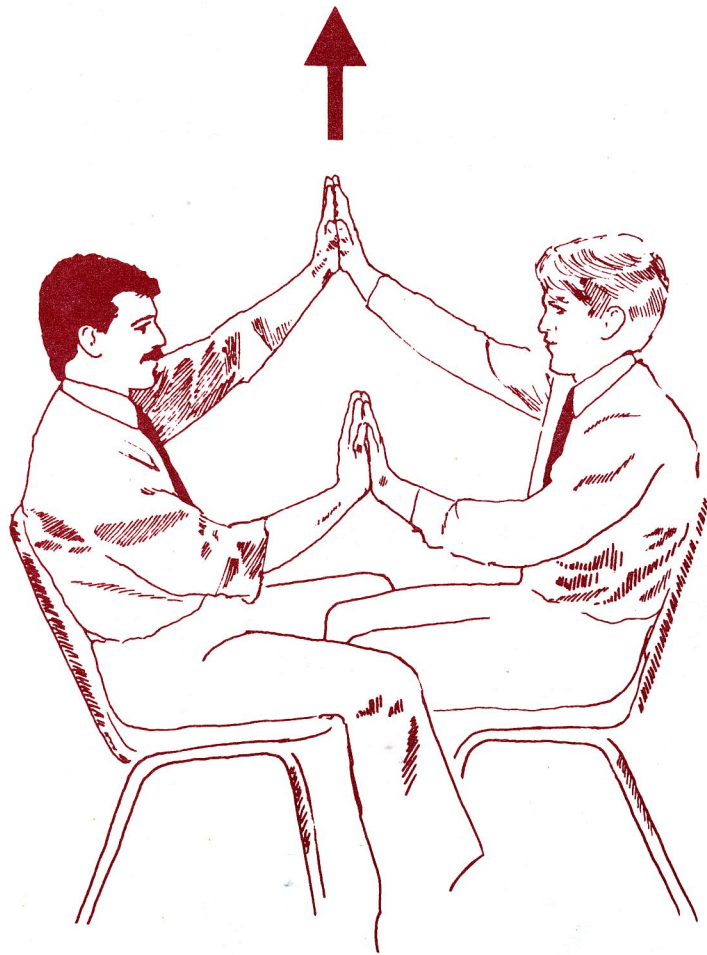


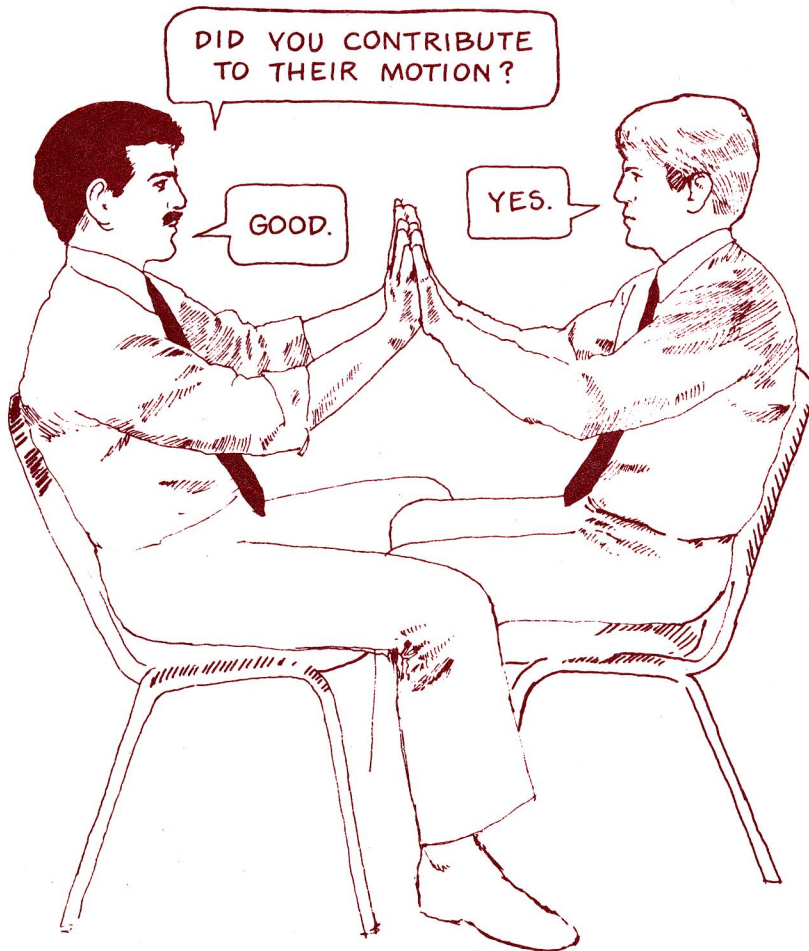
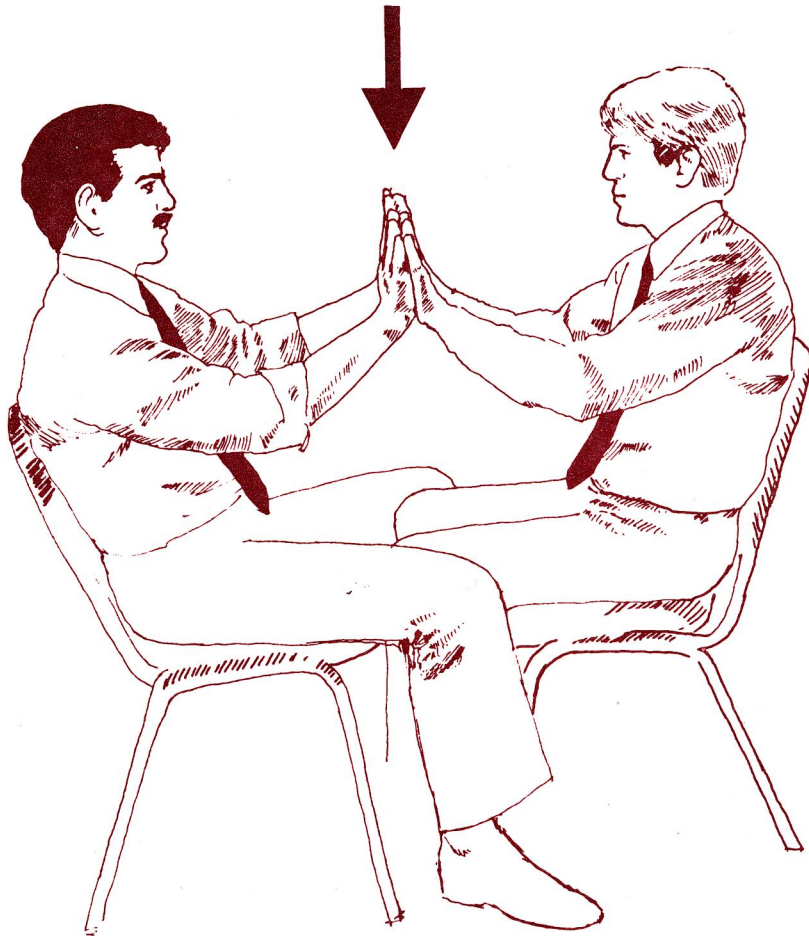
CCH 3

PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.

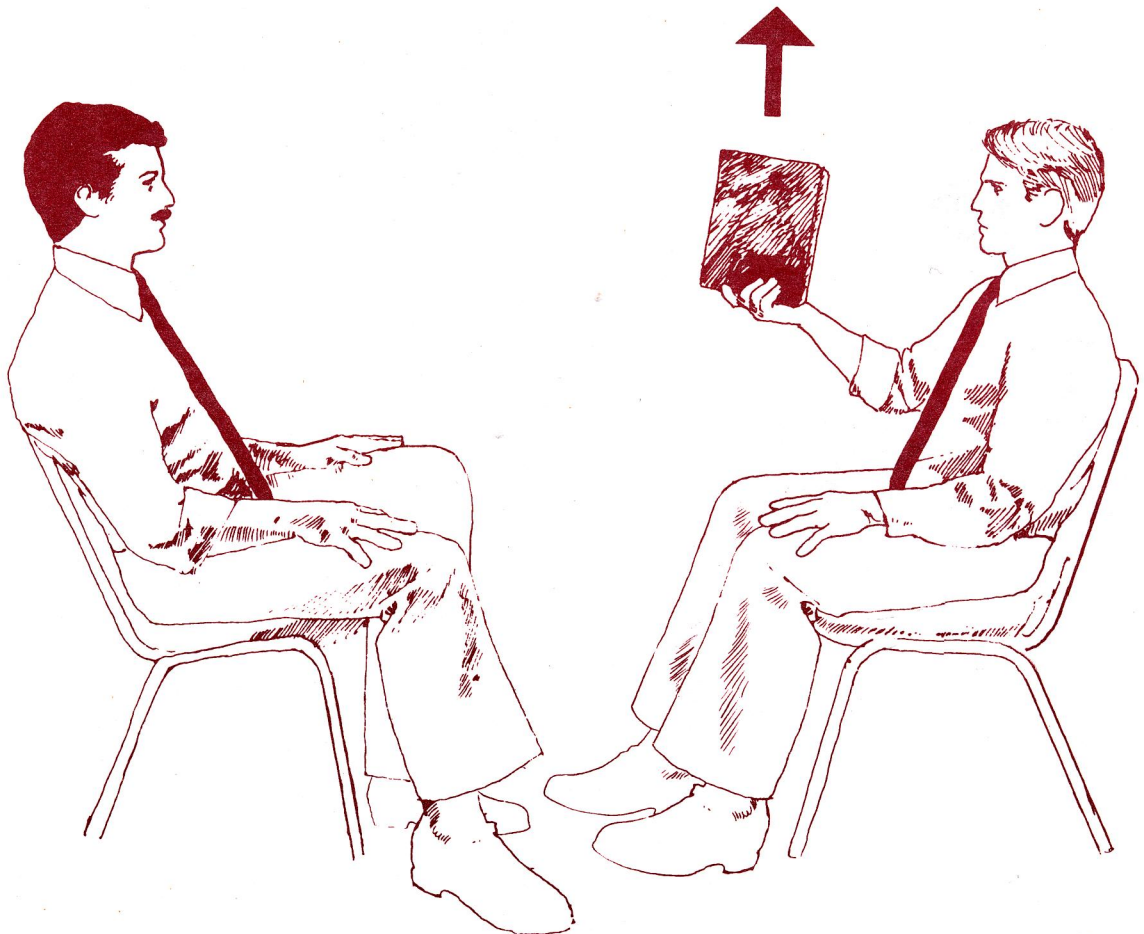
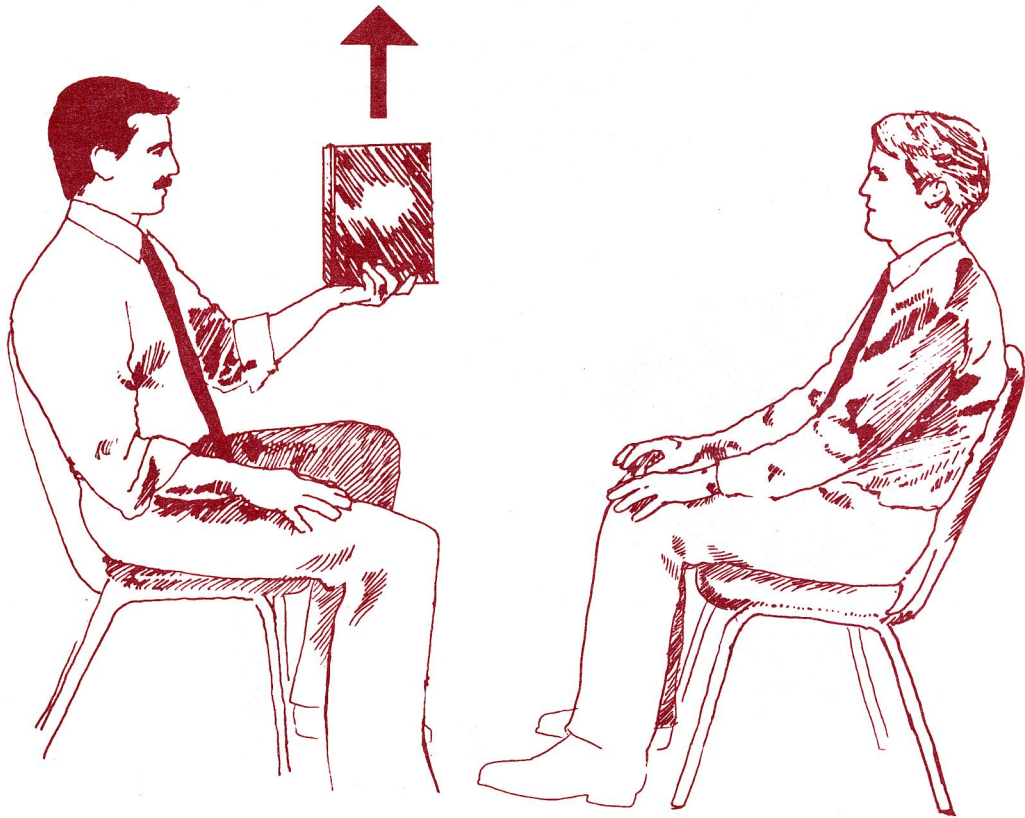








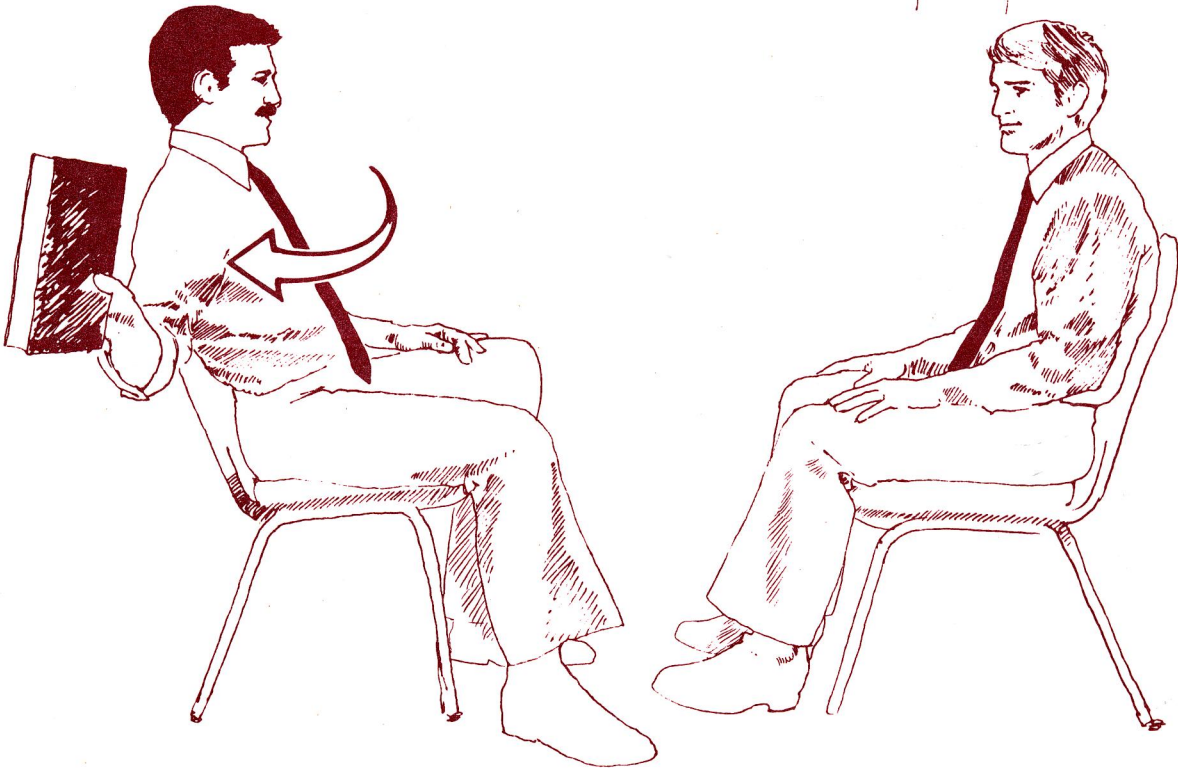
CCH 4



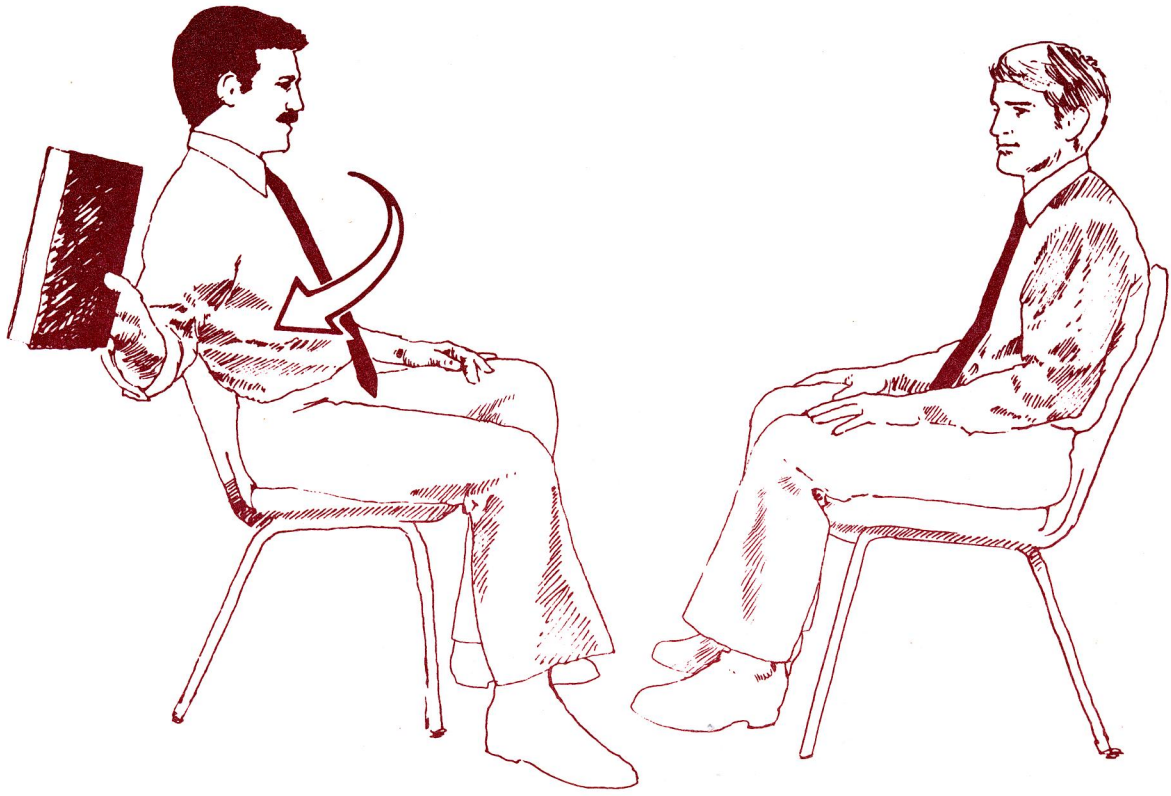
ARE YOU SATISFIED YOU
DUPLICATED THE MOTION?

YES.

VERY GOOD.







HOW DID YOU FEEL ABOUT THAT ONE?

I FELT GOOD ABOUT THAT ONE!

VERY GOOD.



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 SEPTEMBER 1971

Issue VI

Remimeo
HQS Course
HQS Course
Supervisors

CCHs 5, 6 AND 7

(Taken verbatim from HCOB 11 June 1957
for use on the HQS Course.)

NUMBER: CCH 5

NAME: Location by Contact

COMMANDS: "TOUCH THAT (indicated object)."
"THANK YOU."

POSITION: Auditor and preclear may be seated where the preclear is very unable, in which case they are seated at a table which has a number of objects scattered on its surface. Or auditor and preclear may be ambulant, with the auditor in manual contact with the preclear as is necessary to face him toward and guide him to the indicated object.

PURPOSE: The purpose of the process is to give the preclear orientation and havingness and to improve his perception.

TRAINING STRESS: Training stress is upon gentleness, ARC and the raising of the preclear's certainty that he has touched the indicated object. It should be noticed that this can be run on blind people.

HISTORY: Developed by L. Ron Hubbard from Locational Processing in 1957.

NUMBER: CCH 6

NAME: Body-Room Contact

COMMANDS: "TOUCH YOUR (body part)."
"THANK YOU."

"TOUCH THAT (indicated room object)."
"THANK YOU."

POSITION: Auditor and preclear move about together as needed, the auditor enforcing the commands by manual contact using the preclear's hands to touch objects and touch body parts.

PURPOSE: To establish the orientation and increase the havingness of the preclear and to give him in particular a reality on his own body.

TRAINING STRESS: Training stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the preclear ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the preclear in any case.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, DC, as a lower step than Body-Room Show Me.

NUMBER: CCH 7

NAME: Contact by Duplication

COMMANDS: "TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (body part)." "THANK YOU."

"TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (same body part)." "THANK YOU."

"TOUCH THAT TABLE." "THANK YOU."

"TOUCH YOUR (same body part)." "THANK YOU."

etc., in that order.

POSITION: Auditor may be seated. Preclear should be walking. Usually auditor standing by to manually enforce the commands.

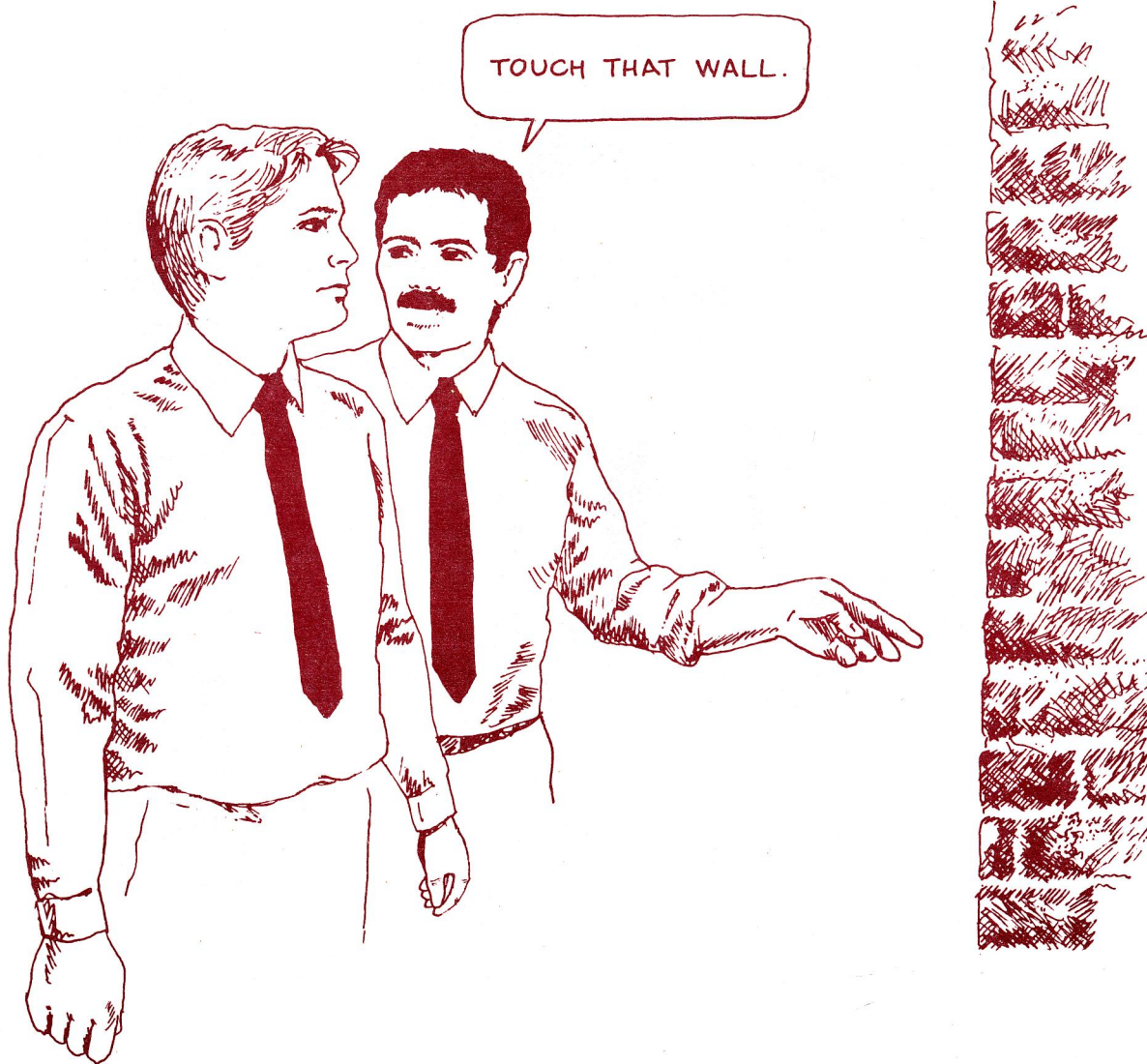
PURPOSE: Process is used to heighten perception, orient the preclear and raise the preclear's havingness. Control of attention as in all these "contact" processes naturally takes the attention units out of the bank which itself has been controlling the preclear's attention.

TRAINING STRESS: Training stress is on precision of command and motion, with each command in its unit of time, all commands perfectly duplicated. Preclear to continue to run process even though he dopes off. Good ARC with the preclear, not picking one body part which is aberrated, at first, but flattening some nonaberrated body part before aberrated body part is tackled.

HISTORY: Developed by L. Ron Hubbard in 1957 in Washington, DC, as a lower-level process than Opening Procedure by Duplication, or Show Me by Duplication. All contact processes have been developed out of the Prelogics.

L. RON HUBBARD
Founder

CCH 5









CCH 6

TOUCH YOUR HAND.



THANK YOU.



TOUCH THAT CHAIR.





TOUCH YOUR HEAD.



THANK YOU.



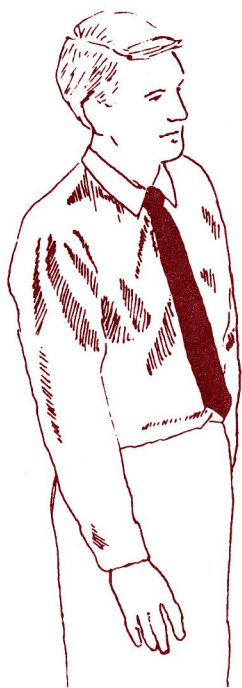


THANK YOU.



CCH 7





TOUCH YOUR ARM.



THANK YOU.

TOUCH THAT TABLE.



THANK YOU.



TOUCH YOUR ARM.



THANK YOU.



TOUCH THAT TABLE.



THANK YOU.



TOUCH YOUR ARM.



THANK YOU.



TOUCH THAT TABLE.



THANK YOU.





HCO BULLETIN OF 1 APRIL 1990

Remimeo
TRs and Objectives
Co-audit
Co-audit Supervisors

CCHs 8-10

(Excerpted from HCOB 14 Nov. 87 III,
EXPANDED GRADE I PROCESS CHECKLIST,
for use on TRs and Objective Co-audits.)

CCH 8 (TRIO)

(Refs: PAB 87, SCIENTOLOGY PROCESSING
HCOB 2 Nov. 57RA, AN OBJECTIVE RUNDOWN)

Auditor and preclear seated at a comfortable distance apart, both facing toward majority of the room. The following three commands are run several times for the first command, fewer for the second command and fewer for the third command.

1. **LOOK AROUND HERE AND TELL ME WHAT YOU COULD HAVE.**
2. **LOOK AROUND HERE AND TELL ME WHAT YOU WOULD PERMIT TO REMAIN IN PLACE.**
3. **LOOK AROUND HERE AND TELL ME WITH WHAT YOU COULD DISPENSE.**

(Run several times for the first command, fewer for the second command, fewer for the third command, then run several times for the first command, fewer for the second command, fewer for the third command, etc., to EP.)

CCH 9 (TONE 40, "KEEP IT FROM GOING AWAY")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT (indicated object). THANK YOU.**
2. **WALK OVER TO THAT (indicated object). THANK YOU.**
3. **TOUCH THAT (indicated object). THANK YOU.**
4. **KEEP IT FROM GOING AWAY. THANK YOU.**
5. **DID YOU KEEP IT FROM GOING AWAY? THANK YOU.**

(Run consecutively, i.e., 1, 2, 3, 4, 5, 1, 2, etc., to EP.)

CCH 10 (TONE 40, "HOLD IT STILL")

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

1. **LOOK AT THAT (indicated object). THANK YOU.**
2. **WALK OVER TO THAT (indicated object). THANK YOU.**
3. **TOUCH THAT (indicated object). THANK YOU.**
4. **HOLD IT STILL. THANK YOU.**
5. **DID YOU HOLD IT STILL? THANK YOU.**

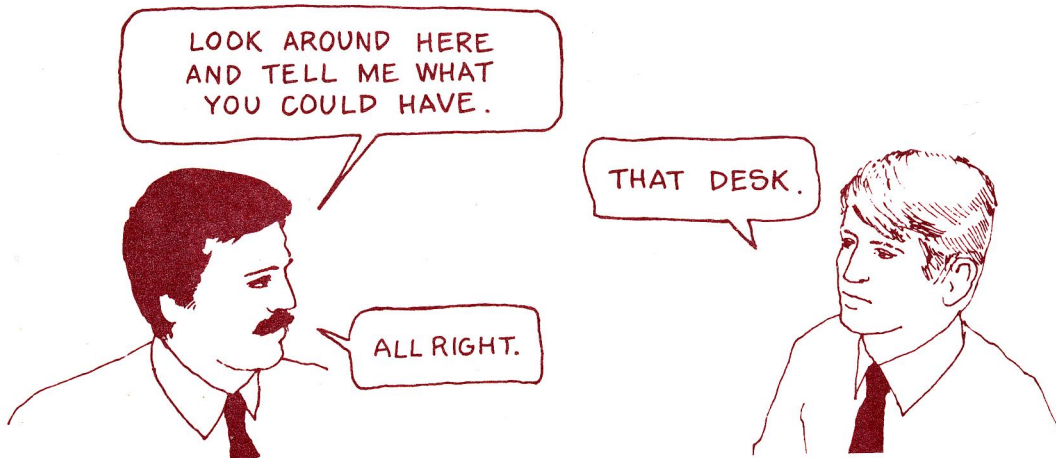
(Run consecutively, i.e., 1, 2, 3, 4, 5, 1, 2, etc., to EP.)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

CCH 8





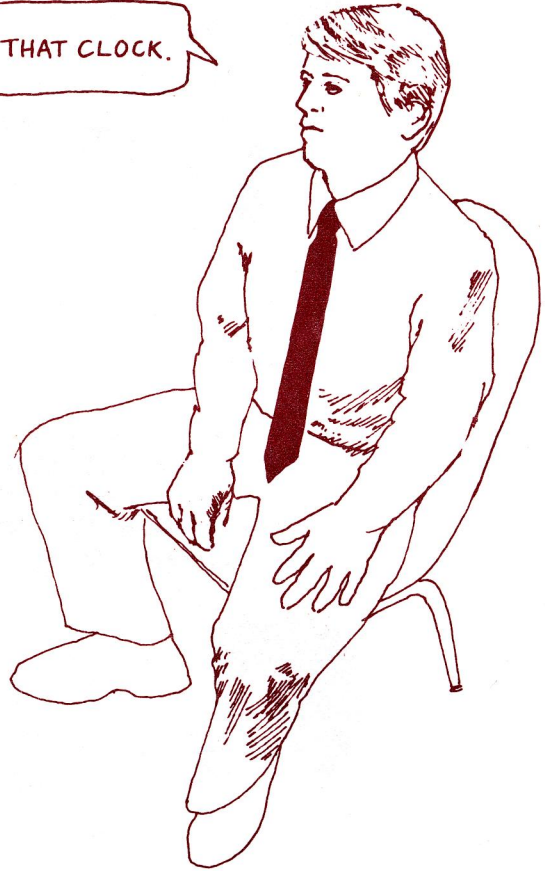


LOOK AROUND HERE
AND TELL ME WHAT
YOU WOULD PERMIT
TO REMAIN IN PLACE.



GREAT.

THAT CLOCK.

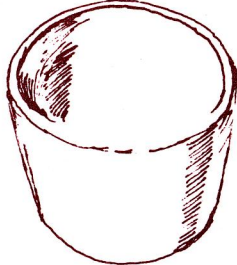




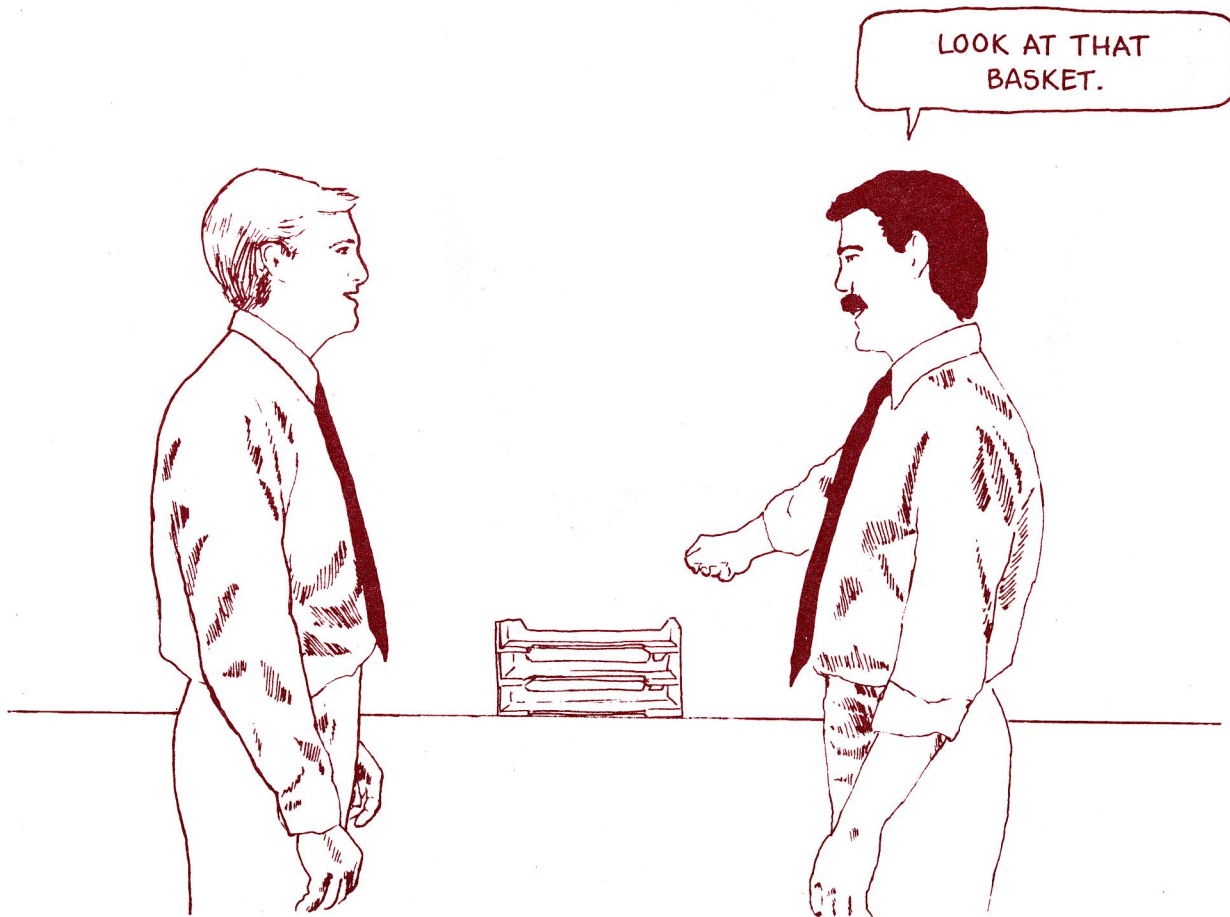
LOOK AROUND HERE
AND TELL ME WITH WHAT
YOU COULD DISPENSE.

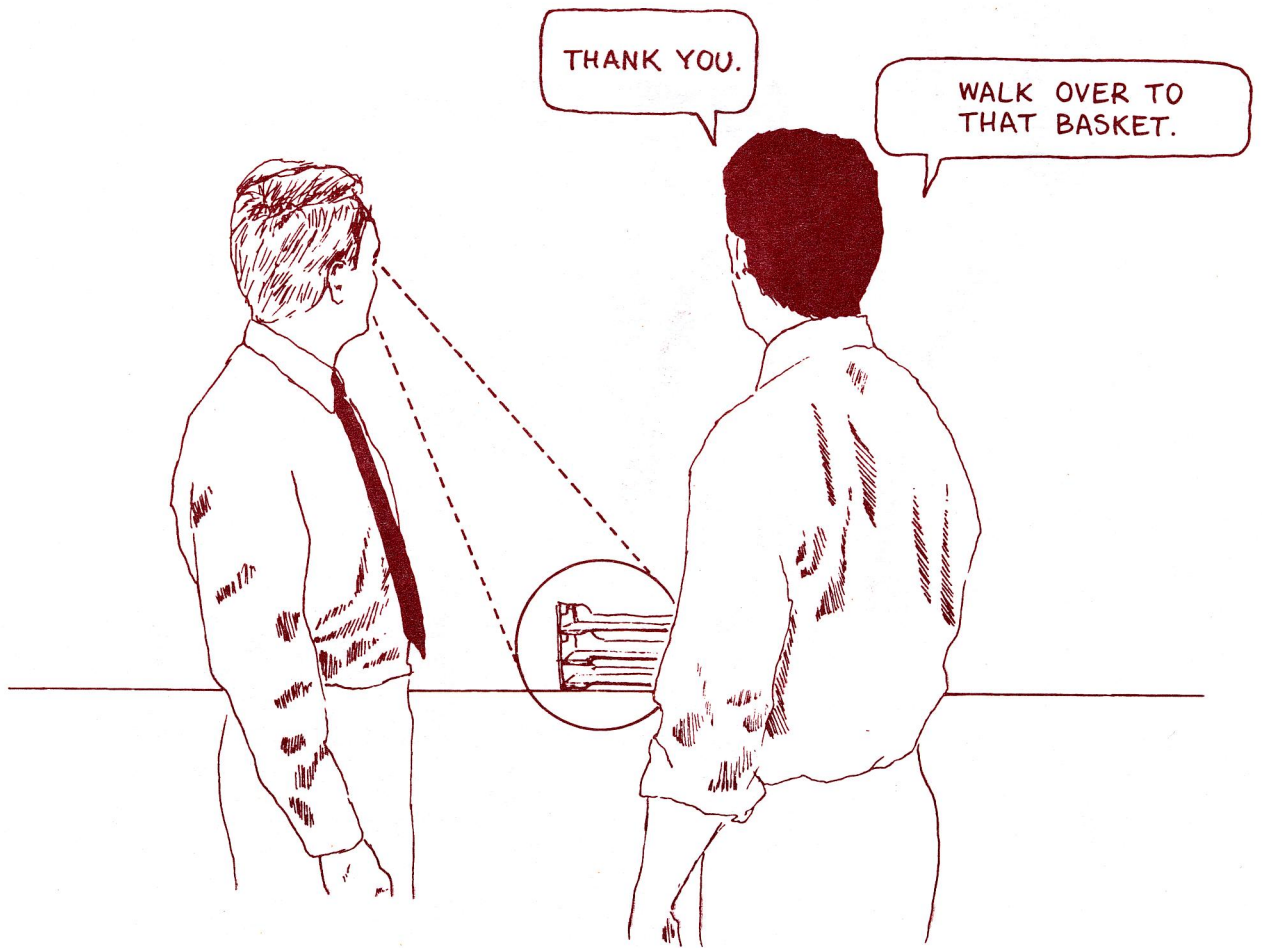
THAT
WASTEBASKET.

THANK
YOU.

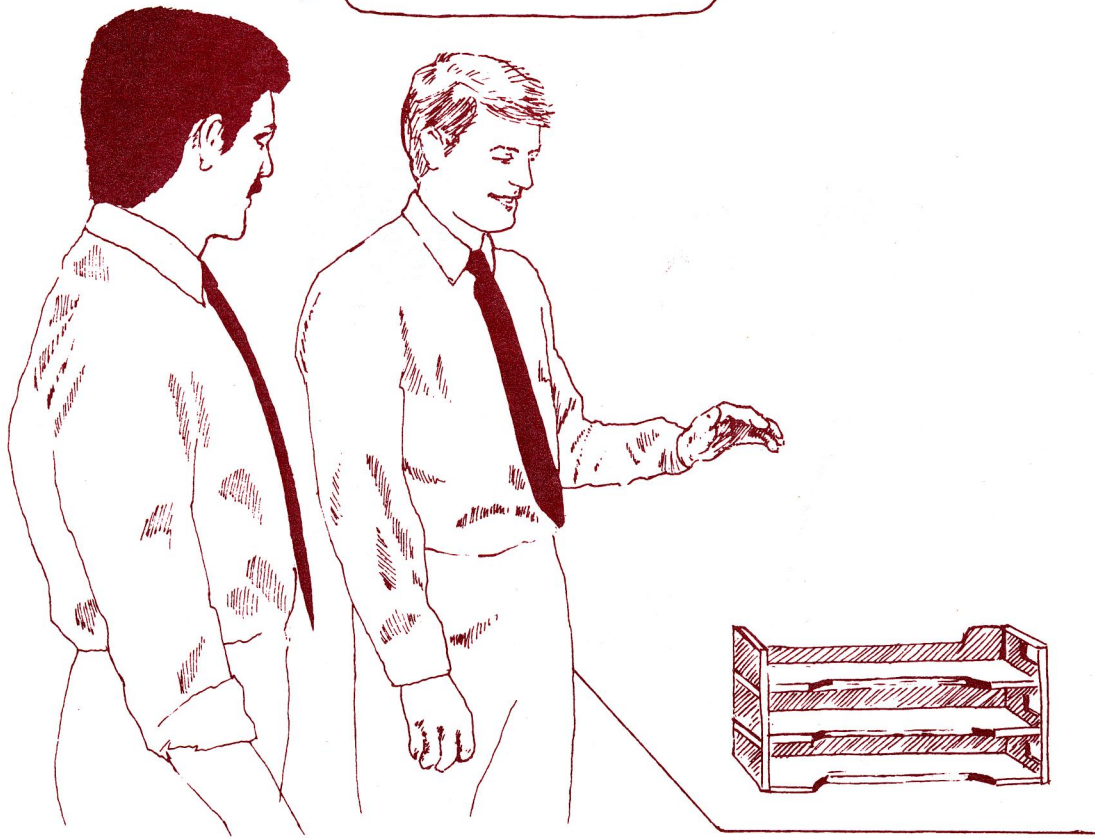


CCH 9

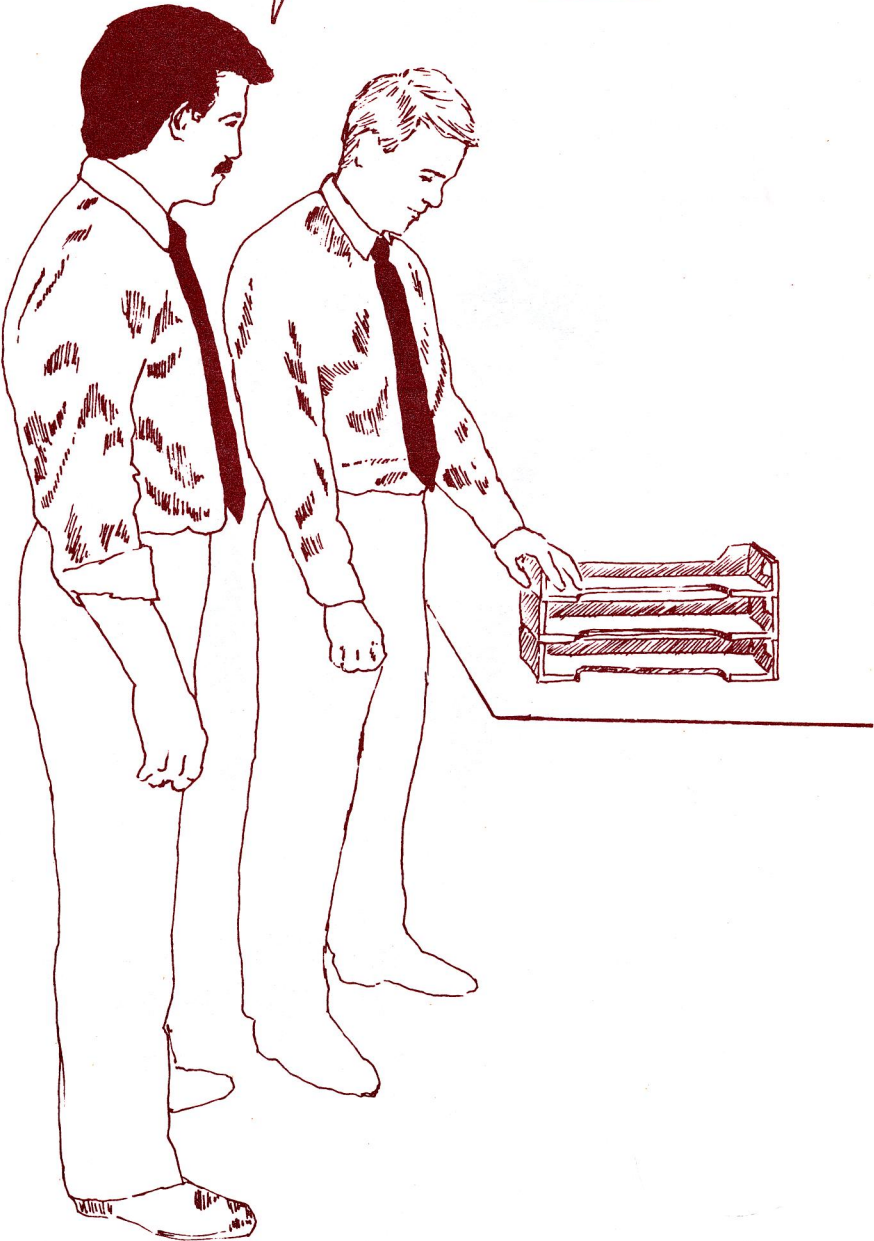




THANK YOU.
TOUCH THAT BASKET.



THANK YOU. KEEP IT FROM GOING AWAY.



THANK YOU. DID YOU KEEP IT FROM GOING AWAY?

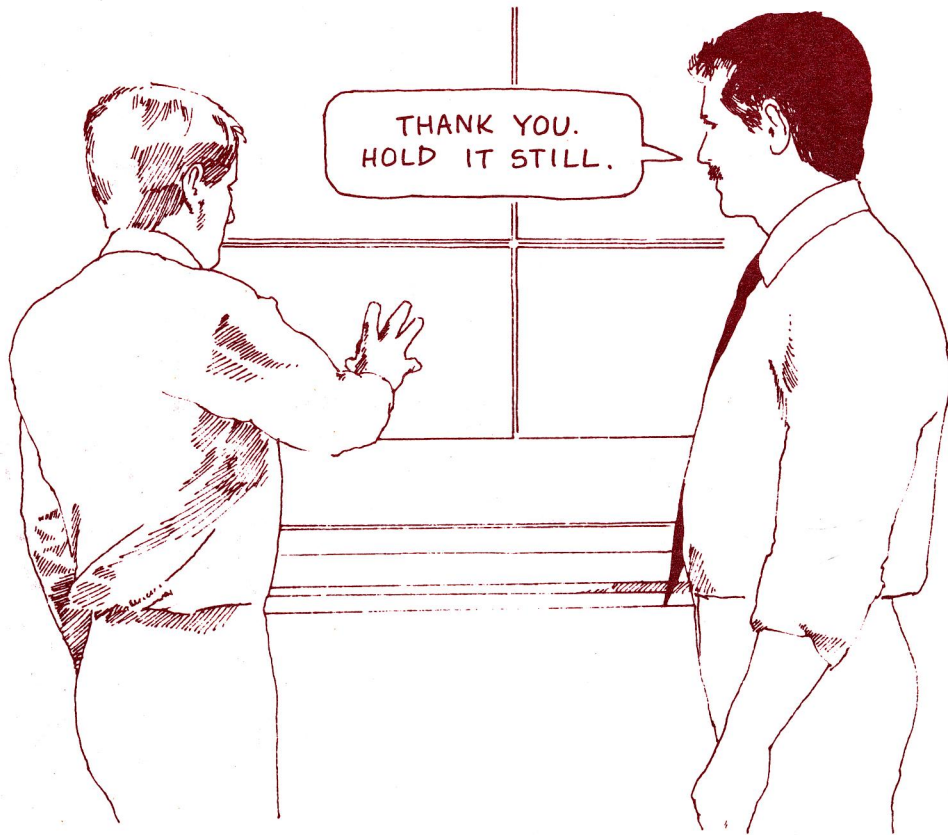
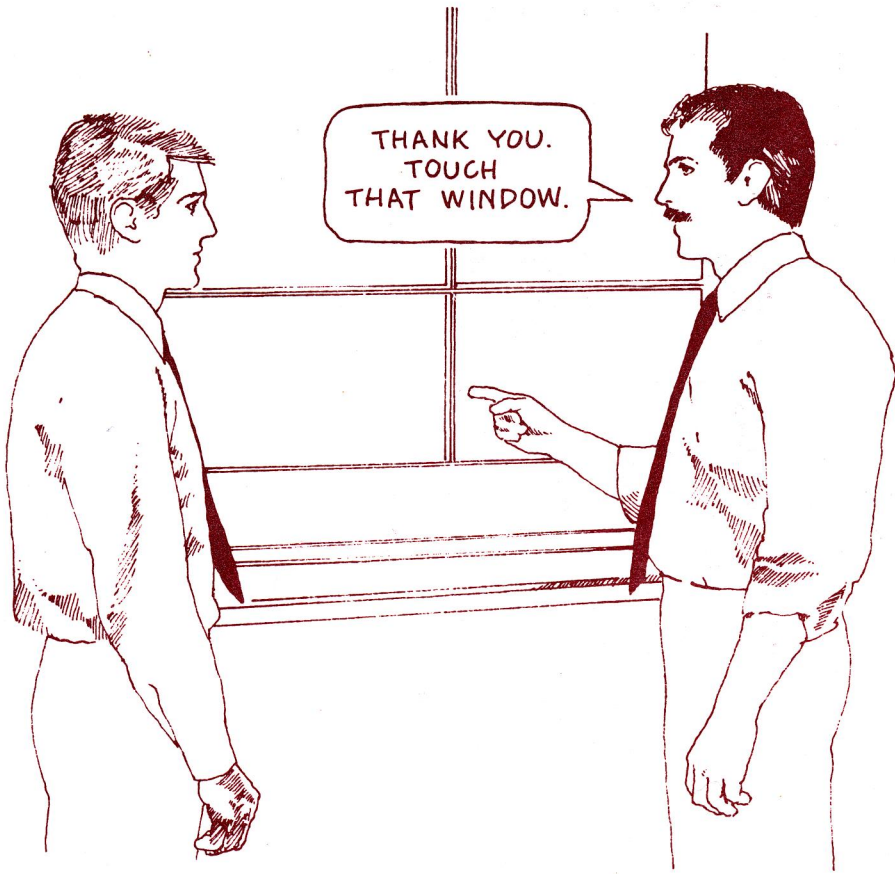
YES.

THANK YOU.



CCH 10









HCO BULLETIN OF 18 MAY 1980R
REVISED 26 JULY 1986

Remimeo
Tech/Qual
Class I Auditors
and Above
Academy Level I

START-CHANGE-STOP COMMANDS

Refs:

The Journal of Scientology, Issue 7-G, Nov. 52

PAB 85, 22 May 56 THE PARTS OF MAN

PAB 87, 5 June 56 SCIENTOLOGY PROCESSING

Tape: 5608C "Start, Change and Stop"

HCOB 20 Aug. 56 HGC PROCEDURE OF AUG. 20

PAB 97, 1 Oct. 56 START-CHANGE-STOP

Booklet: *Control and the Mechanics of SCS*

PAB 106, 15 Feb. 57 GOOD PROCESSES

Scientology: Clear Procedure, Issue One, Dec. 57

HCOB 28 July 58 CLEAR PROCEDURE

HCOB 15 Oct. 58 ACC CLEAR PROCEDURE

PAB 149, 1 Dec. 58 DUMMY AUDITING, STEP TWO:
ACKNOWLEDGMENT

HCOB 3 Feb. 59 II FLATTENING A PROCESS

HCOB 2 Feb. 61 II UK CASES DIFFERENT

HCOB 14 May 62 CASE REPAIR

HCOB 5 May 65 MORE ON THE APPLICATION
OF SCIENTOLOGY
TO CHILDREN

Technical Training Film TR 8: "Start, Change and Stop,"
as shown on Academy Level I and above

Start, Change and Stop is the anatomy of control.

Running Start, Change and Stop on an individual brings about a greater self-determinism. The process Start-Change-Stop (SCS) has two parts:

1. START-CHANGE-STOP ON AN OBJECT, and
2. START-CHANGE-STOP ON A BODY.

SCS ON AN OBJECT

SCS ON AN OBJECT is run on a gradient by first using a small object, such as a paper clip. Each stage—Start, Change and then Stop—is first run to a flat point, meaning that the preclear has had a win or has carried out at least 3 consecutive sets of commands with no change in his motions or attitude. When Start, Change and Stop are flat with the first object, the auditor uses a larger object (such as a brick, a beach ball, etc.) until the process is flat with that object. The auditor then goes to a larger object, and so on, until the EP is reached.

These are the commands for SCS ON AN OBJECT:

START:

1. "I AM GOING TO ASK YOU TO START THE (indicated object) AND WHEN I TELL YOU TO START, YOU START THE _____ IN THAT DIRECTION. (Auditor indicates a direction with his hand.) DO YOU UNDERSTAND THAT?"
2. "START."
3. "DID YOU START THE _____?"

(Repeat commands 1, 2, 3, 1, 2, 3, etc., until START has been run to a flat point.)

CHANGE:

1. "THIS SPOT WE ARE GOING TO CALL 'A.' " (Auditor indicates spot "A" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
2. "THIS SPOT WE ARE GOING TO CALL 'B.' " (Auditor indicates spot "B" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
3. "THIS SPOT WE ARE GOING TO CALL 'C.' " (Auditor indicates spot "C" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
4. "THIS SPOT WE ARE GOING TO CALL 'D.' " (Auditor indicates spot "D" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
5. "WHEN I ASK YOU TO CHANGE THE (indicated object), I WANT YOU TO CHANGE THE _____'S POSITION FROM 'A' TO 'B.' DO YOU UNDERSTAND THAT?"
6. "CHANGE."
7. "DID YOU CHANGE THE _____?"
8. "WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FROM 'B' TO 'C.' DO YOU UNDERSTAND THAT?"
9. "CHANGE."
10. "DID YOU CHANGE THE _____?"
11. "WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FROM 'C' TO 'D.' DO YOU UNDERSTAND THAT?"
12. "CHANGE."
13. "DID YOU CHANGE THE _____?"

(Repeat commands 1-13, 1-13, etc., until CHANGE has been run to a flat point.)

(Note: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

STOP:

1. **"I AM GOING TO TELL YOU TO GET THE (indicated object) MOVING IN THAT DIRECTION."** (Auditor indicates direction with his hand.)
"SOMEWHERE ALONG THE LINE I WILL TELL YOU TO STOP. THEN YOU STOP THE _____. DO YOU UNDERSTAND THAT?"
2. **"GET THE _____ MOVING."**
3. **"STOP!"**
4. **"DID YOU STOP THE _____?"**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP on that object has been run to a flat point.)

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be discovered that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again until all three are flat and the pc has a cognition and very good indicators. (An F/N will also be present if the pc is put on the meter. Ref: HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA) The pc might go exterior before all three stages (Start, Change, Stop) have been run, and if this occurs, the auditor should end off the SCS ON AN OBJECT process at that point.

SCS ON A BODY

The second part of Start-Change-Stop is "SCS ON A BODY."

There are four stages to SCS ON A BODY: START, CHANGE, STOP and STOP SUPREME.

These are the commands for SCS ON A BODY:

START:

1. **"I AM GOING TO ASK YOU TO START THE BODY. I AM NOT GOING TO ASK YOU TO STOP."**
2. **"WHEN I ASK YOU TO START THE BODY, START THE BODY. OKAY?"**
3. **"START!"**
4. **"DID YOU START THE BODY?"**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until START has been run to a flat point.)

CHANGE:

1. **“THIS SPOT WE ARE GOING TO CALL ‘A.’ ”** (Auditor indicates spot “A” with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
2. **“THIS SPOT WE ARE GOING TO CALL ‘B.’ ”** (Auditor indicates spot “B” with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
3. **“THIS SPOT WE ARE GOING TO CALL ‘C.’ ”** (Auditor indicates spot “C” with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
4. **“THIS SPOT WE ARE GOING TO CALL ‘D.’ ”** (Auditor indicates spot “D” with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
5. **“WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY’S POSITION FROM ‘A’ TO ‘B.’ DO YOU UNDERSTAND THAT?”**
6. **“CHANGE.”**
7. **“DID YOU CHANGE THE BODY?”**
8. **“WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY’S POSITION FROM ‘B’ TO ‘C.’ DO YOU UNDERSTAND THAT?”**
9. **“CHANGE.”**
10. **“DID YOU CHANGE THE BODY?”**
11. **“WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY’S POSITION FROM ‘C’ TO ‘D.’ DO YOU UNDERSTAND THAT?”**
12. **“CHANGE.”**
13. **“DID YOU CHANGE THE BODY?”**

(Repeat commands 1–13, 1–13, etc., until CHANGE has been run to a flat point.)

(Note: When the commands 1–13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

STOP:

1. **“I AM GOING TO TELL YOU TO GET THE BODY MOVING IN THAT DIRECTION.”** (Auditor indicates direction with his hand.) **“THEN AT SOME POINT ALONG THE LINE I WILL TELL YOU TO STOP. WHEN I DO, I WANT YOU TO STOP THE BODY. DO YOU UNDERSTAND?”**
2. **“GET THE BODY MOVING IN THAT DIRECTION.”**

3. **“STOP!”**

4. **“DID YOU STOP THE BODY?”**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP has been run to a flat point.)

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be found that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again until all three appear to be flat.

One should not then suppose that the whole of Start-Change-Stop is flat since he still has STOP SUPREME to run.

STOP SUPREME:

1. **“I’M GOING TO ASK YOU TO GET THE BODY MOVING. AND AT SOME POINT I AM GOING TO TELL YOU TO STOP. AND WHEN I DO, I WANT YOU TO STOP THE BODY AS FAST AS YOU CAN AND HOLD IT AS STILL AS YOU CAN. OKAY?”**

2. **“GET THE BODY MOVING.”**

3. **“STOP!”**

4. **“DID YOU DO IT?”**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP SUPREME has been run to a flat point.)

The auditor would now run Start again on the body and so on until neither Start, Change, Stop nor Stop Supreme produces change and the pc has a cognition and very good indicators. (An F/N will also be present if the pc is put on the meter. Ref: HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA) The pc might go exterior before all four stages (Start, Change, Stop, Stop Supreme) have been run, and if this occurs, the auditor should end off the SCS ON A BODY process at that point.

The auditor always acknowledges the pc for every execution of an auditing command.

Whenever the pc is standing to execute a command, the auditor is standing next to the pc. The auditor should guide the pc around slightly—not by touching him very much, but occasionally attracting his attention with a tap on the elbow. This puts a reality there and brings about greater ARC in the session.

SCS can be run very sloppily by some auditors who do not have very much experience with it. The only way to err on running SCS is in the direction of imprecision and bad ARC. ARC does not mean nonconfronting. It is perfectly easy to be precise with high ARC.

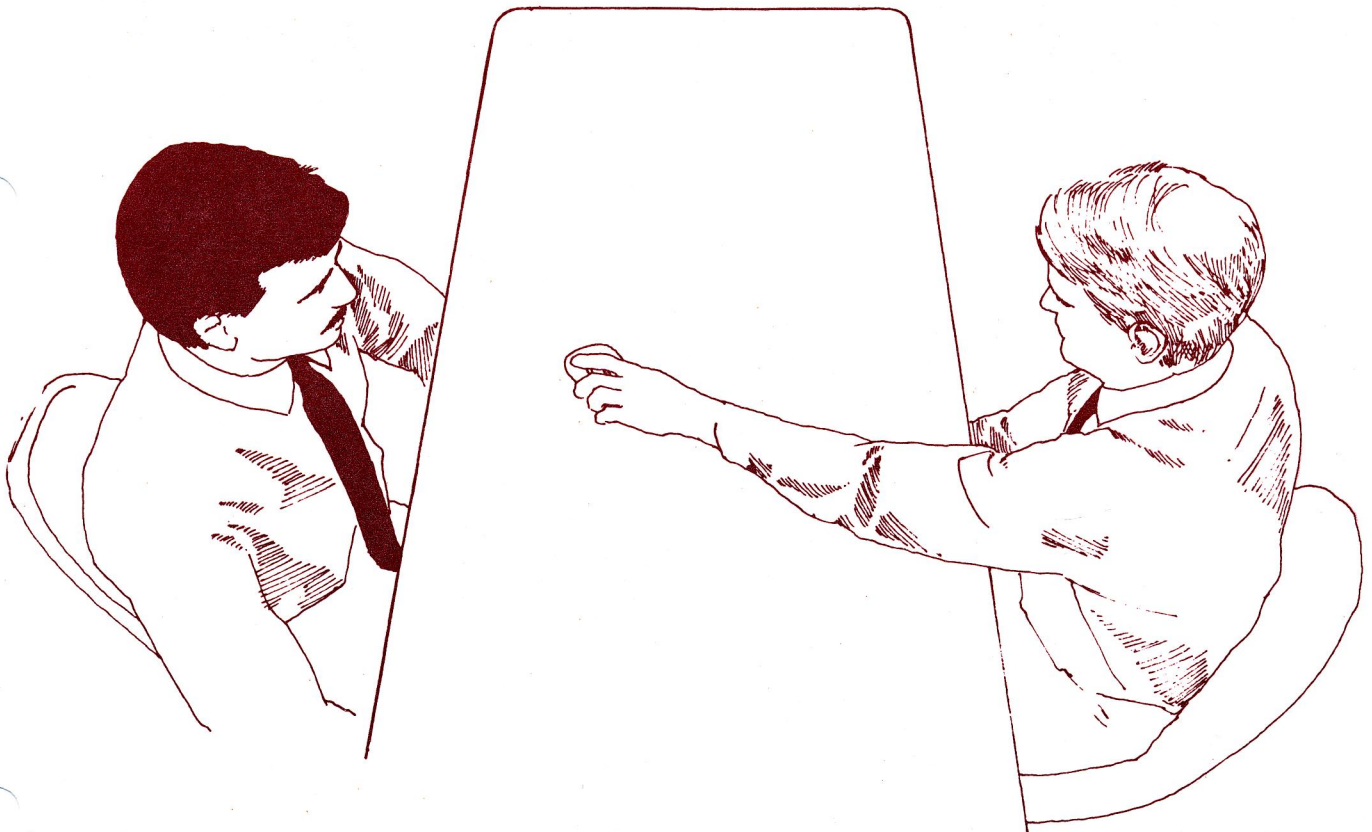
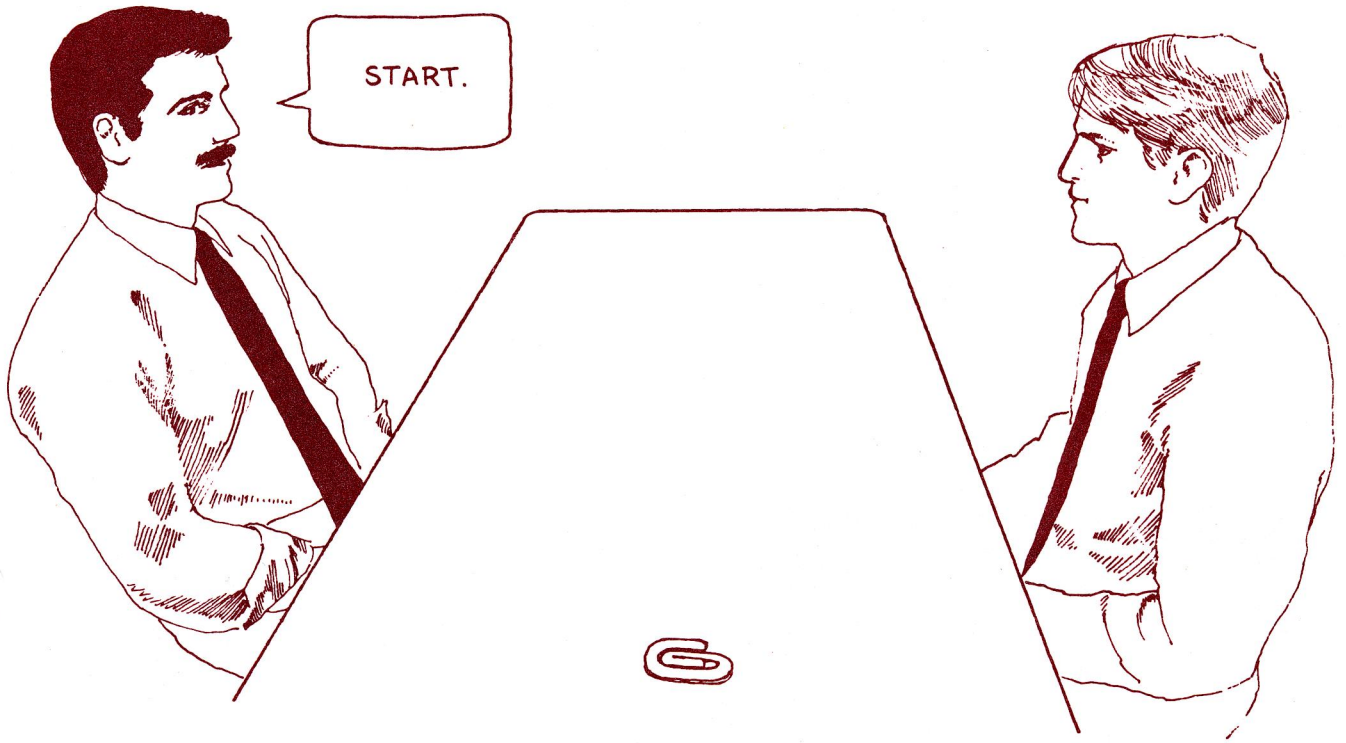
L. RON HUBBARD
Founder

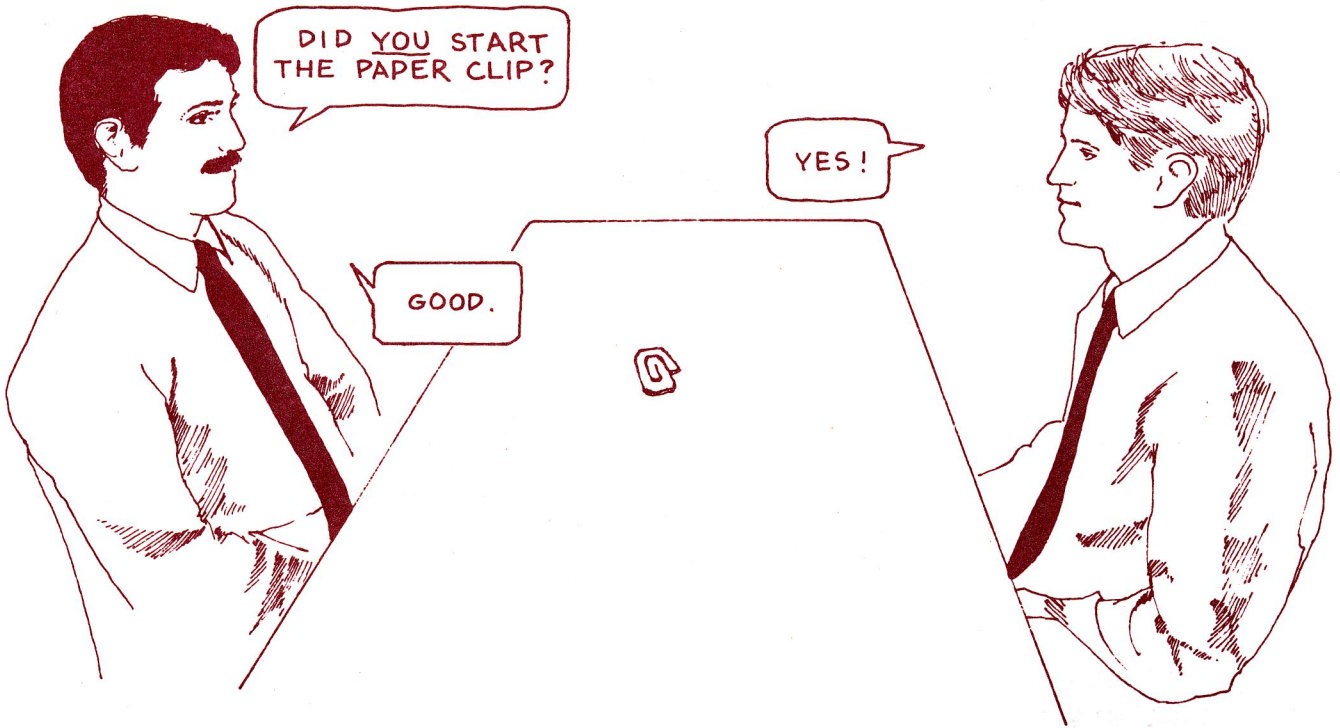
Revision assisted by
LRH Technical Research
and Compilations

SCS ON AN OBJECT

Start:



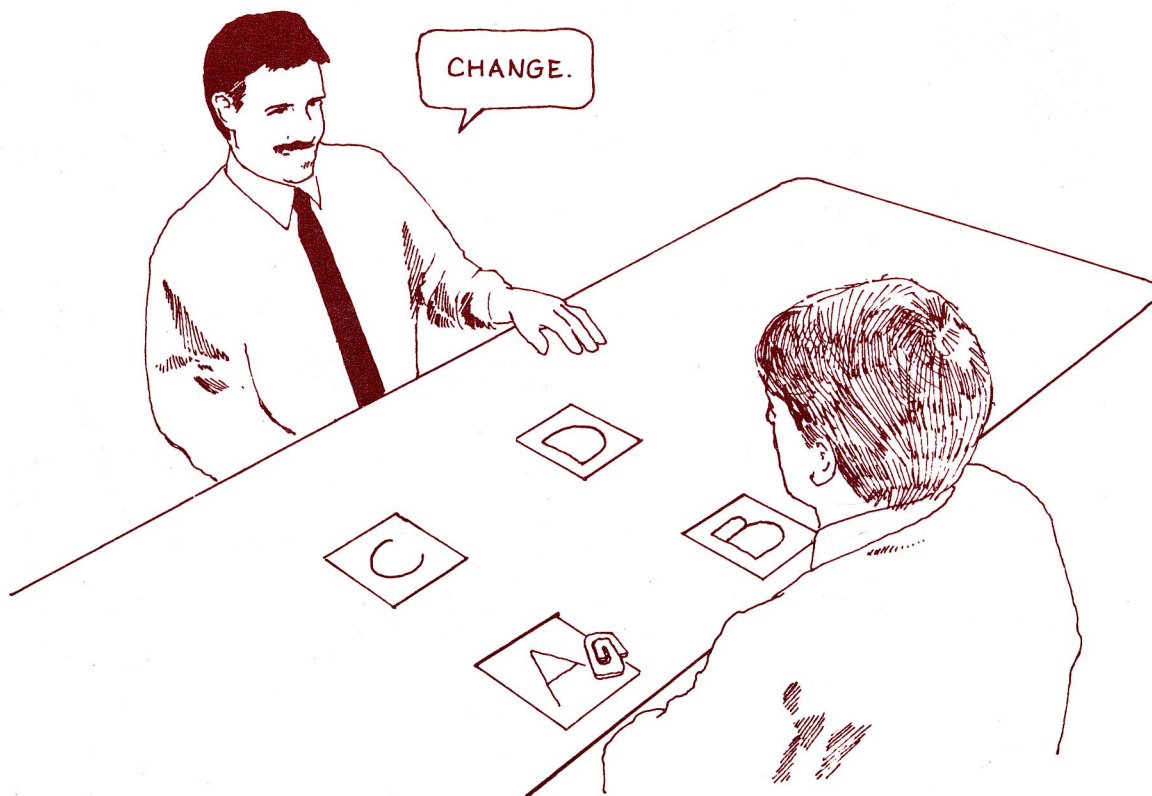
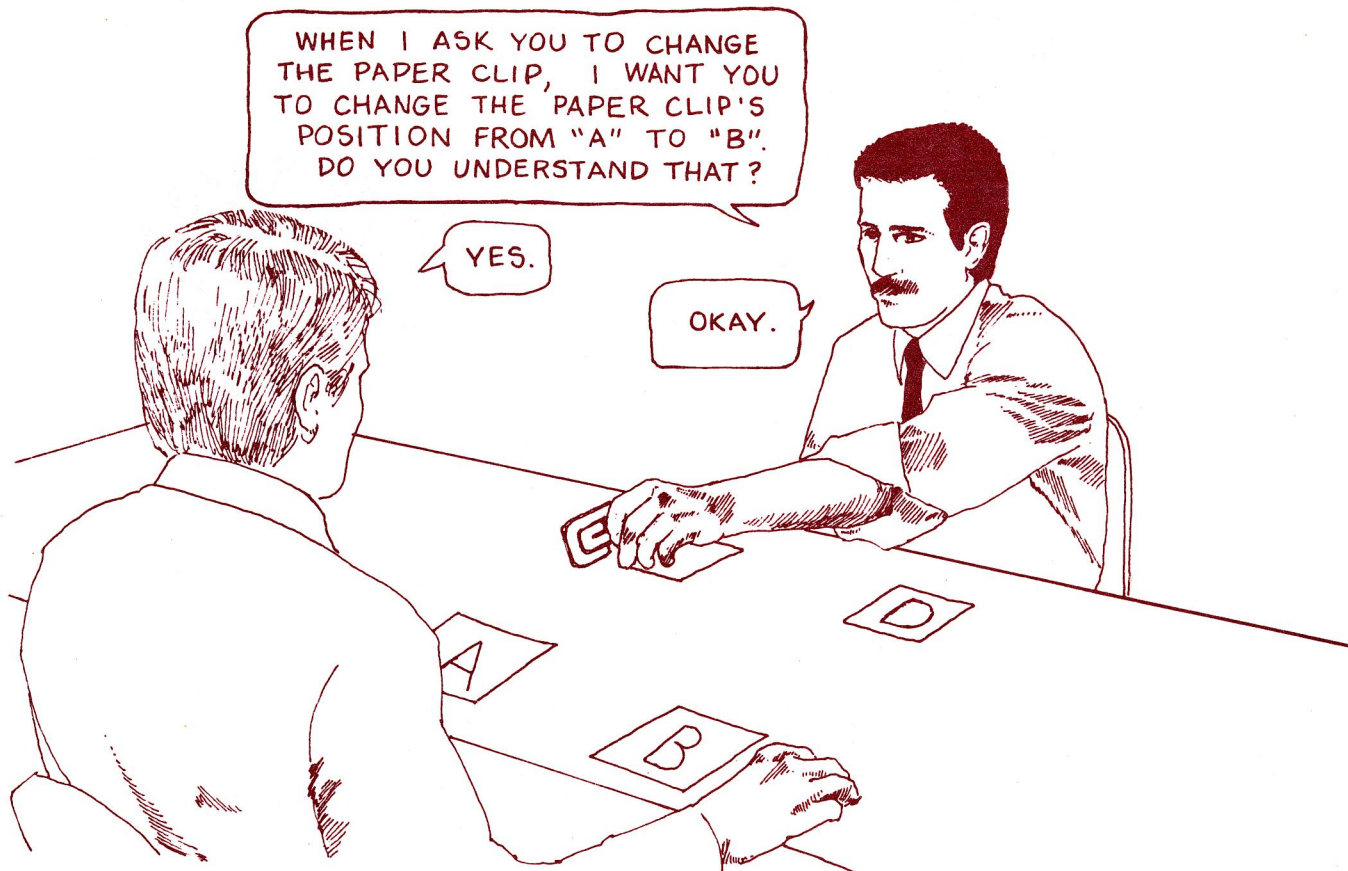


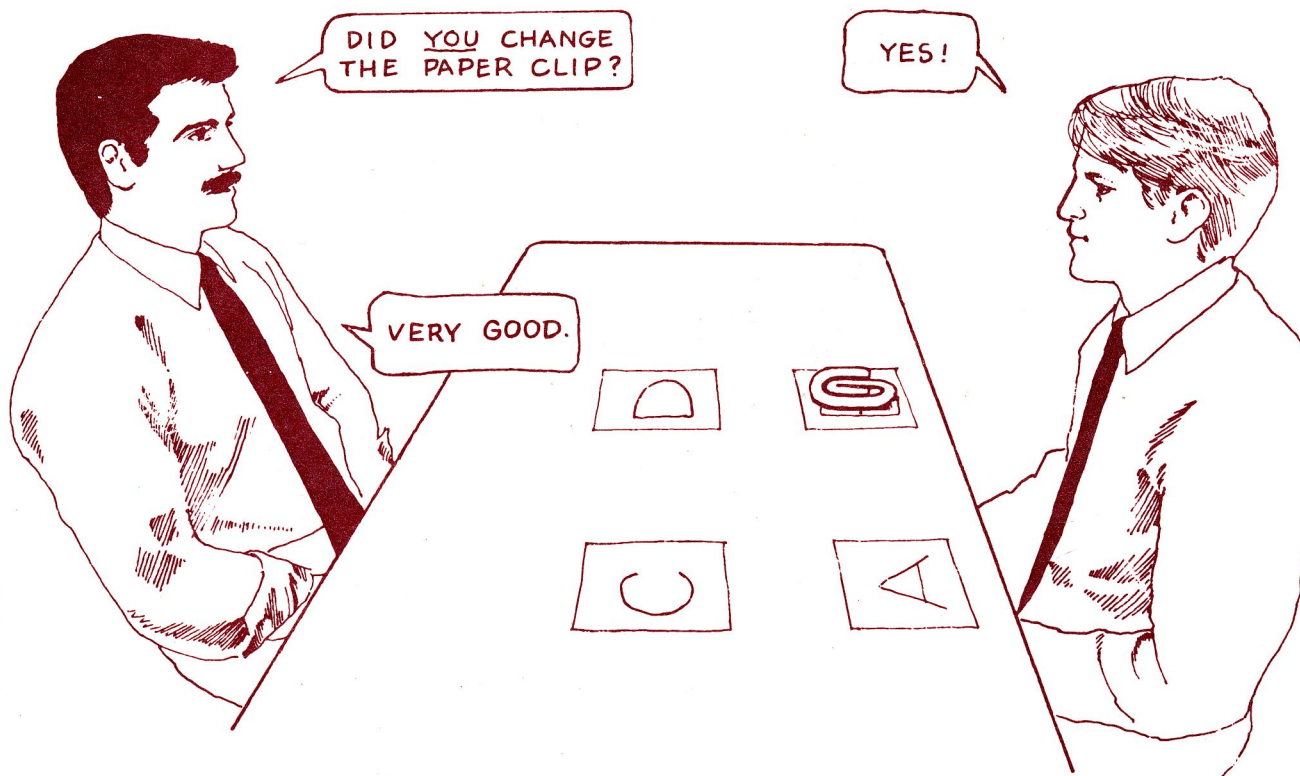
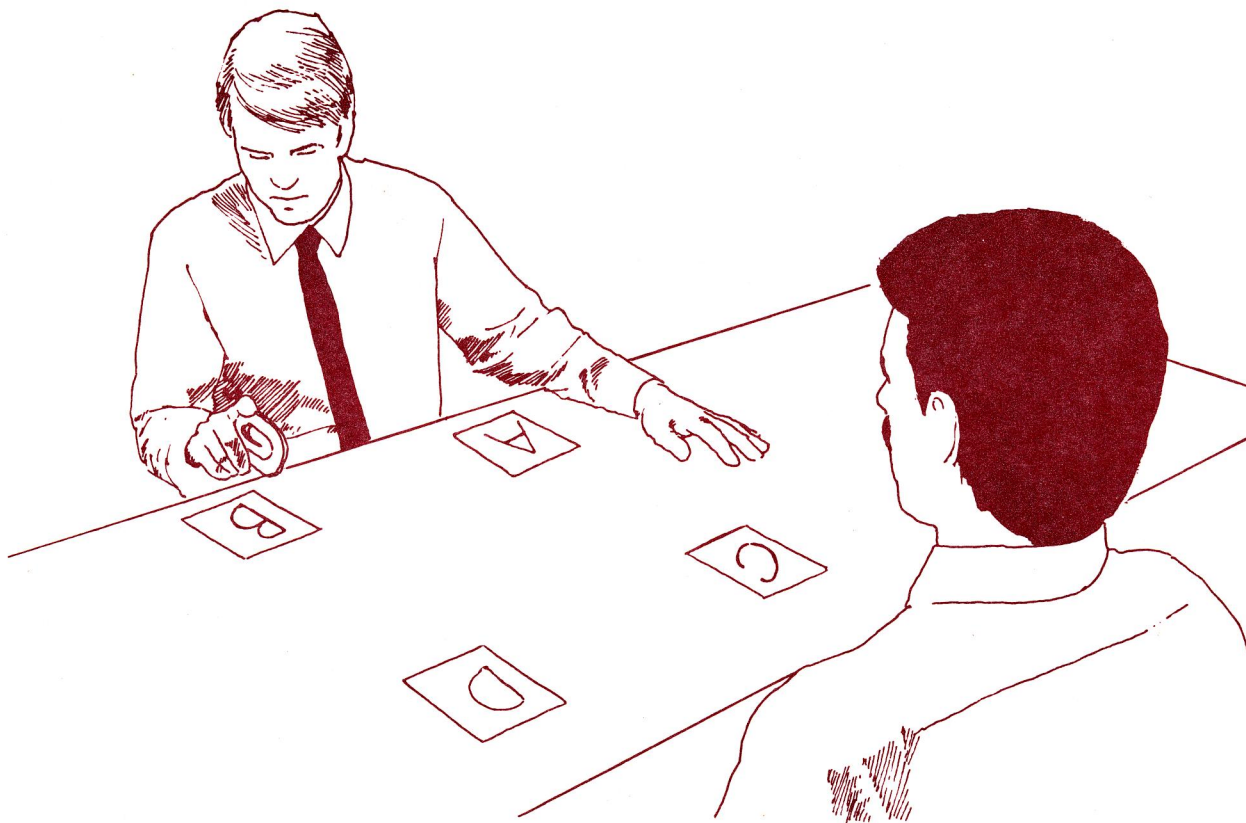


Change:

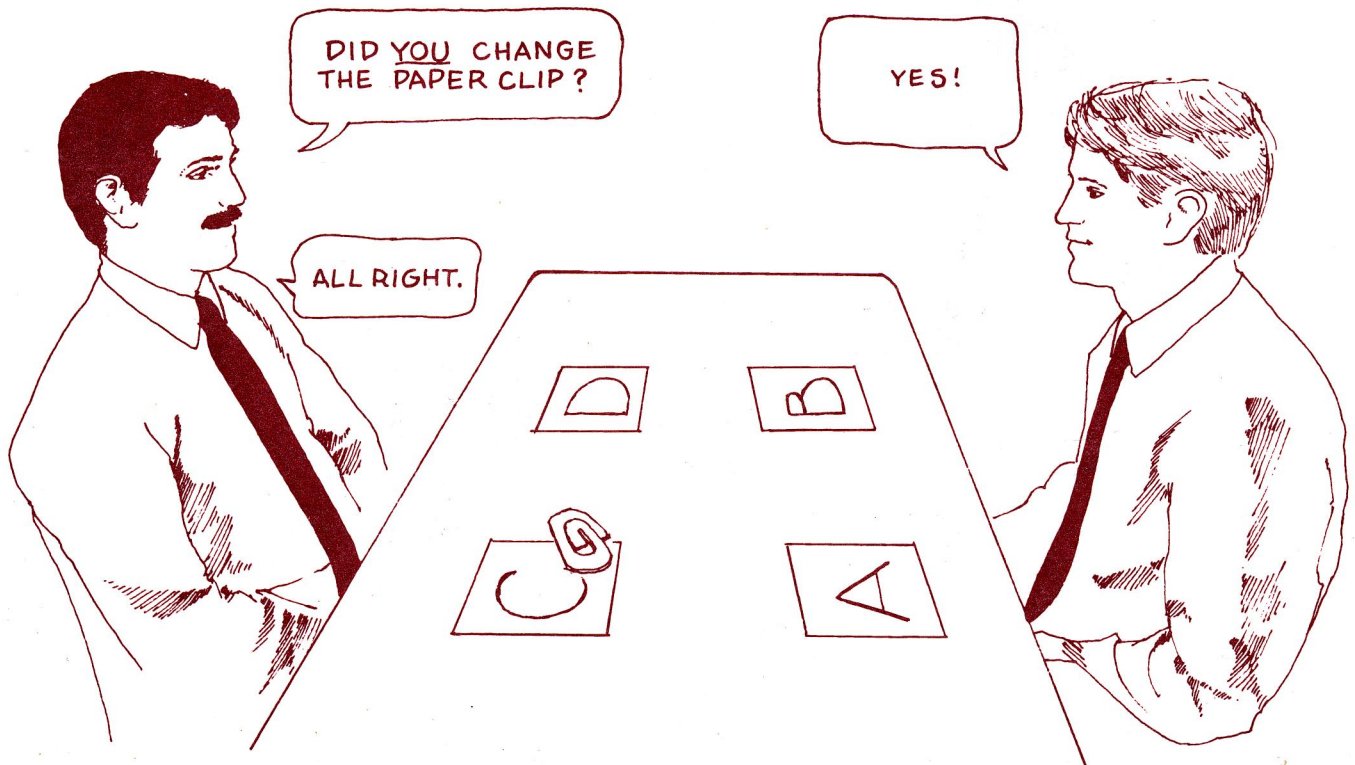
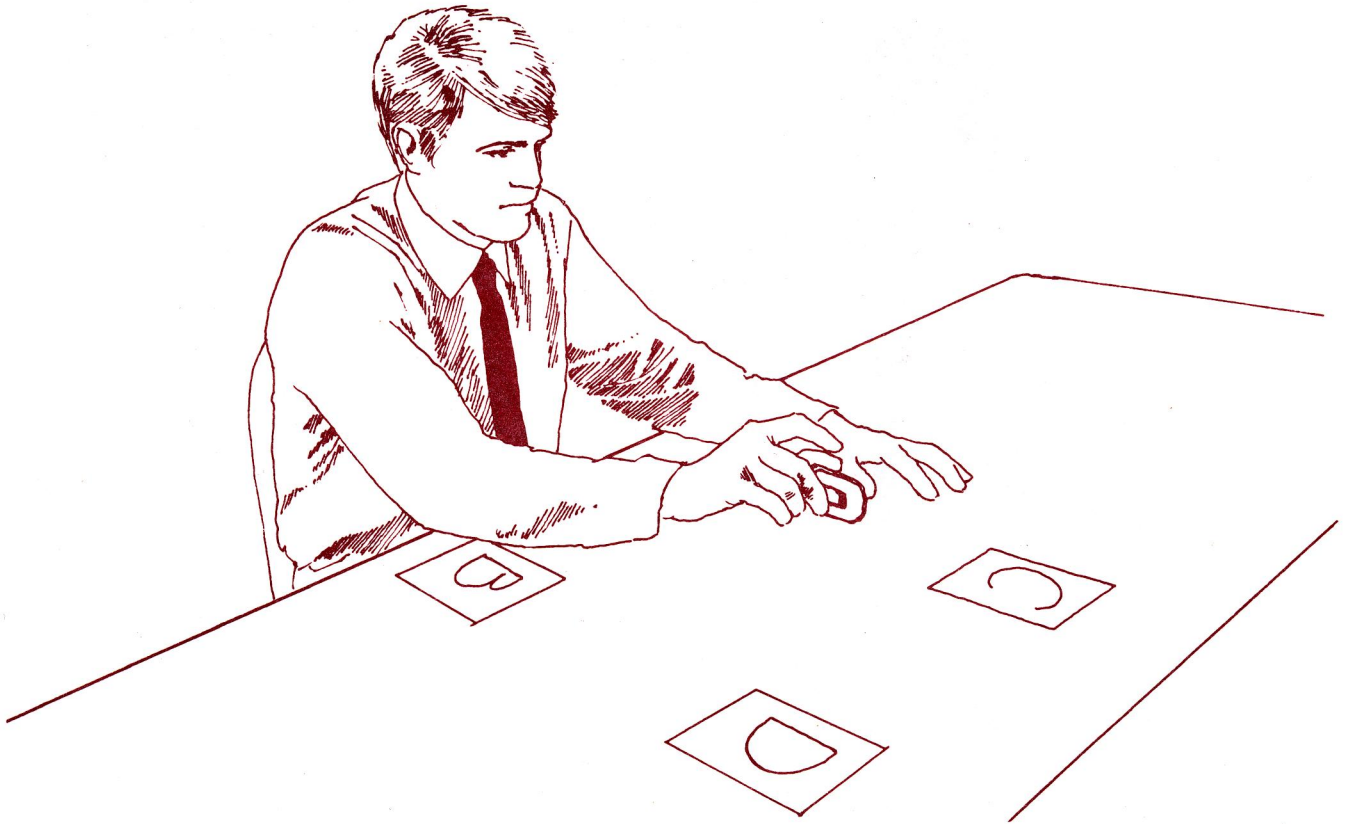












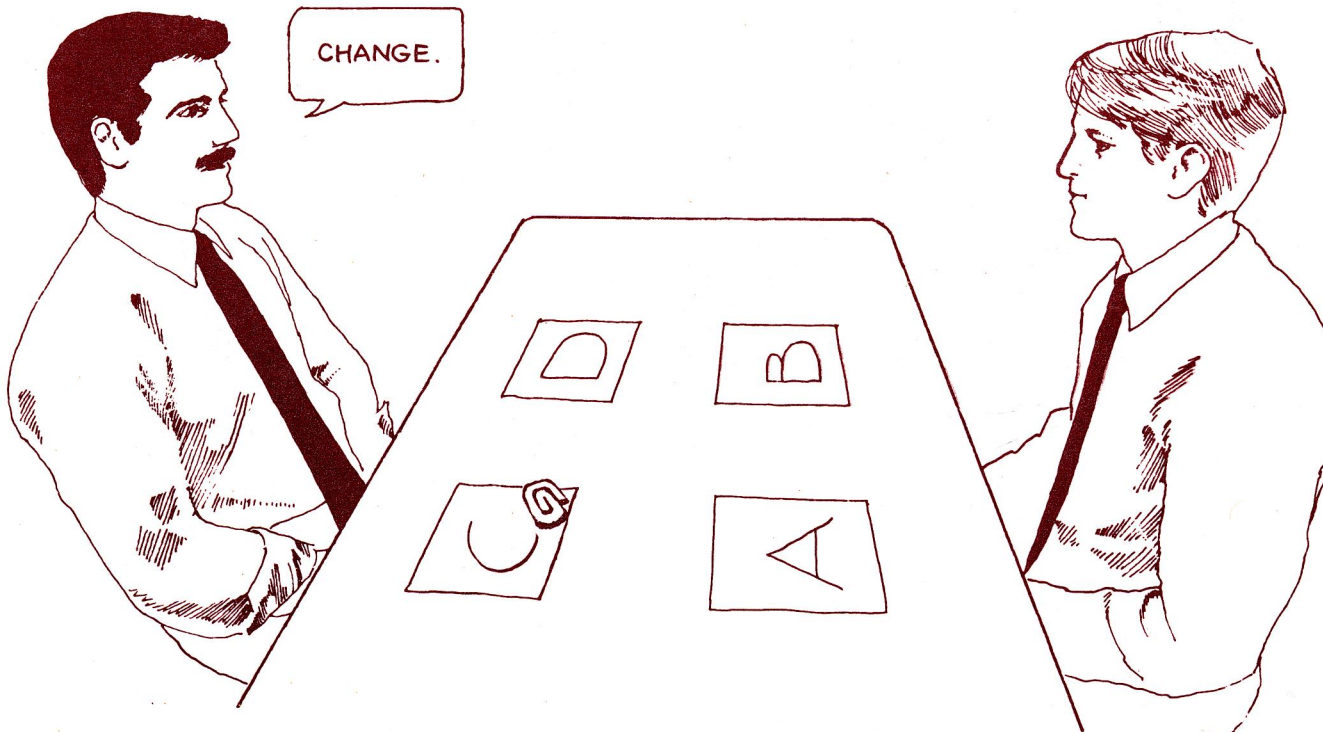
WHEN I ASK YOU TO CHANGE THE PAPER CLIP, I WANT YOU TO CHANGE THE PAPER CLIP'S POSITION FROM "C" TO "D". DO YOU UNDERSTAND THAT?

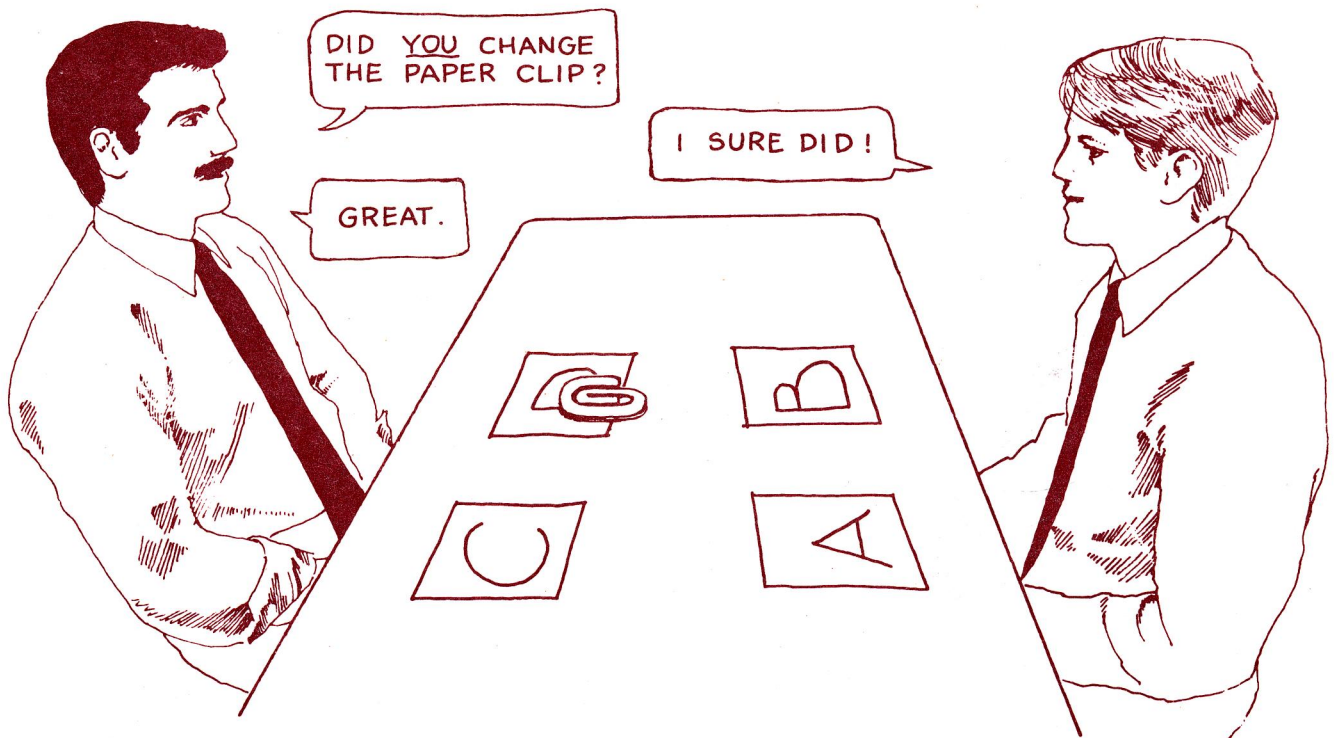
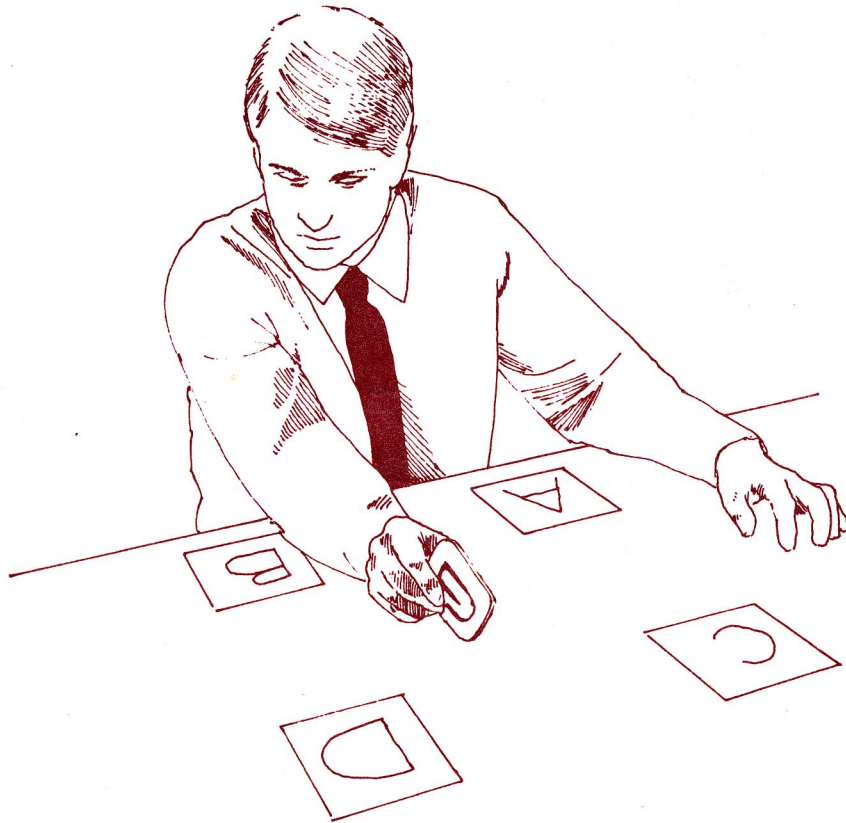
YES!

OK.



CHANGE.





Stop:



SOMEWHERE ALONG THE LINE
I WILL TELL YOU TO STOP.
THEN YOU STOP THE PAPER CLIP.
DO YOU UNDERSTAND THAT?

YES!

VERY GOOD.



GET THE PAPER CLIP MOVING.







SCS ON A BODY

Start:

I AM GOING TO ASK YOU TO START
THE BODY. I AM NOT GOING TO
ASK YOU TO STOP.
WHEN I ASK YOU TO START
THE BODY, START THE BODY. OKAY?

OKAY.

GOOD.
START!

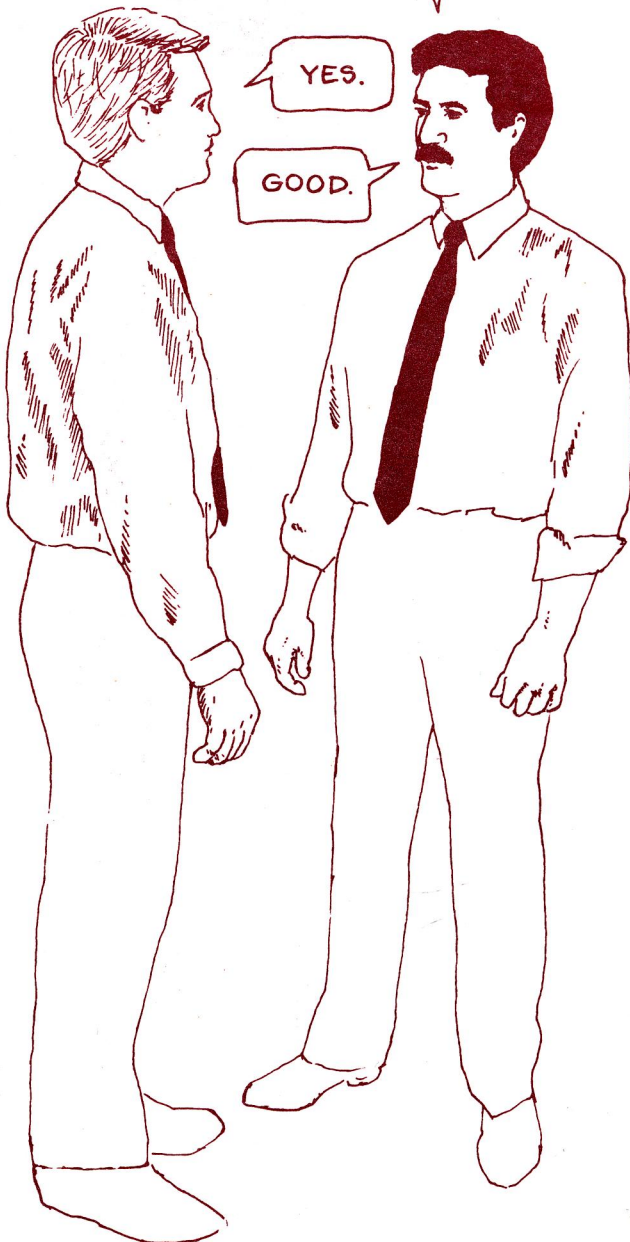




DID YOU START THE BODY?

YES.

GOOD.



Change:

THIS SPOT WE ARE GOING TO CALL "A".

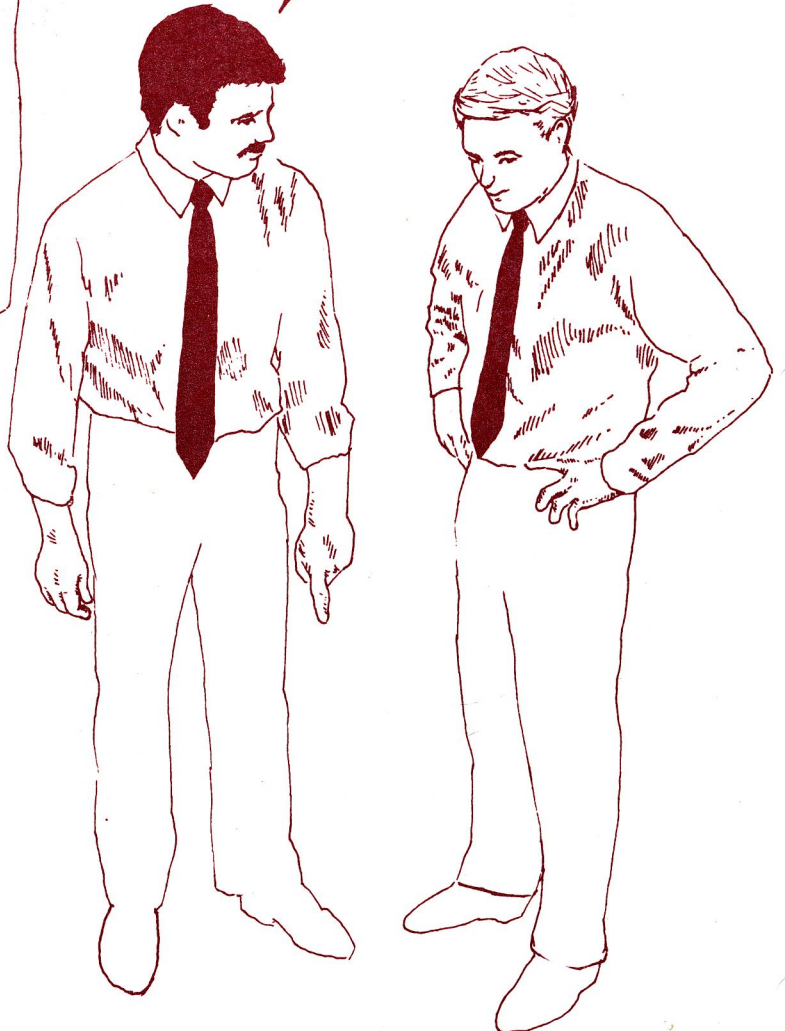
THIS SPOT WE ARE GOING TO CALL "B".



THIS SPOT WE
ARE GOING TO
CALL "C".



THIS SPOT WE
ARE GOING TO
CALL "D".



D

WHEN I ASK YOU TO CHANGE THE BODY,
I WANT YOU TO CHANGE THE BODY'S
POSITION FROM "A" TO "B". DO YOU
UNDERSTAND THAT?

YES.

GOOD.



CHANGE.



FINE. DID YOU CHANGE THE BODY?

YES.

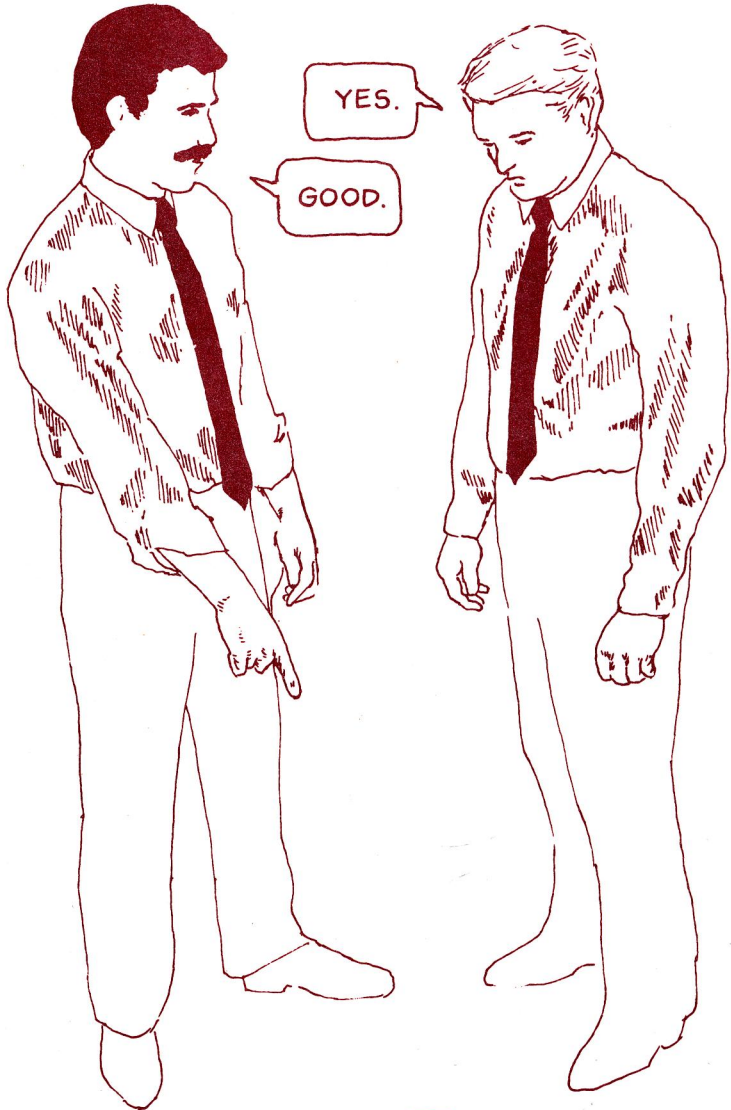
ALL RIGHT.



WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM "B" TO "C". DO YOU UNDERSTAND THAT?

YES.

GOOD.



B

CHANGE.



VERY GOOD.
DID YOU CHANGE THE BODY?

YES.

ALL RIGHT.



WHEN I ASK YOU TO CHANGE THE BODY
I WANT YOU TO CHANGE THE BODY'S
POSITION FROM "C" TO "D". DO YOU
UNDERSTAND THAT?

YES.

GOOD.



CHANGE.

ALL RIGHT. DID YOU
CHANGE THE BODY?

YES!

GOOD.



Stop:

I AM GOING TO TELL YOU
TO GET THE BODY MOVING
IN THAT DIRECTION.



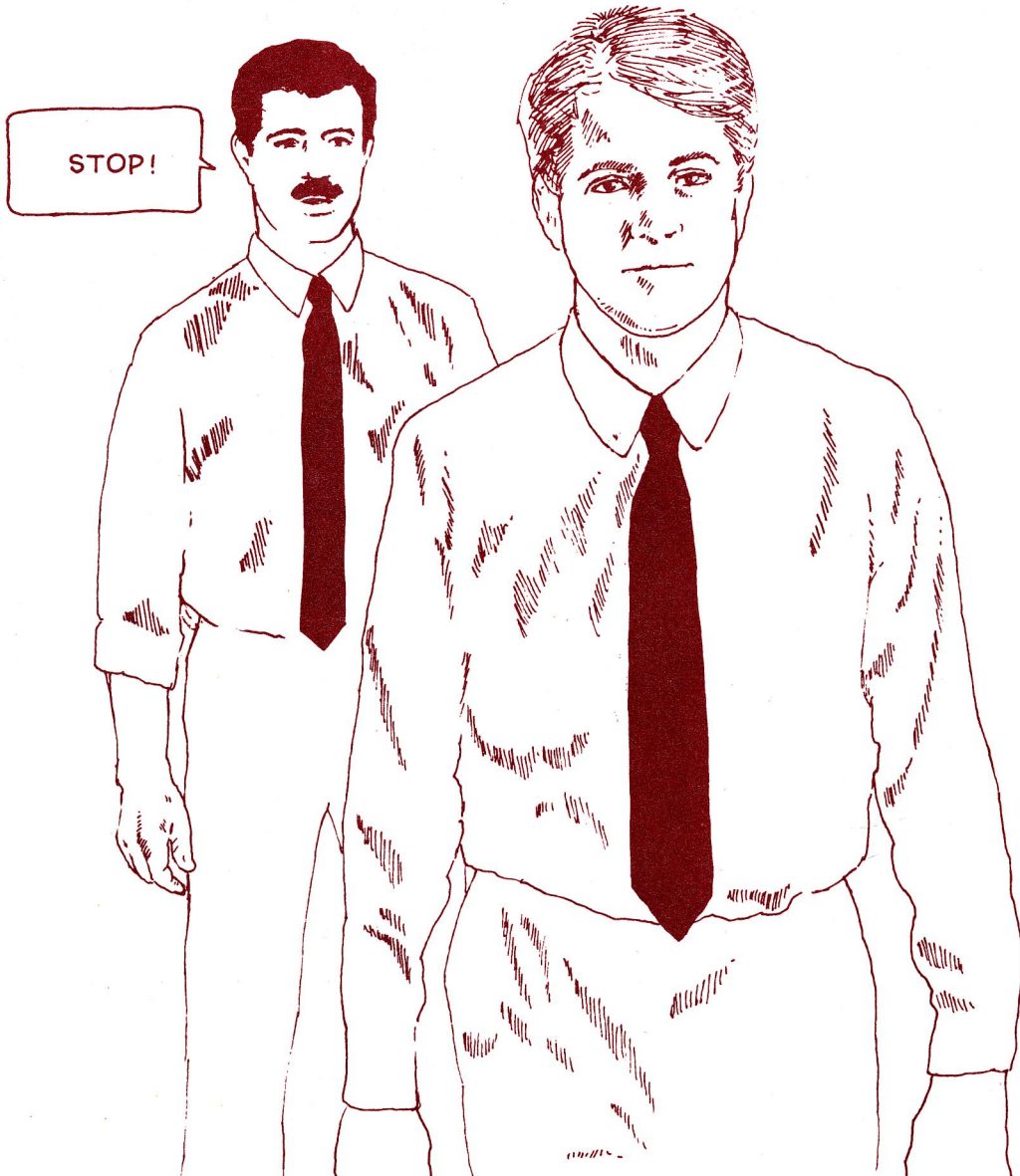
THEN AT SOME POINT ALONG THE LINE I WILL TELL YOU TO STOP. WHEN I DO, I WANT YOU TO STOP THE BODY. DO YOU UNDERSTAND?

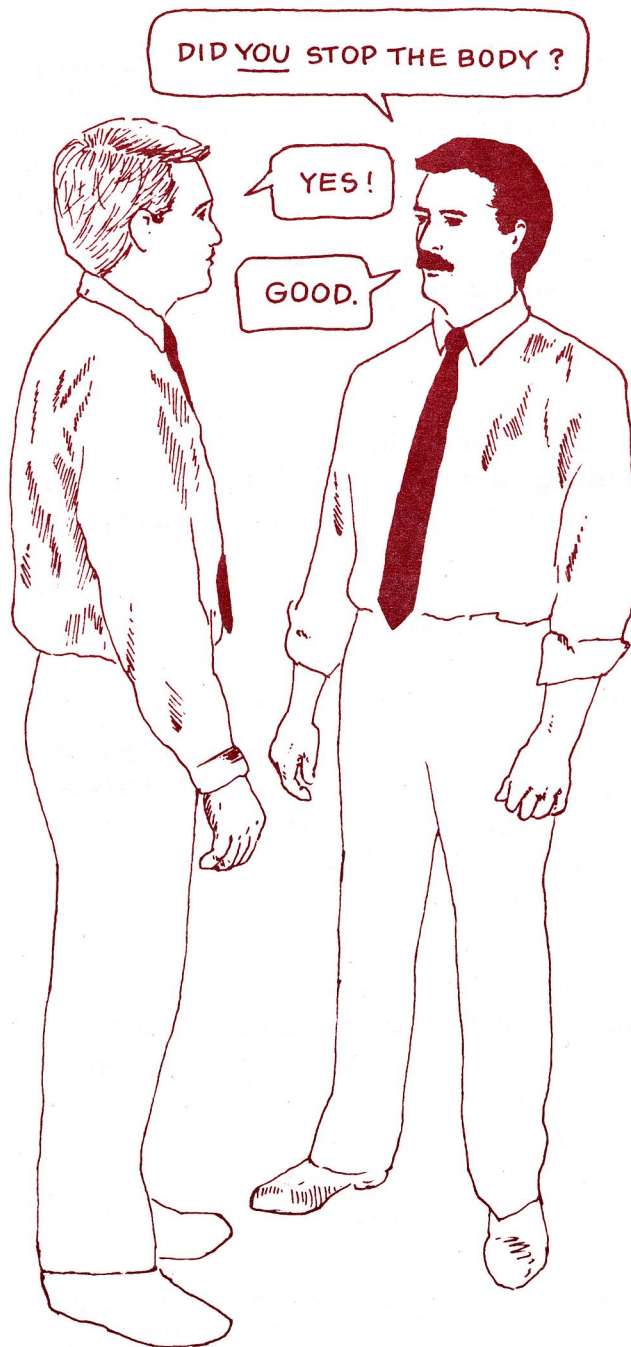
YES!

ALL RIGHT.

GET THE BODY MOVING IN THAT DIRECTION.







DID YOU STOP THE BODY ?

YES!

GOOD.

PAB 34
PROFESSIONAL AUDITOR'S BULLETIN

Via Hubbard Communications Office
163 Holland Park Avenue, London W11

4 September 1954

A Basic Course in Scientology—Part 1

OPENING PROCEDURE, SOP 8-C

With this issue of the Professional Auditor's Bulletin begins a new series by L. Ron Hubbard entitled A BASIC COURSE IN SCIENTOLOGY. The bulletins in this series are planned to cover the period of at least one year. This Basic Course consists of numerous articles by Ron on the theory and techniques of present-day Scientology. The experienced professional auditor will find this an excellent source of review; the newcomer will have available a wealth of new data in easily used and highly understandable form.

Because many people write to me requesting information on how to run a particular technique, and because the greater portion of such inquiries are on how to get a case running, this process is here outlined for your use as the first part of the Basic Course. Having once run this Opening Procedure, SOP 8-C on a so-called "tough case," you will not require any further reassurance or sales talk about it. And having it run thoroughly on yourself by an auditor skilled in its use will adequately demonstrate its workability.

IMPORTANT: IN PROCESSING PSYCHOTICS AND NEUROTICS OF WHATEVER DEGREE OR THOSE HAVING PSYCHOSOMATIC AILMENTS OF ANY TYPE, USE ONLY OPENING PROCEDURE, 8-C, EACH PART, UNTIL THE PERSON IS SURE WHO IS DOING IT. USE ONLY OPENING PROCEDURE, SOP 8-C UNTIL THE CASE IS FULLY SANE. USE NO OTHER PROCESS OF ANY KIND.

The entire modus operandi of Opening Procedure 8-C consists in having the preclear move his body around the room under the auditor's direction until (a) he finds he is in actual communication with many spots on the surface of things in the room, (b) until he can select spots in the room and know that he is selecting them and can communicate with them, and (c) select spots and move to them, decide when to touch them and when to let go. Each one of these steps is done until the auditor is well assured that the preclear has no communication lag.

The auditing commands for part (a) are as follows: "Do you see that chair?" "Go over to it and put your hand on it." "Now look at that lamp." "Now walk over to it and put your hand on it." This is done with various objects, without specifically designating spots of a more precise nature than an object, until the preclear is very certain that he is in good communication with these objects and walls and other parts of the room.

The above is run until the following manifestations of communication lag (and any others you may encounter) are well erased: the preclear just brushing the object he is told to touch, looking away from it very quickly, not looking at it at all, looking at the auditor instead of the object he was told to touch, carrying out the command before it is given such as going over to touch the lamp when all the auditor has said is "Do you see that lamp?" complaining about the process in any way, objecting to being ordered to do the actions, unwillingness to touch the items designated, putting all his attention on creating an effect on the auditor, and apathy, grief, anger, fear and boredom turned on by this process.

When the above has been accomplished the auditor can say anything he pleases, or seemingly introduce any significance he wishes to so long as he hews very closely to the actual thing in this method which makes it work—which is to say perceiving the physical universe and making contact with it. At this time the auditor can become very specific about the selection of spots for the preclear to touch. "Do you see that black mark on the left arm of that chair?" "Go over and touch it with your right index finger." "Now take your finger off it." "Do you see the lower bolt on the light switch plate?" "Now go over to it and touch it with your left ring finger." "Now take your finger off it," and so forth until the preclear has a *uniform perception* of any and all objects in the room including the walls, the floor and the ceiling. This step can be kept up for a long time. It has an infinity of variations. But it is not the variations which work, it is the making and breaking of communication with the actual designated spots. You *can* do the following at this point: Make certain the preclear is doing the process by asking questions such as, "Are you touching the doorknob?" "Where is the doorknob?" "What is its shape?" "What is its color?" "What sort of texture does it have?" "Are you sure you are touching it?" "Can you feel it?" "Look at it." "Who is touching it?" "Whose hand is on that doorknob?" "Who is holding your hand there?" "Where is that doorknob?" "When is it there?" You can badger the preclear in the above fashion until his actions show that he is in communication with the object and until he is not angered by your questioning and direction.

IF AT ANY TIME THERE IS ANY DOUBT ABOUT THE PRECLEAR'S CASE DO THIS STEP PART (a) UNTIL SATISFIED THAT COMMUNICATION IS GOOD. A CASE WHICH WILL NOT OBEY 8-C (a) ORDERS WILL ALWAYS PERVERT OR ALTER COMMANDS TO BE PERFORMED WITH LESS SUPERVISION THAN PERCEPTION OF HIS BODY.

Part (b) has these auditing commands: "Find a spot in this room." No further designation is necessary for this spot. Spotting procedure gives the preclear determinism of selection. When the preclear has done this the auditor says, "Go over to it and put your finger on it." When the preclear has done this the auditor says, "Now let go of it." It must be emphasized that the preclear is not to act upon a command until the command is given and must not let go until told to let go. The preclear is permitted to select spots until such time as all communication lag is flat and until he is freely selecting spots on the walls, objects, chairs, etc., with no specialization whatsoever—which means that his perception of the room has become uniform. Many things turn up in running this procedure such as the fact that the preclear cannot look at walls, etc.

Part (c) of this procedure is run with these auditing commands: "Find a spot in the room." "Make up your mind when you are going to touch it and then

touch it.” “Make up your mind when you are going to let go of it, and let go.” A variation of this process is to have the preclear make up his mind about a spot and then have him change his mind and select another spot.

The trouble with most cases, and the trouble with any case which is hung up and is not progressing, is that an insufficient quantity of Opening Procedure 8-C has been used by the auditor. This has been found to be an invariable rule. Preclears will pretend to run commands of a subjective nature but not run them at all. In other words, the auditor is saying do one thing and the preclear is doing quite another. Thus the process is not actually being used on the preclear. The difficulty in this case is a specific difficulty in communication where the preclear cannot duplicate. But more important than that, any preclear whose case is hanging up is out of touch with reality and the environment to such an extent that he has begun to do processes on mock-ups rather than on the actual physical universe. It will be discovered that doing processes on mock-ups such as finding spots in them, finding distances to them, and so forth, is productive of no gain, and even negative gain. Only processes which directly address the physical universe are found to raise the tone of the preclear. He has to come to full tolerance of it before he can get out of it. Thus any case bogging down somewhere in more intricate procedures can be relieved and brought into present time by Opening Procedure 8-C. The only caution on the part of the auditor is that he must be very precise about giving his orders and must insist on the preclear being very certain that he is actually seeing spots and touching them and inhibiting the preclear from executing the commands before they are given.

L. RON HUBBARD
Founder

OPENING PROCEDURE OF 8-C Part (a)

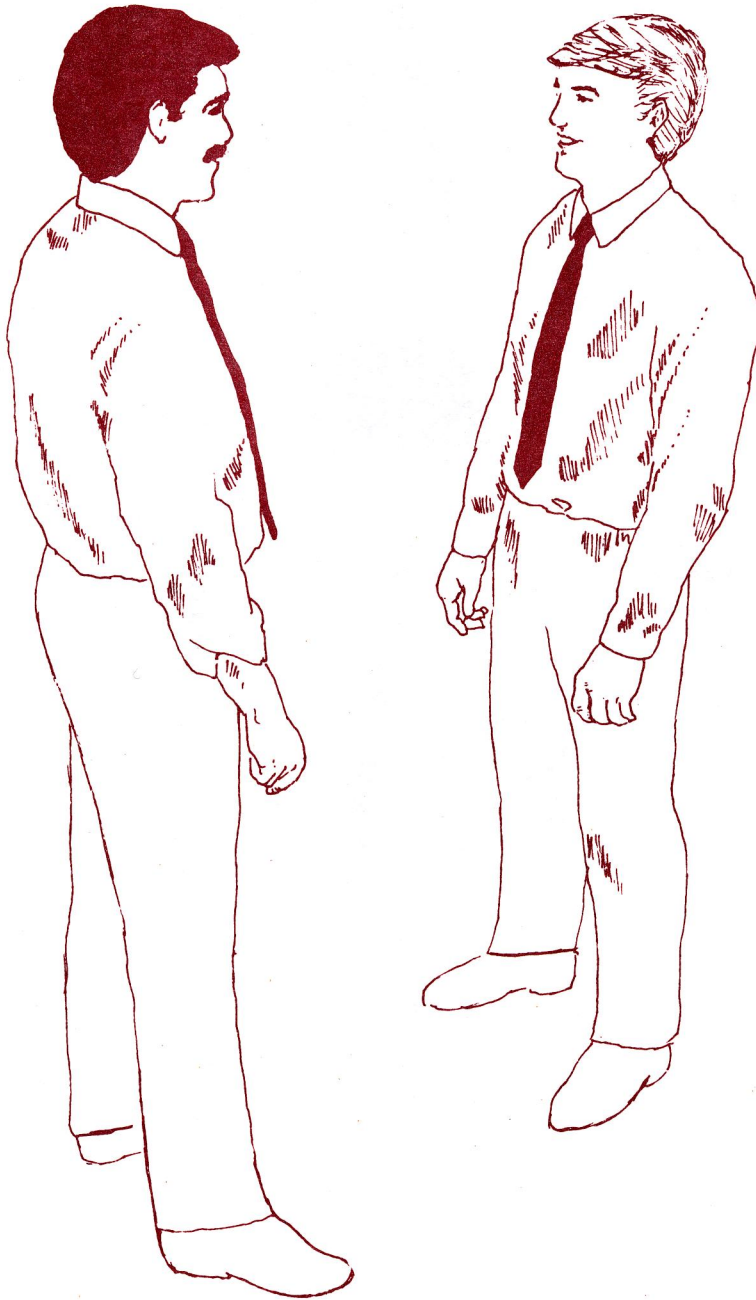




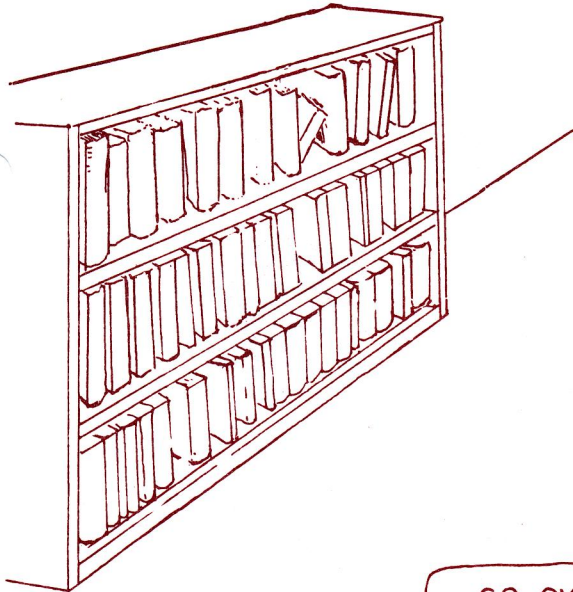
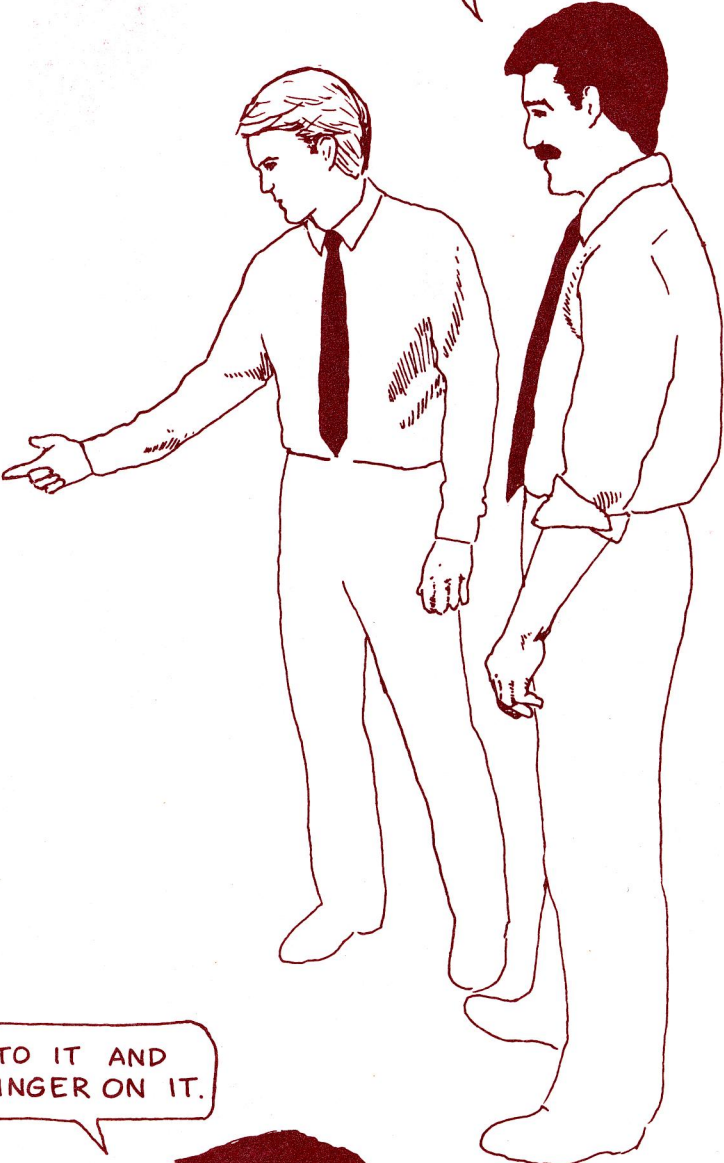


Part (b)

FIND A SPOT
IN THIS ROOM.



OKAY.



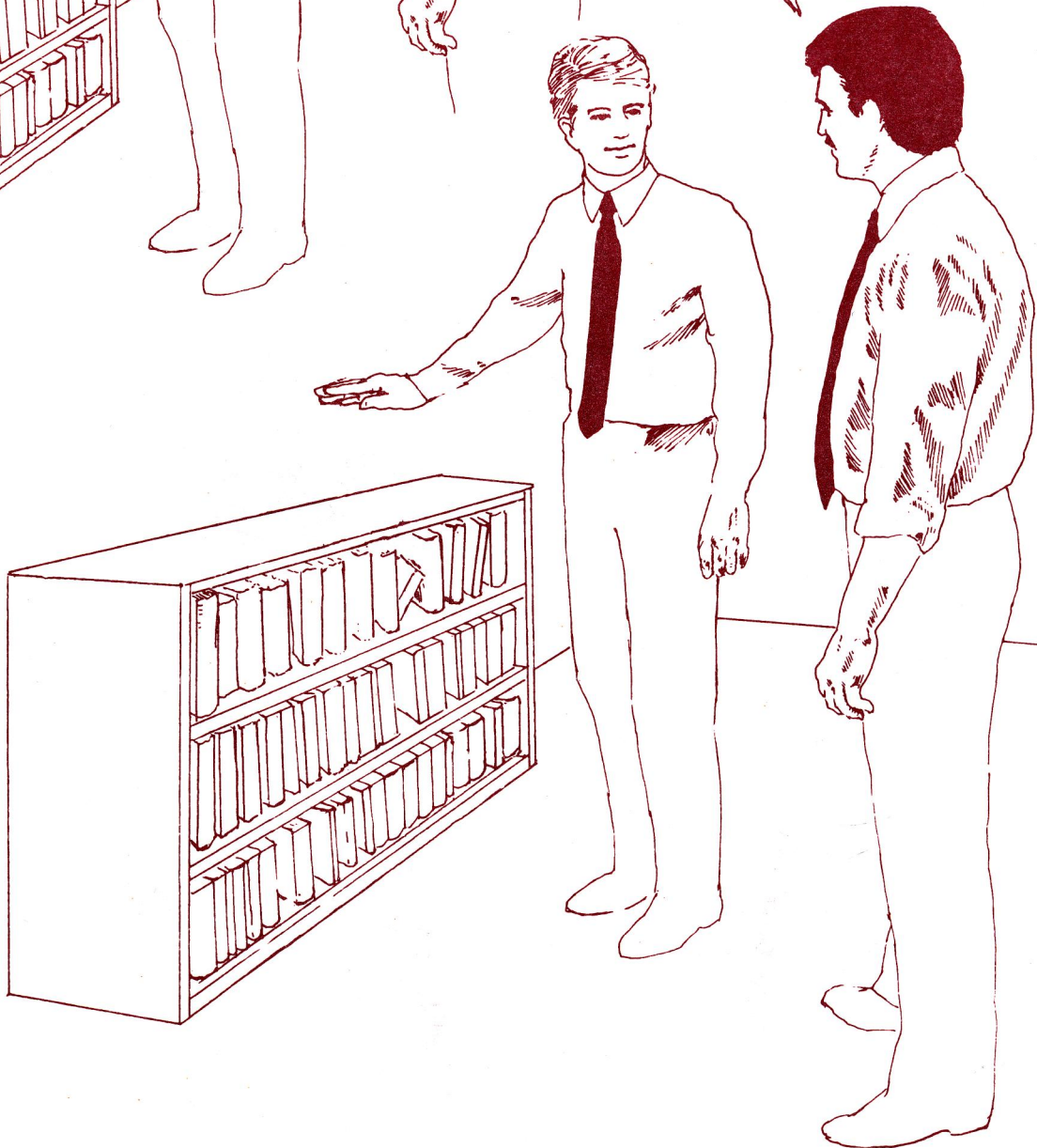
GO OVER TO IT AND PUT YOUR FINGER ON IT.



GOOD.
NOW LET GO OF IT.



THANK YOU.



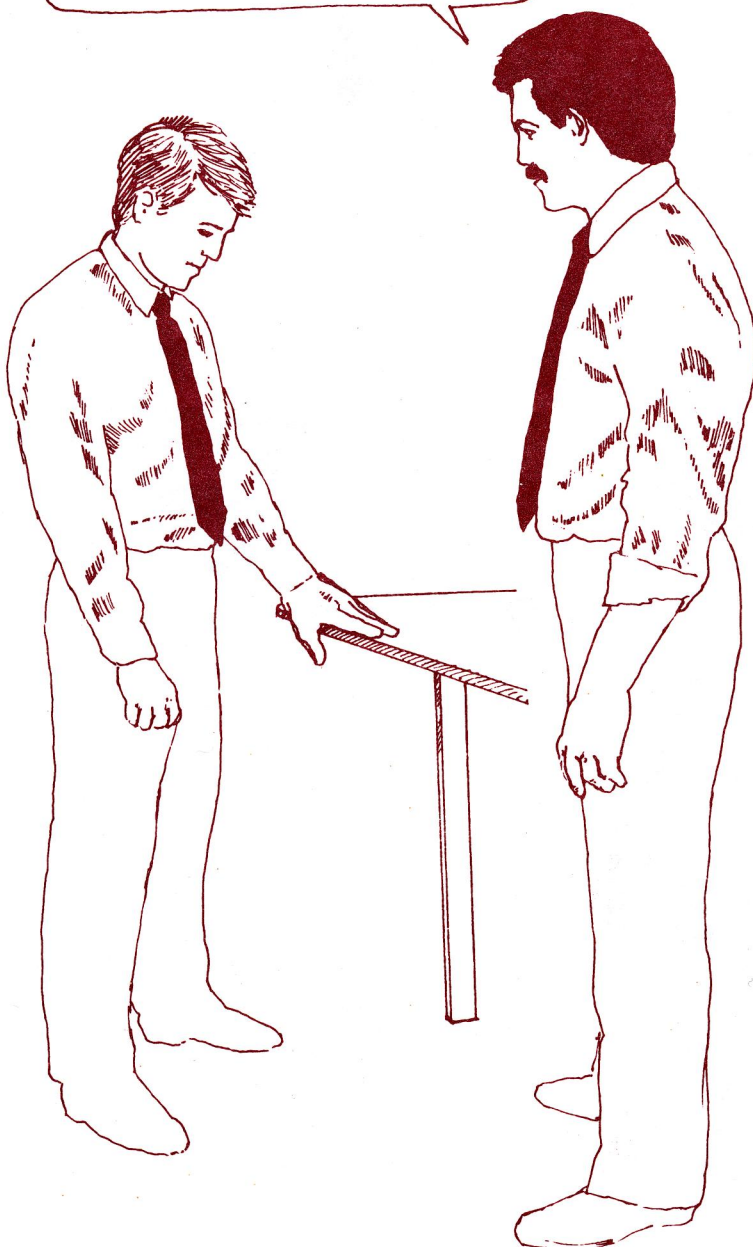
Part (c)

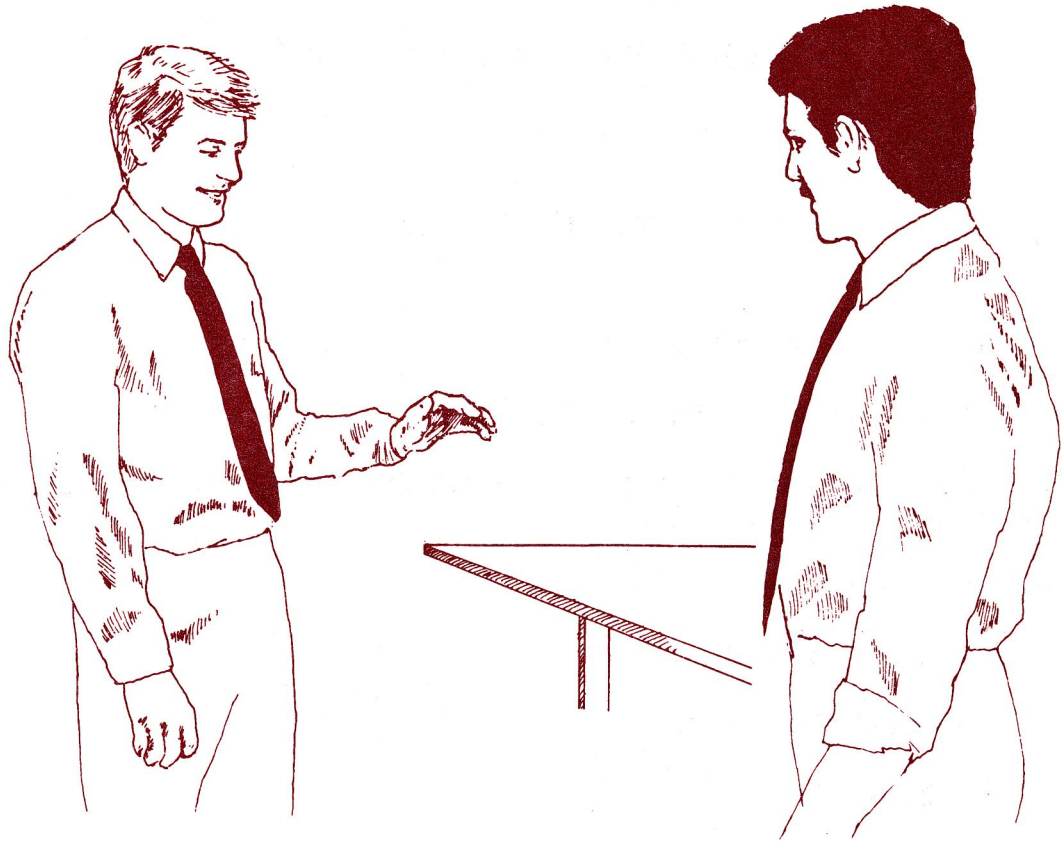


MAKE UP YOUR MIND
WHEN YOU ARE GOING TO
TOUCH IT AND THEN TOUCH IT.



GOOD. MAKE UP YOUR MIND WHEN
YOU ARE GOING TO LET GO
OF IT, AND LET GO.





HCO BULLETIN OF 4 FEBRUARY 1959

OP PRO BY DUP

Use two objects—a book and a bottle.

Have the pc look them over and handle them to his satisfaction.

Then have him place them at some walking distance apart in the room, on a couple of tables or similar locations.

The commands:

“LOOK AT THAT BOOK.”

“WALK OVER TO IT.”

“PICK IT UP.”

“WHAT IS ITS COLOR?”

“WHAT IS ITS TEMPERATURE?”

“WHAT IS ITS WEIGHT?”

“PUT IT DOWN IN EXACTLY THE SAME PLACE.”

Repeat with the bottle.

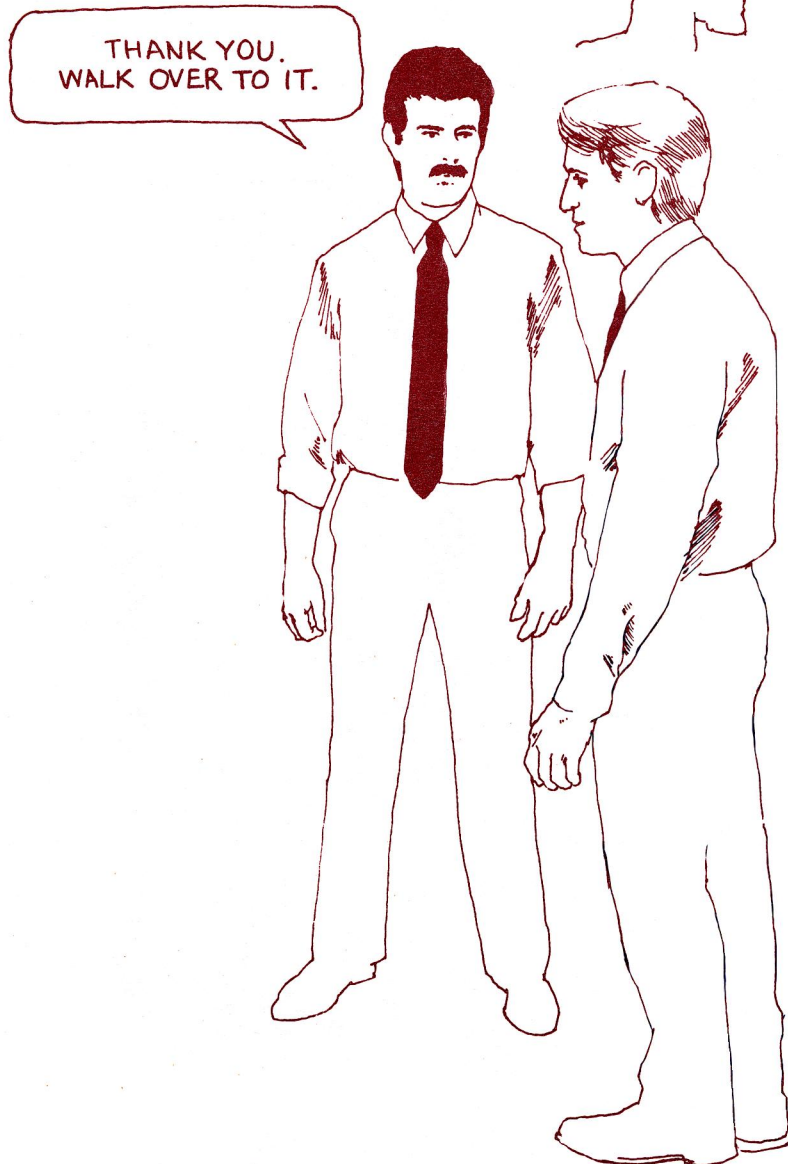
Do not vary the commands in any way. Use Tone 40 “Thank you” acknowledgment. The basic commands should never be departed from, and never, never “trick” the preclear by using the book again when you knew he was just about to start toward the bottle. The purpose of the process is duplication. Good control should be used.

Accept the pc’s answers whether they are logical, silly, imaginative, dull or unlawful. In starting the process you can discuss with him what you are about to do and make sure you’ve got the rudiments established. Run the process until the comm lags are flat.

This process is an HPA/HCA requisite.

L. RON HUBBARD
Founder

OP PRO BY DUP





THANK YOU.
PICK IT UP.





WHAT IS ITS WEIGHT?

ABOUT ONE POUND.

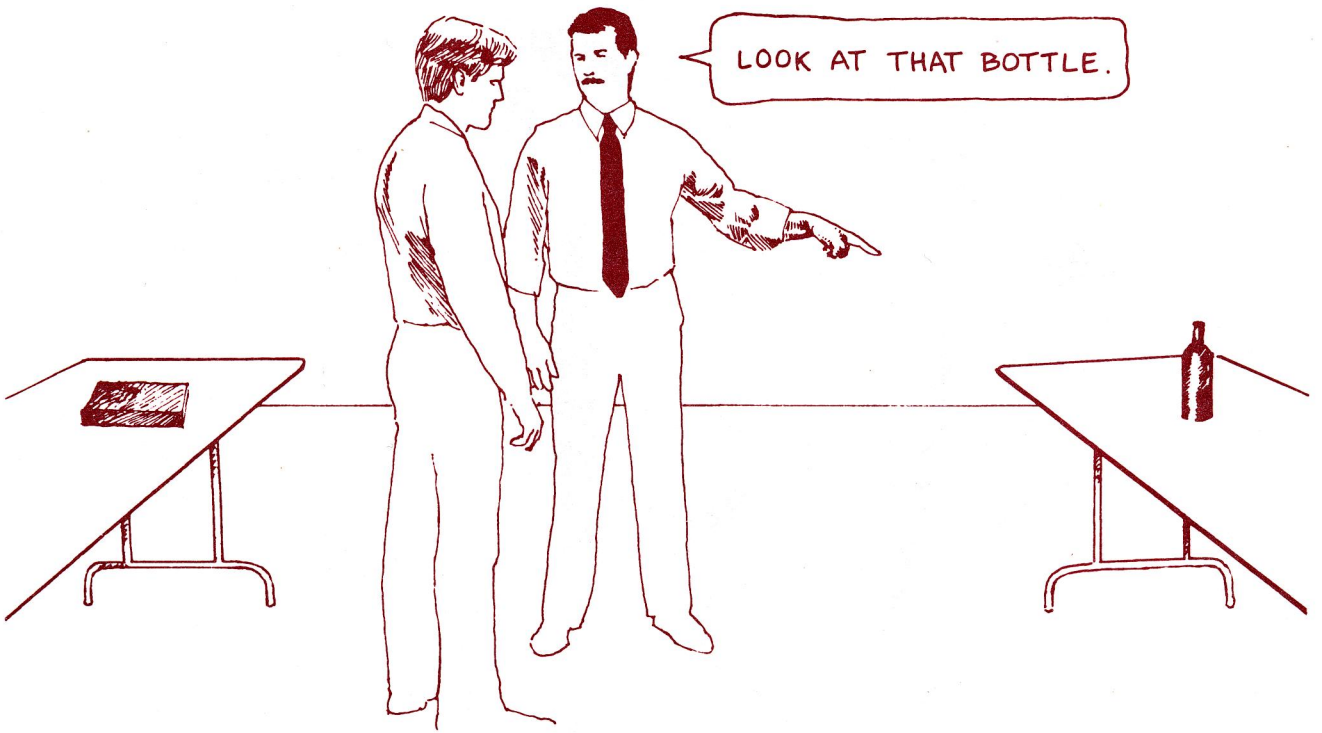
THANK YOU.



PUT IT DOWN IN EXACTLY THE SAME PLACE.

THANK YOU.







THANK YOU.
PICK IT UP.



THANK YOU.
WHAT IS ITS COLOR?

IT'S BROWN.



THANK YOU.
WHAT IS ITS
TEMPERATURE?

IT'S COOL -
ABOUT 50 DEGREES.



THANK YOU.
WHAT IS ITS
WEIGHT?

IT WEIGHS
ABOUT 32 OUNCES.



HCO BULLETIN OF 2 APRIL 1990

Remimeo
C/Ses
Co-audit Supervisors

ADDITIONAL OBJECTIVE PROCESSES FOR TRs AND OBJECTIVES CO-AUDIT

Ref:

HCOB 14 Nov. 87 III EXPANDED GRADE I PROCESS CHECKLIST

The following processes are for use on a TRs and Objectives Co-audit, when additional Objective Processes are needed for a preclear's program.

They have been excerpted from HCOB 14 Nov. 87 III, EXPANDED GRADE I PROCESS CHECKLIST. (This excerpted list is not a substitute for use of the full checklist when auditing a preclear on Expanded Grade I.)

The Case Supervisor selects the processes to be run, not the Co-audit Supervisor or the student's co-auditor. The Co-audit Supervisor would, however, ensure that the co-auditor had read each process and drilled and checked out on it before auditing it on his twin.

A. R2-69: PLEASE PASS THE OBJECT

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-69)

This process is run silently, no verbal commands. Run the process per the following instructions:

Step Ia:

The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until there is no comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

Step Ib:

When Step Ia is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear is to offer the object to him. When the preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it.

This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat. Then go to Step II.

Step II:

The auditor, just having accepted the object, makes a gesture that this part is over, then deliberately puts the object down where the preclear can see it, stands back and indicates that the preclear is to pick it up. When the preclear picks it up, the auditor gestures that he is to put it down again anywhere he likes in the room. The instant the preclear does so, the auditor snatches it up and puts it someplace else. You keep this up, till auditor and preclear are racing around the room, seizing the object as soon as the other's fingers have let go of it. The object isn't necessarily placed in a different spot each time. It may be picked up and put down again in the same place, but it must be handled each time. All sorts of tacit rules and understandings will probably develop while this is being run.

(Continue running Step II as above, to EP.)

B. R2-35: LOCATION PROCESS

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-35)

WHERE ARE YOU NOW?

(Run repetitively to EP.)

C. R2-36: SELF-DETERMINISM

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-36)

1. **INDICATE SOMETHING WHICH IS NOT MAKING SPACE FOR YOU.**
2. **INDICATE SOMETHING ELSE WHICH IS NOT MAKING SPACE FOR YOU.**

(Give the first command, then run the second command repetitively to EP.)

D. R2-67: OBJECTS

(Ref: Book: *Creation of Human Ability*, Section on
Route 2, R2-67)

In clearing the command with the pc, ensure that the pc understands that by "objects" is meant physical universe, present time, visible objects.

LOCATE SOME OBJECTS.

(Pc looks at them and notes what they are. Run repetitively to EP.)

E. 3-PART LOCATIONAL PROCESS

(Ref: PAB 153, CCH)

Part One: Locational Processing

This is a command-of-attention process. The auditor points to an object as he gives the command, and the preclear merely turns his head. The stress is on the auditor getting the preclear's attention to go smoothly to the object indicated.

Auditor selects a new object each time the command is repeated.

NOTICE THAT _____. THANK YOU.

(Run repetitively to EP.) _____

Part Two: Locational, Body and Room

Auditor selects a different object and body part each time the commands are repeated.

1. **LOOK AT THAT.** (Auditor points to an object.) **THANK YOU.**
2. **LOOK AT YOUR** (foot, hand or knee). **THANK YOU.**

(Run alternately to EP.) _____

Part Three: Objective Show Me

Auditor selects a different object each time the command is repeated.

1. **SHOW ME THAT _____. (Auditor points to an object.)**
THANK YOU.

When that is running fairly well, change to the following pair of commands. Auditor selects a different object and body part each time the commands are repeated.

1. **SHOW ME THAT _____. (Auditor points to an object.)**
THANK YOU.
2. **SHOW ME YOUR** (foot, hand or knee). **THANK YOU.**

(Continue running these two commands alternately to EP.) _____

F. CONNECTEDNESS

(Ref: Scientology: Clear Procedure, Issue I, Dec. 57,
Section "STEP FIVE, PC VERSUS MEST")

Auditor selects a different object each time the command is repeated.

**YOU GET THE IDEA OF MAKING THAT (indicated object)
CONNECT WITH YOU. DID YOU? THANK YOU.**

(Run repetitively to EP.)

G. CONTROL TRIO

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on
Control Trio
PAB 146, PROCEDURE CCH)

Auditor selects a different object each time the command is repeated.

1. **GET THE IDEA OF HAVING THAT (indicated object).**

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

2. **GET THE IDEA THAT IT IS ALL RIGHT TO PERMIT
THAT (indicated object) TO CONTINUE.**

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

3. **GET THE IDEA OF MAKING THAT (indicated object)
DISAPPEAR.**

(Run repetitively to EP.)

H. GOALS

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on
Goals
PAB 146, PROCEDURE CCH)

Part One:

1. **WHAT ARE YOU ABSOLUTELY SURE WILL HAPPEN
IN THE NEXT TWO MINUTES?** (one hour, three days,
one week, three months, one year, etc.)

Discuss it to complete pc certainty on each time span before continuing to the next one, i.e., one hour, three days, one week, three months, one year, etc. The auditor must all the time be sure that the preclear is certain that these things are going to happen in the next two minutes (or whatever the time span is) to ensure that the process really bites.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING THAT YOU WOULD LIKE TO DO IN THE NEXT TWO MINUTES.** (one hour, etc., increasing span of time)

(Run to EP per instructions above.)

Part Two:

1. **TELL ME SOMETHING YOU ARE SURE WILL BE THERE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING YOU WOULD LIKE TO HAVE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



Glossary

aberrated: affected by *aberration*: a departure from rational thought or behavior. Aberration means basically to err, to make mistakes, or more specifically to have fixed ideas which are not true. The word is also used in its scientific sense. It means departure from a straight line. If a line should go from A to B, then if it is *aberrated* it would go from A to some other point, to some other point, to some other point, to some other point, and finally arrive at B. Taken in its scientific sense, it would also mean the lack of straightness or to see crookedly as, for example, a man sees a horse but thinks he sees an elephant. Aberrated conduct would be wrong conduct, or conduct not supported by reason. Aberration is opposed to sanity, which would be its opposite. From the Latin, *aberrare*, to wander from; Latin, *ab*, away, *errare*, to wander.

Academy: in Scientology, the Academy is the part of the Technical Division in which courses and training are delivered.

ACC: *Advanced Clinical Course*: one of a number of theory and research courses delivered by L. Ron Hubbard during the years 1953 to 1961, which gave a deep insight into the phenomena of the mind and the rationale of research and investigation.

ack: short for *acknowledgment*. See **acknowledgment** in this glossary.

acknowledgment: something said or done to inform another that his statement or action has been noted, understood and received. "Very good," "Okay," and other such phrases are intended to inform another who has spoken or acted that his statement or action has been accepted. An acknowledgment also tends to confirm that the statement has been made or the action has been done and so brings about a condition not only of communication but of reality between two or more people. Applause at a theater is an acknowledgment of the actor or act plus approval. Acknowledgment itself does not necessarily imply an approval or disapproval or any other thing beyond the knowledge that an action or a statement has been observed and is received.

act up: (*colloquial*) be playful.

ad infinitum: (*Latin*, to infinity) endlessly; forever; without limit.

admin: a contraction or shortening of the word *administration*. It is used as a noun to denote the actions involved in administering an organization. The clerical and executive decisions, actions and duties necessary to the running of an organization, such as originating and answering mail, typing, filing, dispatching, applying policy and all those actions, large and small, which make up an organization. *Admin* refers to the organizational functions of a

job, as opposed to its technical aspects. *Admin* is also used to denote the action or fact of keeping auditor's reports, summary reports, worksheets and other records related to an auditing session. "He kept good admin" meaning that his summary report, auditor's report and worksheets were neat, exactly on pattern, in proper sequence and easily understood, as well as complete. "His admin was bad"—from the scribble and disorderly keeping of records of the session while it was in progress one could not make out what had happened in the session.

advocate: recommend or be in favor of.

affinity: degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding.

Alice in Wonderland: a whimsical storybook by Lewis Carroll (*Alice's Adventures in Wonderland*) about a little girl named Alice who falls down a rabbit hole and lands in a strange country where things happen with complete illogic.

allied: closely related.

ambulant: moving about; walking.

anaten: an abbreviation of *analytical attenuation*, meaning a diminution (lessening) or weakening of the analytical awareness of an individual for a brief or extensive period of time. If sufficiently great, this can result in unconsciousness.

ARC: a word made from the initial letters of Affinity, Reality and Communication which together equate to understanding. These are the three things necessary to the understanding of something—one has to have some affinity for it, it has to be real to him to some degree and he needs some communication with it before he can understand it. *See also affinity, reality and communication* in this glossary. For more information on ARC, read the book *The Problems of Work* by L. Ron Hubbard.

ARC broke: caused an *ARC break*, a sudden drop or cutting of a person's affinity, reality or communication with someone or something. Upsets with people or things (ARC breaks) come about because of a lessening or sundering (breaking apart) of affinity, reality, or communication or understanding. It is called an ARC break instead of an upset, because if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind. *See also ARC* in this glossary.

assimilate: absorb and incorporate into (make part of) one's thinking.

assist: a simple, easily done process that can be applied to anyone to help them recover more rapidly from accidents, mild illness or upsets.

Assoc Sec: *Association Secretary:* in early Scientology organizations in the Commonwealth and South Africa, the person who ran the organization. The same position was called "Org Sec" in the United States and at Saint Hill. *See also Org Sec* in this glossary.

attention units: quantities of awareness existing in the mind. For example, when a person has a lot of attention on some incident, one could say he has a lot of attention units on that incident.

auditing: the application of Dianetics and Scientology processes and procedures to someone by a trained auditor. The exact definition of auditing is: The action of asking a person a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer. Also called *processing*. See also **process** in this glossary.

auditor: a person trained and qualified in applying Dianetics and/or Scientology processes and procedures to individuals for their betterment; called an auditor because *auditor* means "one who listens."

Auditor's Report: 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.

Authority, Verification and Correction Unit International: currently called *Department of Authorization, Verification and Correction International (AVC Int)*, a unit which is responsible for authorizing and verifying programs and issues from Scientology management to ensure that they follow Church policy.

avid: extremely eager or enthusiastic; greatly desirous.

badger: harass or urge persistently; pester; nag.

bank: the mental image picture collection of the pc—the reactive mind. It comes from computer terminology where all data is in a "bank." See also **mental image picture** and **reactive mind** in this glossary.

battery: any set of similar or connected things, as a series of tests.

bite: take firm hold or act effectively on.

blow: an informal expression for a sudden departure or to suddenly depart. It is usually used to describe either the sudden dissipation (vanishing) of mass in the mind with an accompanying feeling of relief, or someone leaving, ceasing to be where he should really be, or just ceasing to be audited.

Body-Room Show Me: a process in which the preclear is asked to show the auditor an object in the room, then to show the auditor his (the preclear's) own foot, hand or knee. These two commands are run alternately to EP.

bullbait: in coaching certain drills, attempting to find certain actions, words, phrases, mannerisms or subjects that cause the student doing the drill to become distracted from the drill by reacting to the coach. As a bullfighter attempts to attract the bull's attention and control the bull, so does the coach attempt to attract and control the student's attention, however the coach flunks the student whenever he succeeds in distracting the student from the drill and then repeats the action until it no longer has any effect on the student. Taken from a Spanish and English sport of "baiting" which means "to set dogs upon

a chained bull,” but mainly “to attack or torment especially with persistent insult, criticism or ridicule.” Also “to tease.”

bulletin: *Hubbard Communications Office Bulletin*, an issue which contains LRH technical information. It is printed with red ink on white paper.

button: an item, word, phrase, subject or area that causes response or reaction in an individual.

bypassed: neglected or ignored, usually intentionally.

case: a general term for a person being treated or helped. *Case* also refers to a person's condition, which is monitored by the content of his reactive mind. A person's case is the way he responds to the world around him by reason of his aberrations.

Case Sup: abbreviation for *Case Supervisor*. See **Case Supervisor** in this glossary.

Case Supervisor: the auditor's “handler.” He tells the auditor what to do, keeps him corrected, keeps the lines straight and keeps the auditor calm and willing and winning. The Case Supervisor directs what auditing actions are done for each individual preclear under his care. All case supervision is for the benefit of the preclear.

CCHs: (stands for *Control, Communication, Havingness*) processes which bring a person into better control of his body and surroundings, put him into better communication with his surroundings and other people, and increase his ability to have things for himself. They bring him into the present, away from his past problems.

certificates: awards given by the Hubbard Communications Office to designate study and practice performed and skill attained. A certificate is not a degree as it signalizes competence whereas degrees ordinarily symbolize merely time spent in theoretical study and impart no index of skill.

choppy: tending to cut short.

circuits: parts of an individual's mind that behave as though they were someone or something separate from him and that either talk to him or go into action of their own accord, and may even, if severe enough, take control of him while they operate. A tune that keeps going around in someone's head is an example of a circuit.

Claims Verification Board: an official group within the Church of Scientology which facilitates refund requests.

Clear: the name of a state achieved through auditing or an individual who has achieved this state. A Clear is a being who no longer has his own reactive mind. A Clear is an unaberrated person and is rational in that he forms the best possible solutions he can on the data he has and from his viewpoint. The Clear has no engrams which can be restimulated to throw out the correctness of computation by entering hidden and false data.

co-audit: an abbreviation for cooperative auditing. It means a team of any two people who are helping each other reach a better life with Dianetics or Scientology auditing. See also **auditing** in this glossary.

cog: short for *cognition*. See **cognition** in this glossary.

cognition: a new realization of life. Cognitions result in higher degrees of awareness and consequently greater abilities to succeed with one's endeavors in life. A cognition is a "What do you know, I . . ." statement.

collective: formed by collection of individual persons or things; constituting a collection; gathered into one; taken as a whole; aggregate, collected. (Opposed to *individual*.)

comm: short for *communication*. See **communication** in this glossary.

comm bridge: *communication bridge:* an auditing procedure which closes off the process one is running, maintains ARC, and opens up the new process on which one is about to embark. It is used so that a pc will not be startled by change, for if one changes too rapidly in a session, one sticks the preclear in the session every time. He is given some warning, and that is what a communication bridge is for.

Comm Course: *Communication Course:* a Scientology course in which one gains the ability to effectively communicate with others.

Comm Evs: *Committees of Evidence:* part of the ethics and justice system of a Scientology organization. A Committee of Evidence is a fact-finding group appointed and empowered to impartially investigate and recommend upon Scientology matters of a fairly severe ethical nature.

comm lag: manifest *communication lag:* the length of time intervening between the asking of the question by the auditor and the reply to that specific question by the preclear. The question must be precise; the reply must be precisely to that question. It does not matter what intervenes in the time between the asking of the question and the receipt of the answer. The preclear may outflow, jabber, discuss, pause, hedge, disperse, dither or be silent; no matter what he does or how he does it, between the asking of the question and the giving of the answer, the *time* is the communication lag.

comm lines: *communication lines:* the routes along which communication travels from one person to another; the lines on which particles flow; any sequences through which a message of any character may go.

communication: the interchange of ideas across space. Its full definition is the consideration and action of impelling an impulse or particle from source-point across a distance to receipt-point, with the intention of bringing into being at the receipt-point a duplication and understanding of that which emanated from the source-point. The formula of communication is cause, distance, effect, with intention, attention and duplication with understanding.

Communicator: *HCO Communicator:* a previous post in Scientology organizations charged with the responsibility of forwarding communications from L. Ron Hubbard and to L. Ron Hubbard. This duty included the responsibility of seeing that these communications were duplicated and understood, and that any confusions on them were queried until the communication was duplicated and understood.

compelling: having a powerful and irresistible effect, influence, etc.

compulsions: irresistible, repeated, irrational impulses to perform some act.

computation: the consideration that one must be consistently in a certain state in order to succeed. A computation thus may mean that one must entertain in order to be alive or that one must be dignified in order to succeed or that one must own much in order to live.

condition: one of the states of operation or existence which an individual, a group or an organization passes through. There are formulas connected with these operating states which, if handled properly, bring about stability, expansion, influence and well-being. For more information on conditions and their formulas, read *Introduction to Scientology Ethics* by L. Ron Hubbard.

confronting: facing without flinching or avoiding. *Confront* is actually the ability to be there comfortably and perceive.

Contact Assist: the most common assist for accidents and injuries, which consists of putting the injured body member exactly on and in the place it was injured. The person moves slowly through the accident just like it happened over and over again until the exact somatic turns on and then blows off (pain gone) accompanied by a cognition.

control: start, change and stop. Almost the entire subject of control is summed up in the ability to start, change and stop one's activities, body and one's environment.

copper: (*slang*) a policeman.

Court of Ethics: part of the ethics and justice system of a Scientology organization. A Court of Ethics is convened to direct discipline on misdemeanors and crimes per Scientology ethics codes. It is not a fact-finding court—one is convened solely on statistics and known evidence.

covert: concealed, hidden, secret; disguised.

cracked: solved; resolved.

crack the back of: break through the difficulties of; manage to solve the hardest part of (something).

Cramming: the section of a Scientology church which delivers *cramming*: an action where a student is given intensive instruction at his own cost after being found slow in study or when failing his examinations.

cross we have to bear: burden or trouble; from the expression *everyone must bear his own cross*, which means everyone must carry his own burden or troubles. The allusion is to the practice of the person condemned to crucifixion being made to carry his cross to the place of execution.

crow, eat: (*informal*) be forced to admit to having made a mistake, as by retracting an emphatic statement; suffer humiliation.

C/S: abbreviation for *Case Supervisor*. Also, a Case Supervisor direction of what to audit on a preclear. See **Case Supervisor** in this glossary.

Cup Final: the last and deciding match in a contest which awards an ornamental cup to the winner, such as the Davis Cup in tennis and the America's Cup in sailboat racing.

curb: hold back; keep in check; control.

debacle: a complete collapse or failure.

departures: deviations or divergences, especially from a rule, course of action, plan or purpose.

determinism: power of choice; power of decision; ability to decide or determine the course of one's actions.

Dianetics: man's most advanced school of the mind. *Dianetics* means "through the soul" (from Greek *dia*, through, and *nous*, soul). *Dianetics* is further defined as "what the soul is doing to the body." It is a way of handling the energy of which life is made in such a way as to bring about a greater efficiency in the organism and in the spiritual life of the individual.

diction: a way of speaking or pronouncing words; enunciation.

differentiate: perceive the difference in or between.

dilettantes: people who follow an art or science only for amusement and in a superficial way; dabblers.

disabused: freed (a person) from deception or error.

divertive: distracting from serious occupation; entertaining; amusing.

divulged: made known; disclosed; revealed.

D of P: abbreviation for *Director of Processing*, the head of the Hubbard Guidance Center (HGC), under whom come all individual cases. The D of P is responsible for auditors, assignment of preclears to auditors and states of cases. *See also* **HGC, auditor, preclear** and **case** in this glossary.

D of T: abbreviation for *Director of Training*, the executive over the Department of Training. He is in charge of all Course Supervisors in that department. *See also* **Supervisor** in this glossary.

doingness: the action of creating an effect. An effect in creation is action.

dopes off: gets tired, sleepy, foggy (as though *doped*, or drugged).

dramatizations: duplications of engramic content, entire or in part, by an aberrant (aberrated person) in his present time environment. Aberrated conduct is entirely dramatization. The degree of dramatization is in direct ratio to the degree of restimulation of the engrams causing it. When dramatizing, the individual is like an actor playing his dictated part and going through a whole series of irrational actions. *See also* **aberrated, engram** and **reactive mind** in this glossary.

Dummy Hand Mimicry: one of a set of Dummy Auditing Steps used in the 1950s in training student auditors to assume the attitudes of auditing and handle acknowledgment, origin and the other parts of the communication formula. In Dummy Hand Mimicry, the student auditor made a motion with his hand, and the coach (acting as "preclear") was to duplicate that motion. If the duplication was not perfect, the student auditor repeated the same motion until the "preclear" did duplicate it.

duplicate: cause something to be made, done or happen again. In Scientology, *duplication* is also used to describe the action of reproducing something exactly. For example, if Person A communicated the concept of a cat to Person B and Person B got the exact same concept of a cat without any alteration, Person B would be said to have *duplicated* what was originated by Person A.

duress: use of force or threats.

electrification: state or condition of being greatly excited.

Elizabeth, N.J.: a city in northeastern New Jersey in the United States; location of the first Hubbard Dianetics Research Foundation.

elocution: the art or style of giving talks or readings in public, especially an older style now thought of as showy and not natural.

E-Meter: short for *electrometer*; an electronic device for measuring the mental state or change of state of *Homo sapiens*. It is *not* a lie detector. It does not diagnose or cure anything. It is used by auditors to assist the preclear in locating areas of spiritual distress or travail.

end phenomena: those indicators which are present when an action has been fully and correctly completed.

engrams: mental image pictures of experiences containing pain, unconsciousness and a real or fancied threat to survival; they are recordings in the reactive mind of things which actually happened to an individual in the past and which contained pain and unconsciousness, both of which are recorded in the mental image pictures called engrams. *See also mental image pictures and reactive mind* in this glossary.

enturbulence: turbulence or agitation and disturbance.

EP: abbreviation for *end phenomena*. *See end phenomena* in this glossary.

Ethics: the section of a Scientology organization which enforces ethics policy so as to keep the area free from enturbulation and thus make it possible for all to achieve the full gains which Scientology technology has to offer. Ethics is defined in Scientology as rationality toward the highest level of survival for the individual, the future race, the group and mankind. Ethics is reason and the contemplation of optimum survival. A system of ethics exists in Scientology whereby a person can take certain actions to correct some conduct or situation in which he is involved which is contrary to the ideals and best interests of his group.

evaluate: impose data or knowledge upon another. An example would be to tell another why he is the way he is instead of permitting or guiding him to discover it for himself.

Exam Form: a report made out by the 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.

Examiner: the person who checks to ensure that the technical results of the organization are excellent and consistent, that students and preclears are without flaw for their skill or state when passed and that any technical deficiency of org personnel is reported and handled so that the technical results of the organization continue to be excellent and consistent. The Examiner checks each preclear after each session and when the preclear has completed a major auditing action, and examines students when they have completed a course.

exasperated: irritated or annoyed very much; made angry; vexed.

excursions: deviations or digressions.

exterior: outside of the body. The spirit has moved out of the body and is able to view or control the body from a distance.

facsimile: a three-dimensional color picture with sound and smell and all other perceptions, plus the conclusions or speculations of the individual.

famine: extreme hunger; starvation.

fancied: unreal, imaginary.

ferocity: a ferocious quality or state; savage fierceness.

flat: discharged of all bad reactions to the preclear (or to the student, in the case of a drill). No longer producing change or a reaction.

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

flunk: make a mistake; fail to apply the materials learned. Opposite of *pass*.

F/N: abbreviation for *floating needle*. See **floating needle** in this glossary.

formal process: process run using *formal auditing*: auditing done by use of Model Session and exact TRs.

frail: fragile; weak; wanting in strength or firmness.

fruits: results, products or consequences of any actions.

Grade Chart: the *Classification, Gradation and Awareness Chart*, the route to Clear and the states beyond, also called *The Bridge to Total Freedom*, or *The Bridge*. *Classification* means that there are certain actions required to be done or conditions to be attained before an individual is classified for a particular training level and allowed to progress up. *Gradation* means a gradual grade up, just as there are grades to a road or there are grades to steps. *Awareness* refers to one's own awareness, which improves as one progresses up. On the right side of this chart there are various steps called the states of Release. The left-hand side of the chart describes the very important steps of training on which one gains the knowledge and abilities necessary to deliver the grades of Release to another. It is a guide for the individual from the point where he first becomes dimly aware of a Scientologist or Scientology and shows him how and where he should move up in order to make it. Scientology contains the entire map for getting the individual through all the various points on this gradation scale and for getting him across the Bridge to higher states of existence. *See also grades* in this glossary.

grades: series of processes which are run on a person with the purpose of bringing him to a particular state of Release (what occurs when a person separates from his reactive mind or some part of it).

Grade Zero: the level of Communications Release. *See also grades* in this glossary.

gradient: a gradual approach to something, taken step by step, level by level, each step or level being, of itself, easily surmountable—so that, finally, quite complicated and difficult activities or high states of being can be achieved with relative ease. This principle is applied to both Scientology processing and training.

grant beingness: be able or willing to let someone else be what he is. *Beingness* is defined as the assumption of a category of identity. An example of beingness would be one's own name. Another example would be one's profession. Another example would be one's physical characteristics. Each or all of these things could be called one's beingness. Beingness is assumed by oneself or given to oneself, or is attained. For example, in the playing of a game each player has his own beingness. Listening to what someone has to say and taking care to understand them, being courteous, refraining from needless criticism, expressing admiration or affinity are examples of the actions of someone who can grant others beingness. The ability to grant others beingness is one of the highest virtues one can have.

half-acks: *half-acknowledgments*: encouragements to a person to continue talking.

hat: slang for the title and work of a post in a Scientology organization; taken from the fact that in many professions, such as railroading, the type of hat worn is the badge of the job. The term *hat* is also used to describe the write-ups, checksheets and packs that outline the purposes, know-how and duties of a post. It exists in folders and packs and is trained in on the person on the post.

havingness: the concept of being able to reach. By havingness we mean owning, possessing, being capable of commanding, taking charge of objects, energies and spaces.

- HCA:** abbreviation for *Hubbard Certified Auditor Course*, an exactly laid out course of theory and practical learning which qualifies an auditor to deliver certain types of processing to preclears. Today, the HCA Course is known as Academy Level II and is available in Church of Scientology Academies.
- HCO Sec:** *HCO Area Secretary*: the person in charge of the Hubbard Communications Office in an organization who is responsible for ensuring the organization is manned with productive and ethical staff members. *See also Hubbard Communications Office* in this glossary.
- heckling:** interrupting and annoying (as a speaker or performer) by asking bothersome questions, jeering or making loud remarks.
- hemmed in:** confined or restrained.
- hews:** upholds, follows closely or conforms (usually followed by *to*).
- HGC:** abbreviation for *Hubbard Guidance Center*, that department of the Technical Division of a Scientology church which delivers auditing to preclears.
- high crimes:** suppressive acts; actions or omissions undertaken to knowingly suppress, reduce or impede Scientology or Scientologists.
- High Priests:** (*informal*) persons in high positions of power or influence, especially those who are revered as preeminent authorities or interpreters.
- hint:** a slight indication of a fact, wish, etc.; indirect suggestion or piece of advice; intimation.
- HPA:** abbreviation for *Hubbard Professional Auditor Course*. At one time this was the course which an auditor did to attain professional certification in a Central Organization in Great Britain. Its equivalent elsewhere was called the Hubbard Certified Auditor (HCA) Course. HCA and HPA, as titles, now refer to Class II and Class III Auditors respectively.
- Hubbard Communications Office:** the division of a Scientology organization which is responsible for the hiring of personnel, routing of incoming and outgoing communications and maintaining ethics and justice among Scientologists on staff and in the area.
- hysteria:** an uncontrollable outburst of emotion or fear, often characterized by irrationality, laughter, weeping, etc.
- impasse:** a situation offering no escape; a difficulty without a solution or an argument where no agreement is possible.
- indicators:** conditions or circumstances arising during an action which indicate whether the action is running well or badly. A bad condition not getting any better or not lessening, or the person having losses would be *bad indicators*. A bad condition getting better or becoming less present would be a *good indicator*. *Good indicators* also include such things as fast progress, person happy, having wins, etc.
- inept:** lacking skill or aptitude for a particular task or assignment; awkward; clumsy.

inflation: an increase in the amount of money and credit in relation to the supply of goods and services, resulting in an increase in the general price level. An *inflation* exists where there is more money in circulation than there are goods.

intention: something that one wishes to do. It is an impulse toward something, an idea that one is going to accomplish something. It is intentional, which means one *means* to do it.

introverted: directed (one's interest, mind or attention) upon oneself.

invalidate: refute or degrade or discredit or deny something someone else considers to be fact.

IQ: *intelligence quotient:* a number intended to indicate a person's level of intelligence. Intelligence quotient (IQ) ratings are a measure of an individual's capacity for learning something new; they are a scale based upon how old in years a person has become compared to how "old" he is mentally.

ironbound: hard; rigid; unyielding; inflexible.

jump down (someone's) throat: suddenly become very angry at someone; scold severely or angrily.

knack: special skill, talent or aptitude.

Levels 0 to IV: training steps on the Grade Chart which one does for auditor classification. Levels 0 to IV represent the first five professional auditor training levels. Once a person has completed a level, he is eligible to deliver the auditing grade represented by that level. *See also Grade Chart* in this glossary.

Locational Processing: processing which consists of having the person look at various things in the immediate environment. The auditor points out and has the person look at many different objects (including the injured body part, if the person has a specific injury) so as to diminish the person's pain and improve his condition.

long-run: extending over a long time.

lot: one's position in life; fortune.

major case action: any auditing action designed to change a case or general considerations or handle continual illness or improve ability. This means a process or even a series of processes.

manifestation: outward or perceptible indication; materialization.

mental image pictures: mental copies of one's perceptions sometime in the past; three-dimensional color pictures with sound and smell and all other perceptions, plus the conclusions or speculations of the individual. For example, if a person was in a car accident, he would retain "pictures" of that experience in his mind, complete with recordings of the sights, physical sensations,

smells, sounds, etc., that occurred during that incident. For further information on mental image pictures and how the mind works, read *Dianetics: The Modern Science of Mental Health* by L. Ron Hubbard.

MEST: the physical universe. A word coined from the initial letters of *Matter*, *Energy*, *Space* and *Time*, which are the component parts (elements) of the physical universe. Also used as an adjective, in the same sense to mean physical—as in “MEST universe,” meaning the “physical universe.”

mimicry: the act of copying closely; imitating.

misemotion: a coined word that is used to mean an emotion or emotional reaction that is inappropriate to the present time situation. It is taken from *mis-* (wrong) + *emotion*. To say that a person was *misemotional* would indicate that the person did not display the emotion called for by the actual circumstances of the situation. Being *misemotional* would be synonymous with being irrational. One can fairly judge the rationality of any individual by the correctness of the emotion he displays in a given set of circumstances. To be joyful and happy when circumstances call for joy and happiness would be rational. To display grief without sufficient present time cause would be irrational.

mission: a group granted the privilege of delivering elementary Scientology and Dianetics services. The purpose of a mission is to get new people in and up the line to orgs. *See also* **organization** in this glossary.

mock-ups: things which a person knowingly creates himself. A *mock-up* is more than a mental picture; it is a self-created object which exists as itself or symbolizes some object in the physical universe. The term was derived from the World War II phrase for miniature models that were constructed to symbolize weapons (airplanes, ships, artillery, etc.) or areas of attack (hills, rivers, buildings, etc.) for use in planning a battle.

Model Session: the same exact pattern and script (patter) with which Dianetics and Scientology sessions are begun and ended.

modus operandi: way of doing or accomplishing something.

monopolies: companies or groups that have exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices.

muff: (*informal*) bungle; handle clumsily.

muster: gather; summon; rouse.

namby-pamby: lacking vigor or decisiveness; weak.

neurotics: people who are insane or disturbed on some subject (as opposed to psychotics, who are just insane in general).

Objectives: *Objective Processes*, counseling procedures which help a person to look or place his attention outward from himself. *Objective* refers to outward things, not the thoughts or feelings of the individual. *Objective Processes* deal with the real and observable. They call for the person to spot or find

something exterior to himself in order to carry out the procedures. Objective Processes locate the person in his environment, establish direct communication, and bring a person to present time, a very important factor in mental and spiritual sanity and ability.

obsessive: of or having to do with a persistent drive or urge a person cannot control.

offbeat: (*colloquial*) not conforming to the usual pattern or trend; unconventional, unusual, strange, etc.

ogre: in folklore and fairy tales, a man-eating monster, usually represented as a hideous giant; hence, anything likened to such a monster in appearance or character.

Opening Procedure SOP 8-C: also called *Opening Procedure of 8-C*: the first step of SOP 8-C, the basic theory of which is to make and break communication with the physical universe. Once an individual discovers that he can make and break communication with walls and objects, it will be discovered that he can let go of various pieces of his engram bank.

Operating Thetan: a state of beingness. It is a being "at cause over matter, energy, space, time, form and life." *Operating* comes from "able to operate without dependency on things," and *Thetan* is the Greek letter theta (θ), which the Greeks used to represent *thought* or perhaps *spirit*, to which an *n* is added to make a noun in the modern style used to create words in engineering. It is also θ^n or "theta to the nth degree," meaning unlimited or vast.

Op Pro by Dup: *Opening Procedure by Duplication*: a process which has as its goal the separating of time, moment from moment. This is done by getting a preclear to duplicate his same action over and over again with two dissimilar objects. In England this process is called "Book and Bottle," probably because these two familiar objects are the most used in doing Opening Procedure by Duplication.

org: a coined Scientology abbreviation for *organization*. See **organization** in this glossary.

organization: (often shortened in Scientology to *org*) a church of Scientology. Most Scientology and Dianetics activities are carried on at either Scientology organizations (churches) or Scientology missions. A church (org) is authorized to deliver higher levels of Scientology and Dianetics services than a mission. See also **mission** in this glossary.

Org Sec: *Organization Secretary*: in early Scientology organizations in the United States and at Saint Hill, the person who ran the organization. The same position was called "Assoc Sec" in the Commonwealth and South Africa. See also **Assoc Sec** in this glossary.

origin: see **originations** in this glossary.

originations: statements or remarks originated by a person, referring to his or her condition, ideas, reactions or difficulties (as opposed to statements or remarks referring only to someone else or the environment). In a session, originations are things volunteered by the preclear all on his own. The

preclear is as well as he can originate a communication. That means he can stand at cause on the communication formula.

PAB: *Professional Auditor's Bulletin*: one of a series of issues written by L. Ron Hubbard in the 1950s. The content of these bulletins is technical and promotional. Their intent was to give the professional auditor and his preclears the best possible processes and processing available at the moment it became available.

pale: faint or feeble; lacking vigor.

panorama: (*figurative*) a continuously passing or changing scene.

pantywaist: weak; fainthearted. The term derives from a former child's undergarment called a pantywaist, consisting of short pants and a shirt that buttoned together at the waist.

patter: language of a profession or class.

patty-cake: literally, a child game of clapping hands and putting palms together. Used figuratively in this issue.

pc: abbreviation for *preclear*. See **preclear** in this glossary.

physical universe: the material universe, which is made up of matter, energy, space and time.

physiological: having to do with the organic functions or processes in an organism or in any of its parts.

policy letter: *Hubbard Communications Office Policy Letter (HCO PL)*: a permanently valid issue of organization and administrative technology. HCO PLs, regardless of date or age, form the know-how of running an organization or group or company. These make up the bulk of staff hat materials in Scientology organizations. HCO PLs are signed by L. Ron Hubbard and issued in green ink on white paper, consecutive by date. See also **hat** in this glossary.

postulates: those self-determined thoughts which start, stop or change past, present or future efforts; conclusions, decisions or resolutions made by the individual himself to resolve a problem or set a pattern for the future or nullify a pattern of the past. Postulates are self-created truths.

preclear: a spiritual being who is now on the road to becoming Clear, hence pre-Clear. See also **Clear** in this glossary.

Prelogics: statements of the common denominators of knowledge (also called *The Qs*), written by L. Ron Hubbard in 1952. Knowledge is a pyramid, and knowledge as a pyramid has a common denominator which evaluates all other data below it. At the top point of this pyramid, we have what could be called a Q, and it could also be called a common denominator. It is in common to every other datum in this pyramid full of data. The Qs (Prelogics) are the highest echelon from which all other things are derived.

present time: the time which is now, rather than in the past. It is a term loosely applied to the environment existing in the present. A person said to be "out

of present time” would be someone whose attention is fixed on past events to such an extent that he is not fully aware of or in communication with his actual present environment.

process: a set of questions asked or commands given by a Scientology or Dianetics practitioner to help a person find out things about himself or life and to improve his condition.

program: any series of actions designed by a C/S to bring about definite results in a pc. A program usually includes several sessions.

psychiatry: the supposed medical practice or science of diagnosing and treating mental disorders.

psychology: the study of the human brain and stimulus-response mechanisms. Its code word was: “Man, to be happy, must adjust to his environment.” In other words, man, to be happy, must be a total effect.

psychosomatic: *psycho* refers to mind and *somatic* refers to body; the term *psychosomatic* means the mind making the body ill or illnesses which have been created physically within the body by derangement of the mind.

psychotics: people afflicted with psychosis. In psychiatry, *psychosis* is any major form of mental affliction or disease. In Scientology, a *psychotic* is classified as a person who is physically or mentally harmful to those about him out of proportion to the amount of use he is to them.

PTS: *potential trouble source:* in some way connected to and being adversely affected by a suppressive person. Someone who is PTS is called a *potential trouble source* because he can be a lot of trouble to himself and to others.

Q-and-Aed: (from “*Question and Answer*”) in Scientology, a coined expression which means did not get an answer to one’s question, failed to complete something, or deviated from an intended course of action.

Qual: the *Qualifications Division* of a Scientology organization. The prime purpose of Qual is to ensure the results of Scientology, correct them when needful and attest to them when attained. It exists to ensure that valid completions do occur and to swiftly spot and correct nonstandardness where it occurs.

qualifying: modifying or limiting in some way.

quickie: something done or made in a hurry; a hurriedly planned and executed program (as of studies). In Scientology, *quickie* means omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved; not doing all the steps and actions that could be done to make a perfect whole.

quickie grades: a derogatory term denoting grades “run” without running all the processes of the grades each to full end phenomena, thus reducing the effectiveness of Scientology by failure to apply it properly.

randomity: a consideration of motion. We have plus randomity and we have minus randomity. We can have, from the individual’s consideration, too

much or too little motion, or enough motion. What's enough motion measured by? The consideration of the individual. The term *randomity* is often used to mean simply too much motion or action.

rave: (*colloquial*) a highly or overly enthusiastic recommendation: often used before a noun [a *rave* review].

reactive mind: that portion of a person's mind which works on a totally stimulus-response basis, which is not under his volitional control and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions. The reactive mind is where engrams are stored.

reality: the agreed-upon apparency of existence. A reality is any data that agrees with the person's perceptions, computations and education. Reality is one of the components of understanding.

Reality Scale: a scale which begins at the bottom with solid communication lines, moves up through masses, agreements and considerations to postulates at the top.

receipt-point: that which receives a communication; effect. *See also* **communication** and **source-point** in this glossary.

reelingness: state, quality or instance of feeling dizzy; having a sensation of spinning or whirling.

Releases: people who have reached a certain stage of Release, a term for what occurs when a person separates from his reactive mind or some part of it. The degree and relative permanence of being pulled out of the reactive mind determines the state of Release. There are a number of states or stages of Release.

Remimeo: a distribution code often found in the upper left-hand corner of technical bulletins (HCOBs) and policy letters (HCO PLs) meaning that churches which receive this must mimeograph it again and distribute it to staff.

reservation: a limiting qualification, condition or exception.

restimulation: reactivation of a past memory due to similar circumstances in the present approximating circumstances of the past.

robotically: in the manner of a robot, a person who acts or works mechanically and without original thinking.

R3RA: *Routine 3RA:* modern engram running; the method used for running engrams on a pc.

rudiments: those steps or actions used to get the preclear in shape to be audited in that session. For auditing to take place at all the preclear must be "in-session" which means: (1) willing to talk to the auditor, (2) interested in own case. Rudiments are actions done to accomplish this.

running: undergoing processing on.

running out: erasing.

Saint Hill: the name of an advanced Scientology organization located in East Grinstead, Sussex, England. The term *Saint Hill* also applies to any Scientology organization authorized to deliver the same advanced services as Saint Hill in England.

Scientology: Scientology philosophy. It is the study and handling of the spirit in relationship to itself, universes and other life. Scientology means *scio*, knowing in the fullest sense of the word and *logos*, study. In itself the word means literally *knowing how to know*. Scientology is a "route," a way, rather than a dissertation or an assertive body of knowledge. Through its drills and studies one may find the truth for himself. The technology is therefore not expounded as something to believe, but something to *do*.

SCS: abbreviation for *Start-Change-Stop*, a process which addresses the three parts of control—start, change and stop. *See also control* in this glossary.

secondary: also called *secondary engram*. A period of anguish brought about by a major loss or threat of loss to the individual. The secondary engram depends for its strength and force upon physical-pain engrams which underlie it. *See also engram* in this glossary.

self-abnegation: lack of consideration for oneself or one's own interest; self-denial.

self-determinism: a condition of determining the actions of self; the ability to direct oneself.

service fac: *service facsimile*: a computation generated by the individual to make self right and others wrong, to dominate or escape domination and to enhance own survival and injure that of others. This computation will cause the individual to deliberately hold in restimulation selected parts of his reactive mind to explain his failures in life. For example, a person may keep an old injury in restimulation so that his family has to look after him. *See also facsimile, computation* and *restimulation* in this glossary.

session: the period of time during which an auditor audits a preclear. *See also auditor, auditing* and *preclear* in this glossary.

"Set": the area marked "Set" toward the middle of an E-Meter needle dial. The needle is adjusted to the Set position at the beginning of a session, and it is readjusted as needed by the auditor to keep the needle at or near the Set position during the session. *See also E-Meter* in this glossary.

Show Me by Duplication: a process in which two objects such as a chair and a table near together are selected and one part of the preclear's body such as the head, the eyes, the right hand, etc., is selected. The preclear is asked to show the auditor the table, the body part, the chair, the body part, the table, the body part, the chair, etc.

SHs: abbreviation for *Saint Hills*. *See Saint Hill* in this glossary.

sluggards: habitually lazy or idle people.

somatic: a physical pain or discomfort of any kind. The word *somatic* means, actually, bodily or physical. Because the word *pain* has in the past led to confusion between physical pain and mental pain, *somatic* is the term used to denote physical pain or discomfort.

SOP 8-C: *Standard Operating Procedure 8-C:* an auditing procedure which has as its goal to return to the individual his knowledge, skill and knowingness, and to enhance his perception, his reaction time and serenity.

SOP Goals: *Standard Operating Procedure Goals:* a procedure developed by L. Ron Hubbard in early 1961 for processing goals.

source-point: that from which something comes or develops; place of origin; cause. If you consider a river flowing to the sea, the place where it began would be the source-point or cause, and the place where it went into the sea would be the effect-point, and the sea would be the effect of the river.

spin: a slang term meaning going insane.

squirreling: altering (materials, procedures, etc.) from the original.

star-rated check: 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. Also called *star-rate checkout*.

steel: render insensible, inflexible, unyielding, determined, etc.

Sthil: abbreviation for *Saint Hill*. See **Saint Hill** in this glossary.

studenting: the act or an instance of being a student.

subjective: proceeding from or taking place in an individual's mind. A *subjective process* is an out of sight, in-his-own-mind process, or "think" process.

Supers: short for *Supervisors*. See **Supervisor** in this glossary.

Supervisor: *Course Supervisor:* the person in charge of a course and its students. The job of the Course Supervisor is to ensure that his students duplicate, understand and apply the materials of the course being studied.

suppressive person: a person who actively seeks to suppress or damage Scientology or a Scientologist by suppressive acts. See also **high crimes** in this glossary.

sweepingly: including a great deal; very broadly.

TA: an abbreviation for *tone arm*. See **tone arm** in this glossary.

tabulation: the act of putting (facts, statistics, etc.) in a table or columns; the act of arranging systematically.

tea party: literally, a social gathering at which tea is served, usually in the late afternoon. Used figuratively to mean an easy, pleasant, safe occasion.

tech: short for *technology*. See **technology** in this glossary.

Tech: short for *Technical Division*. See **Technical Division** in this glossary.

Technical Division: that part of a Scientology organization which routinely delivers auditing and training services. It handles the technology of Dianetics and Scientology, thus it is the Tech Div.

technology: the methods of application of an art or science as opposed to mere knowledge of the science or art itself.

thetan: the person himself—not his body or his name, the physical universe, his mind, or anything else; that which is aware of being aware; the identity which is the individual. The term was coined to eliminate any possible confusion with older, invalid concepts. It comes from the Greek letter theta (θ), which the Greeks used to represent *thought* or perhaps *spirit*, to which an *n* is added to make a noun in the modern style used to create words in engineering. It is also θ^n , or “theta to the nth degree,” meaning unlimited or vast.

tone: a level of emotion as given on the *Tone Scale*, a scale in Scientology, which shows the emotional tones of a person. These, ranged from the highest to the lowest, are, in part, serenity, enthusiasm (as we proceed downward), conservatism, boredom, antagonism, anger, covert hostility, fear, grief, apathy. An arbitrary numerical value is given to each level on the scale. There are many aspects of the Tone Scale and using it makes possible the prediction of human behavior. For further information on the Tone Scale, read the book *Self Analysis* by L. Ron Hubbard.

tone arm: a control lever on the E-Meter. The tone arm registers density of mass in the mind of the preclear. This is actual mass, not imaginary, and can be weighed, measured by resistance, etc. Therefore, the tone arm registers the state of the case at any given time in processing. As a person is processed, mental mass shifts and dissipates, and the auditor moves the tone arm to compensate for these fluctuations. *Tone arm action* refers to the measurement of how much the auditor had to move the tone arm during a session, and is used as an index of case improvement in the preclear. See also **case** and **E-Meter** in this glossary.

Tone 40 commands: intention without reservation. See also **intention** in this glossary.

Touch Assist: an assist action which reestablishes communication with injured or ill body parts. It brings the person’s attention to the injured or affected body areas. This is done by repetitively touching the ill or injured person’s body and putting him into communication with the injury. His communication with it brings about recovery. The technique is based on the principle that the way to remedy anything is to put somebody into communication with it. For more information, do the New Era Dianetics Course.

TR: training regimen or routine, often referred to as a *training drill*. TRs are practical drills on the cycle of communication. See also **communication** and **two-way comm** in this glossary.

Treason: *treason* is defined as betrayal after trust. The condition of Treason is assigned when a person is in a state of operation whereby his action or

inaction has resulted in a betrayal of the functions and purposes of a group. *See also condition* in this glossary. For more information, read the book *Introduction to Scientology Ethics* by L. Ron Hubbard.

turned on: caused to start suddenly to affect or show.

turn (something or someone) inside out: search or examine (a building, desk, student, etc.) very carefully and thoroughly.

two-way comm: *two-way communication:* a two-way cycle of communication. For example: Joe, having originated a communication and having completed it, may then wait for Bill to originate a communication to Joe, thus completing the remainder of the two-way cycle of communication. Thus we get the normal cycle of a communication between two people.

unaberrated: rational in thought or behavior; sane. *See also aberrated* in this glossary.

under the sun: on earth; anywhere.

upbraided: found fault with harshly or bitterly; criticized sharply.

Upper Indoc (indoctrination): a series of training drills designed to bring about in the student the willingness and ability to handle and control other people's bodies and to cheerfully confront another person while giving that person commands. Also to maintain a high level of control in any circumstances.

velocity: rapidity of motion or operation; swiftness; speed.

veneer: any attractive but superficial appearance or display.

vias: relay points in a communication line. Enough vias make a stop.

whole track: the moment-to-moment record of a person's existence in this universe in picture and impression form.

Wichita: a city in Kansas which was the location of the Hubbard Dianetic Foundation in 1951 and 1952.

win: gain or realization. Also, intending to do something and doing it or intending not to do something and not doing it. For example, if one intends to be able to communicate better with his boss and does so, that is a win. Or if one intends to no longer be shy around girls and accomplishes that, it is a win.

Word Clearers: personnel in Scientology organizations who are trained in and use the technology of *Word Clearing*. *See also Word Clearing* in this glossary.

Word Clearing: Scientology procedures used to locate and clear up words the student or preclear has misunderstood in his studies of Dianetics and Scientology or earlier subjects he has studied.

method has resulted in a variety of the number and type of groups
set also available in the 1950s. For more information, read the book
published by Lawrence, edited by L. Ron Hubbard.

turned out correct to start with, by the effect of the

form (something or someone) build out, which is similar to building, but
students that very carefully and thoroughly.

two-way contact two-way communication, a variety of communication.
For example, a student organized a communication and having completed
it, may then use the skill to organize a communication in the same manner.
ing the foundation of the two-way cycle of communication. Thus we can see
natural cycle of a communication between two people.

experiment is based in theory or behavior, and the effect of the
theory.

under the same or similar conditions.

experiment found that with hands or fingers, children study

Upper hand (advantage) a series of letters of the hand and to help them
in the student use a language and ability to handle and control their hands.
order and to consistently control another person while being in a
character. Also in student a high level of control in any language.

reducing: rapidly of motion in a system without speed.

control any situation but especially experiments in display.

what this - point of a communication. It is thought that make a

what leads to a more advanced level of a person's activity in the activity
in factor and important form.

Wright's copy is known which was the location of the United States
Foundation in 1901 and 1922.

with gain or reduction. After making a number of such being it or being
ing not to be satisfied, and not being a few examples of such hands to be able
to communicate better with his hand and does so. This is a way. On the other hand
to no longer be any more gifts and accomplishments that it is a way.

Word Choice: pattern in technology of communication and is found in all
the technology of Word Choice. The Word Choice is the primary.

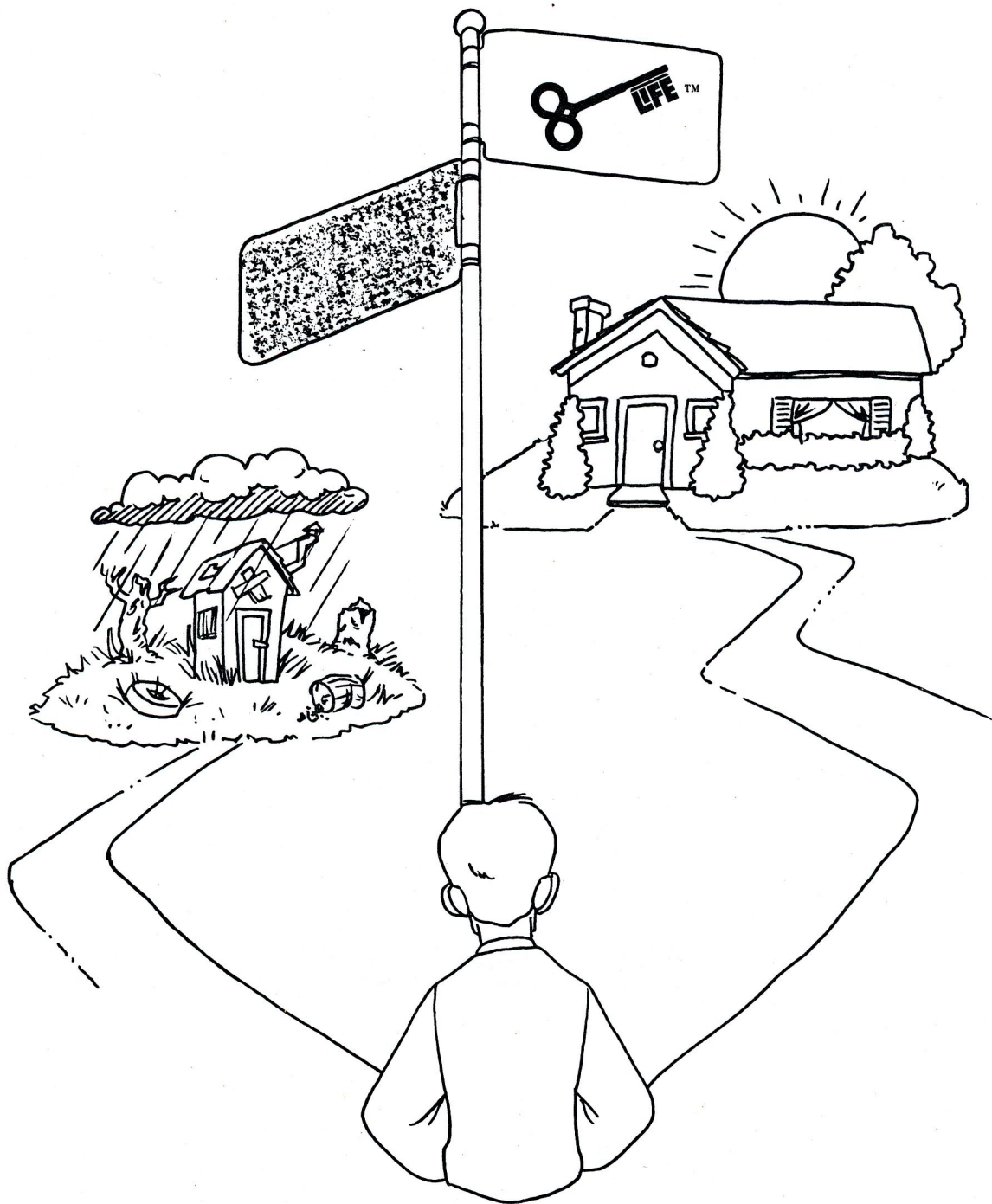
Word Choice: technology products and in form and clear up words the
theory of pattern has introduced in the study of (communication and
science) or other subjects he has studied.

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